



# ICM

## Marketing

### Course Handbook



## SETTING GLOBAL STANDARDS

For Business & Management Education

March 2017

The Institute of Commercial Management

ICM House, Yeoman Road, Ringwood,  
Hampshire, BH24 3FA, England  
Tel: +44 (0) 1202 490555

Visit: [www.icm.education](http://www.icm.education)

Contact: [info@icm.education](mailto:info@icm.education)

## Contents

---

1 Introduction	1
2 The Institute of Commercial Management (ICM)	1
3 ICM Articulation Agreements with Universities	1
4 Learning, Teaching and Assessment Strategy	3
4.1 Assessment	3
4.2 Student Workload	3
5 ICM Qualifications and Progression	4
5.1 ICM Certificates (equivalent to NQF Level 4 Diplomas)	4
5.2 ICM Diplomas (equivalent to NQF Level 5 Diplomas)	4
5.3 ICM Advanced Diplomas (equivalent to NQF Level 6 Diplomas)	5
5.4 ICM Graduate Diplomas (equivalent to NQF Level 6 Diplomas)	5
5.5 ICM Post Graduate Diplomas (equivalent to NQF Level 7 Diplomas)	6
5.6 Relative Positioning of ICM Qualifications	6
6 Student Registration & Course/Level Entry Requirements	8
6.1 Student Registration	8
6.2 Student Registration Fees	8
6.3 Course/Level Entry Requirements	8
7 Examinations and Results	10
7.1 Examinations	10
7.2 Examination Entry Fees and Forms	10
7.3 Examination Timetable	10
7.4 Examination grades and remarking	10
7.5 Examination re-sits	11
7.6 Examination Closing Dates	11
7.7 Examination Results	11
7.8 Examination Grades	11
7.9 Transcript of Academic Results	11
7.10 Replacement Certificates	11
7.11 Deferrals	12
7.12 Subject Exemptions for Professional Programmes	12
7.13 Single Subject Candidates	12
8 Subject advice, educational guidance and student support	12
8.1 Study Methods	12
8.2 Payment Methods	13
8.3 Choosing your course of study	13
8.4 ICM Approved Centres	13
9 Textbooks	13
10 Students with learning difficulties	13
11 Copies of past examination papers and other forms of assessment	14
12 Unit Information	14
12.1 Programme Objectives	14
12.2 Recommended Course Duration	14
12.3 Examination Grades	14
12.4 Continuing Education	14

13 Course Structure	15
13.1 Unit Syllabuses	15
13.1.1 Advertising Syllabus	16
13.1.2 International Business Communications Syllabus	21
13.1.3 Marketing Syllabus	27
13.1.4 Public Relations Syllabus	32
13.1.5 Quantitative Methods for Managers Syllabus	37
13.1.6 Buyer Behaviour & Consumerism Syllabus	41
13.1.7 Customer Service Syllabus	45
13.1.8 IT for Marketing Management Syllabus	50
13.1.9 Management Theory & Practice Syllabus	53
13.1.10 Marketing Management Syllabus	56
13.1.11 Financial Management Syllabus	58
13.1.12 International Marketing Syllabus	60
13.1.13 Marketing Policy & Strategy Syllabus	64
13.1.14 Marketing Research Syllabus	66
13.1.15 Strategic Marketing Management Syllabus	73

## **1 Introduction**

---

The purpose of this Course Handbook is to provide you with general information about studying with the Institute of Commercial Management (ICM). This Handbook should be read in conjunction with other Guidelines available on the ICM website. The early pages of this Handbook provide general information about ICM and its programmes. Later sections give details about the equivalency of ICM Certificate (NQF\* Level 4 qualifications), Diploma (NQF Level 5 qualifications), Advanced Diploma (NQF Level 6 qualifications), Graduate Diploma (NQF Level 6 qualifications) and Post Graduate Diploma Awards (NQF Level 7 qualifications). Please note that not all Levels are available for all programmes. The material in this Handbook is as accurate as possible at the time of production.

\*NQF: the UK National Qualifications Framework

## **2 The Institute of Commercial Management (ICM)**

---

Established in the early 1970s, the Institute of Commercial Management provides academic and vocational qualifications which are well recognised globally.

In its capacity as a course developer and an examining and certifying Board, the Institute offers a wide range of professional and vocational awards in Business, Management and related vocational areas.

ICM programmes are designed to address the personal development and training needs of those wishing to enter the commercial sector and to support the continued development and workplace flexibility of those already in employment.

ICM's global services include the design, development and certification of business education and training programmes for education providers; the development and certification of tailored education and training programmes for the corporate sector, emerging industries and the global workforce and the examination, assessment and certification of students undertaking business, management and related vocational education programmes.

An acknowledged specialist in the design and development of progressive, practical and multi-functional programmes of study, the Institute works with a range of public and private sector clients including universities, business schools, colleges, training providers, International Development Agencies, government agencies and local authorities.

ICM provides examinations in more than 200 subject areas ranging from accounting and finance to tourism and hospitality and from marketing and advertising to project management and examines and certifies candidates to an internationally consistent standard.

## **3 ICM Articulation Agreements with Universities**

---

The Institute has formal partnership arrangements with universities in the UK and overseas. A full list of progression routes from ICM qualifications into Undergraduate and Post Graduate courses at UK Universities is available from the ICM website.

Established articulation arrangements provide direct access to the second and final years of a wide range of BA/BSc degrees for ICM Diploma qualifications (Level 5 Diploma) and

Advanced Diploma qualifications (Level 6 Diploma). Access to Masters programmes also exist for those with ICM Graduate Diplomas (Level 6) and ICM Post Graduate Diplomas (Level 7). In addition, ICM Certificate (Level 4 Diploma) holders may be eligible for entry to year 1 of appropriate degrees.

Subject to status and grades obtained, students holding ICM Diploma qualifications at levels 4, 5, 6 and 7 are accepted onto Undergraduate and Post Graduate degree programmes offered by institutions in continents across the globe.

Our strategic partners have agreed that students can enter their degree programmes with Advanced Standing, provided they possess the right Grade profile and are able to meet other admissions criteria, such as language competence. The stated grade and points requirements may be subject to local variations.

### **Entry to the First Year**

Application for entry to the first year of a relevant degree programme will be considered for those students who hold a relevant ICM Certificate Level Award.

### **Entry to the Second Year**

Application for entry to the second year of an Honours degree programme will be considered for students who have passed a relevant ICM Diploma (Level 5) programme and have met the following requirements:

- obtained at least 24 Points from 8 subjects leading to the qualification
- obtained at least a Grade C in all subjects in the Diploma

### **Entry to the Final Year**

Students who have passed a relevant ICM Advanced Diploma (Level 6 Diploma) programme will be considered for final year entry if they have achieved the following:

- obtained at least 32 Points from 12 subjects leading to the Advanced Diploma
- obtained at least a Grade C in all subjects in the Advanced Diploma

### **Entry to the Post Graduate Year**

Students who have passed a relevant ICM Graduate Diploma (Level 6 Diploma) programme will be considered for entry to Masters programmes if they have achieved the following:

- obtained at least 12 Points from the final 4 subjects leading to the qualification
- obtained at least a Grade C in all subjects in the Graduate Diploma

### **Converting ICM subject grades into points**

The following rules apply in relation to converting ICM subject grades into points:

- an 'A' grade is awarded 6 points
- a 'B' grade is awarded 4 points
- a 'C' grade is awarded 2 points
- a 'D' grade is awarded 0 points

## **Progression Routes**

Students wishing to progress to degree programmes should review the range of courses available at our partner Universities. Information on appropriate university courses can be obtained from our website.

The Institute's qualifications are also recognised by leading professional examining bodies for either subject exemption or registration purposes. Further details can be obtained from the appropriate examination bodies.

## **4 Learning, Teaching and Assessment Strategy**

---

Tuition in preparation for the Institute's examinations takes place on a number of levels, including lectures, seminars, class discussion and problem review and analysis.

Formal lectures provide a foundation of information, which students build on through directed learning and self-managed study outside the classroom.

Students are actively encouraged to form study groups to discuss course material, fostering a greater depth of learning experience.

### **4.1 Assessment**

Assessment for the majority of programmes is based on final examinations. The Institute has a traditional approach to assessment. Formative assessment is provided by ICM Teaching Centres as and when appropriate and may include; essays, in-class tests, role play exercises, presentations and projects. However, in terms of gaining a professional qualification, and in order to maintain standards, ICM believes that students should be formally assessed on the body of knowledge covered during the course and be examined as individuals on the required learning outcomes.

### **4.2 Student Workload**

In accordance with nationally accepted codes of practice in the UK, each 20 credit unit represents a total of approximately 200 hours of learning. Typically, each ICM award at undergraduate level comprises four units of 20 credits each. Students must complete four units at each level leading to the awards of Certificate (Level 4 Diploma), Diploma (Level 5 Diploma), Advanced Diploma (Level 6 Diploma) and Graduate Diploma (Level 6 Diploma). Thus, for example, in order to gain an ICM Advanced Diploma, a student must have completed the Certificate, Diploma and Advanced Diploma stages. The Post Graduate Diploma (Level 7 Diploma) consists of 120 credits divided into six units.

The learning hours for each unit are subdivided into appropriate categories of learning opportunities, such as lectures, seminars, preparation time, directed study, time spent on assessment items and exam preparation. At least one quarter of this time is usually devoted to formal contact time.

A further one quarter of this time is related to directed learning. The balance of workload is comprised of individual, self-managed student learning and revision.

Note that for a unit delivered in standard mode, the ICM examinations calendar accommodates a teaching year of approximately 2 x 20 teaching weeks, and four weeks of revision/end of year assessment.

Furthermore, each unit is assigned to a particular 'Level', with each Level corresponding to the group of subjects contained within the programmes leading to the award of a Certificate (Level 4 Diploma), Diploma (Level 5 Diploma), Advanced Diploma (Level 6 Diploma), Graduate Diploma (Level 6 Diploma) or Post Graduate Diploma (Level 7 Diploma).

## **5 ICM Qualifications and Progression**

---

Understanding your qualification is important and the following guidelines outline how ICM qualifications fit within the UK National Qualifications Framework and support vocational learning.

ICM has benchmarked its qualifications against the UK National Qualifications Framework (NQF). In recognition of the NQF levels and with reference to appropriate National Occupational Standards, the Institute has produced the following level descriptors which should be read in conjunction with the table provided in section 5.6.

### **5.1 ICM Certificates (equivalent to NQF Level 4 Diplomas)**

ICM Certificates are awarded to those who have passed Part 1 (the first four or five subjects, depending on the course) of an ICM Diploma programme. See below for ICM Diploma Entry Requirements. ICM Certificates represent a level of qualification that recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding.

ICM Certificate holders should be able to display competence in the application of knowledge in the performance of a range of work activities, some of which may be routine and predictable with some being complex or non-routine.

Learning at this level involves gaining knowledge and skills appropriate for individuals working semi-independently, or receiving basic supervision and training from others in their field of work.

Students should begin to develop a degree of individual responsibility or autonomy in their study as well as the ability to collaborate with others, for example through participation in work groups or teams.

Successful completion of the ICM Certificate enables entry to the first year of appropriate degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

### **5.2 ICM Diplomas (equivalent to NQF Level 5 Diplomas)**

Entry to an ICM Diploma programme requires completion of secondary education or an equivalent and recognised programme of study.

ICM Diplomas represent a level of qualification which recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding.

ICM Diploma holders should be able to display competence in the application of knowledge in a broad range of varied work activities performed in a wide variety of contexts, most of which are complex and non-routine.

Learning at this level involves obtaining detailed knowledge and skills appropriate for people working independently, or providing basic supervision and training of others in their field of work and people wishing to go to University.

Progression is available from the ICM Diploma to the second year of relevant degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

### **5.3 ICM Advanced Diplomas (equivalent to NQF Level 6 Diplomas)**

Entry to an ICM Advanced Diploma programme requires completion of the ICM Certificate and Diploma in the selected programme. Students holding other relevant and equivalent qualifications which contain ICM Diploma subjects could qualify for entry as well as subject and Level exemptions.

ICM Advanced Diplomas represent a level of qualification which involves specialist learning and detailed analysis of a high level of information, knowledge and skills in a specified area of work or study.

Students undertaking an ICM Advanced Diploma should demonstrate the depth of knowledge and understanding of an area of work or study to enable them to formulate solutions and responses to complex problems and situations.

ICM Advanced Diplomas are appropriate for people working in positions such as Senior Supervisors, Professionals or Managers. These individuals need to demonstrate significant levels of knowledge, a high level of work expertise in job roles and competence in managing and training others. Learning at this level is appropriate for people working in technical and professional jobs, and/or managing and developing others.

The ICM Advanced Diploma is equivalent to NQF Level 6 and in terms of level and credit value these qualifications are comparable to UK Intermediate Higher Education qualifications such as HNDs, Diplomas of Higher Education and Foundation Degrees.

Progression is available from ICM Advanced Diplomas to the final year of relevant degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

### **5.4 ICM Graduate Diplomas (equivalent to NQF Level 6 Diplomas)**

Entry to an ICM Graduate Diploma programme requires prior completion of the ICM Diploma and Advanced Diploma in the selected programme.

Advanced Standing and Exemptions: Students holding relevant degrees and equivalent qualifications which contain ICM Certificate, Diploma and Advanced Diploma subjects could qualify for entry as well as subject and Level exemptions.

Students at this level study highly developed and complex levels of knowledge enabling the development of in-depth and original responses to complicated and unpredictable problems and situations.



Learning at the Graduate Diploma level involves the demonstration of high level specialist professional knowledge appropriate for senior professionals and managers. Indicative competencies involve the application of a range of fundamental principles across a wide and often unpredictable variety of contexts as well as the ability to perform technical or professional work activities in a variety of contexts with a substantial degree of personal responsibility and autonomy.

A qualification at this level is appropriate for people working as knowledge-based professionals or in professional management positions. This qualification is equivalent to a Bachelors degree, and progression is available from the ICM Graduate Diploma to Post Graduate programmes such as Masters degrees.

### **5.5 ICM Post Graduate Diplomas (equivalent to NQF Level 7 Diplomas)**

Entry to an ICM Post Graduate Diploma programme requires completion of an ICM Graduate Diploma, another Level 6 award, or a degree level qualification in an appropriate discipline.

Refer to Section 6 for Advanced Standing arrangements for mature candidates.

Students at this level of study should display a mastery of high level knowledge and skills and have professional and research-based skills.

This qualification is equivalent to two thirds of a Masters degree (MBA or MA) and advanced standing can be given onto a range of Masters degrees. For a complete list of progression routes please refer to the website.

### **5.6 Relative Positioning of ICM Qualifications**

The following table gives an indication of the relative positioning of ICM awards, compared with other types of qualifications and levels. Reference is made to levels in the UK National Qualifications Framework and example qualifications at each level. In addition, the final column in the table (FHEQ) shows the 'equivalent' qualifications commonly being developed and delivered in the University sector. For example, these indicate that the ICM Advanced Diploma equates to an intermediate level award (in terms of credit accumulation this ICM qualification equates to a Higher National Diploma). Furthermore, the ICM Graduate Diploma equates to a Bachelors degree level qualification and the ICM Post Graduate Diploma equates to a Masters degree level qualification.

## Relative Positioning of ICM Qualifications

<b>National Qualifications Framework (Levels and example vocational qualifications)</b>	<b>Framework for ICM Levels</b>	<b>Framework for Higher Education Qualification Levels (FHEQ)</b>
<b>Level 7</b> Professional Diploma in Translation	<b>ICM Post Graduate Diploma</b> (Level 7 Diploma)	<b>M (masters)</b> , Masters degrees, Post Graduate certificates and diplomas
<b>Level 6</b> Diploma in Management	<b>ICM Graduate Diploma</b> (Level 6 Diploma)	<b>H (honours)</b> Bachelors degrees (BSc/BA)
	<b>ICM Advanced Diploma</b> (Level 6 Diploma)	<b>I (intermediate)</b> Diplomas of higher education, foundation degrees, Higher National Diplomas
<b>Level 5</b> BTEC Higher National Diploma in 3D Design	<b>ICM Diploma</b> (Level 5 Diploma)	<b>C (certificate)</b> Certificates of higher education
<b>Level 4</b> Certificate in Early Years Practice	<b>ICM Diploma</b> (Level 5 Diploma)	
<b>Level 3</b> Certificate in Small Animal Care NVQ in Aeronautical Engineering A levels		
<b>Level 2</b> Diploma for Beauty Specialists NVQ in Agricultural Crop Production GCSEs Grades A*-C		
<b>Level 1</b> Certificate in Motor Vehicle Studies NVQ in Bakery GCSEs Grades D-G		
<b>Entry</b> – e.g. Entry Level Certificate in Adult Literacy		

## 6 Student Registration & Course/Level Entry Requirements

---

### 6.1 Student Registration

In order to undertake any ICM examination candidates must be Registered ICM Student Members.

Student Membership can be obtained by completing the appropriate Student Registration Application form and returning the form and the Student Registration Fee to the Institute. Details of Student Registration Fees can be found on the ICM website.

The Student Registration fee is valid for one year and can be renewed annually.

**Important Note: All students wishing to register for any ICM Advanced Diploma programme or above, MUST complete and attach an Academic History form to their Student Registration form. Copies of all qualifications and Awards obtained by the student must also accompany the Academic History form.**

**The Academic History form is used to ensure that students are qualified to commence their studies at the Level they have selected.**

### 6.2 Student Registration Fees

Student Registration fees for standard ICM Awards and programmes are based on the country in which you will undertake your examinations. The current fees levels are as follows:

**Group 1:** If you are based in Europe, and EU Member State, North America, a Gulf State, India, the Middle East, Australasia, Singapore, South Africa, China, Hong Kong or Malaysia your Registration Fee will be £50.00 Pounds Sterling.

**Group 2:** If you are based in sub-Saharan Africa, Central or South America, Pakistan, Bangladesh, the Caribbean or North Africa your Registration Fee will be £25.00 Pounds Sterling.

**Group 3:** A special rate exists for students in countries which have (a) emerged from conflict (b) countries in which the general population is subject to great poverty and (c) countries in which the UN acknowledge that the level of economic activity and national per capita income is unacceptably low.

### 6.3 Course/Level Entry Requirements

ICM professional programmes are structured in 'Levels'. These Levels are designed to provide a structured and progressive level of knowledge.

All students are required to commence their studies at the Diploma Level of all programmes unless they are able to claim subject-for-subject or Level exemptions.

Subject-for-subject exemptions can be applied for if the student has (a) been examined, in the subject, by another recognised Awarding body and (b) has passed the examination/s set by the alternate body.

The Institute operates an 'Open Entry' policy in respect of most of its Diploma Level vocational programmes, subject to appropriate work experience, but prospective students should note that the following qualifications are recommended for those wishing to undertake ICM Diploma Level programmes:

### ***Entry to an ICM Diploma Level Programme (NQF Level 5)***

Entry to an ICM Diploma programme requires completion of secondary education or equivalent. For example:

- One GCE A-level plus three GCSEs (or equivalents) or 5 GCSEs
- A suitable BTEC National Award
- Any qualification equivalent to one or more of the above

The minimum age for registration for the majority of programmes is 18. Applicants over the age of 20 who do not hold one of the recommended entry qualifications may also register for some Diploma Level programmes providing they have been in full-time employment for a minimum of two years and can produce a letter from their employer to confirm this.

### ***Entry to an ICM Advanced Diploma Programme (NQF Level 6)***

Entry to an ICM Advanced Diploma programme requires completion of the ICM Diploma Level of the selected programme.

### ***Entry to an ICM Graduate Diploma Programme (NQF Level 6)***

Entry to an ICM Graduate Diploma requires completion of the ICM Diploma and Advanced Diploma in the selected programme.

### ***Entry to an ICM Post Graduate Diploma Programme (NQF Level 7)***

Registration for an ICM Post Graduate Diploma is accepted from those:

- who have completed an ICM Graduate Diploma
- who hold any Level 6 business or management Award
- holders of business and management degree level qualifications

**Mature Candidates.** Applications from those over the age of 25 who do not meet the standard Entry Requirements will also be considered providing they:

- Are over the age of 25
- Have been in employment for 5 years – a letter of support is required from the applicant's employer; and
- Hold a management or senior supervisory position

## **7 Examinations and Results**

---

### **7.1 Examinations**

In order to achieve a consistent global standard the Institute sets all examination papers and all candidate scripts are returned to the Institute for marking.

Invigilation of examinations is undertaken either by external Invigilators who are appointed by the Institute or by the British Council. Examinations are held in March, June, September and December and the Examination Timetable can be found on the ICM website.

Candidates must be registered and paid-up Student Members of the Institute at the time they undertake their examinations. Examination papers are securely distributed to ICM Approved Centres and scripts are assessed and moderated in the UK by ICM Appointed Examiners.

Full details of Examination dates can be found on the ICM website.

### **7.2 Examination Entry Fees and Forms**

Examination Entry fees are shown on the appropriate Examination Entry form for the subject/programme you are undertaking. In general, the standard Examination fee is £26.00 Pounds Sterling per subject. There are however some specialist programmes where a higher subject fee may be payable. If you have any queries relating to fees please contact your Teaching Centre.

In order to undertake any ICM Professional or Single Subject examination you must be a Registered and paid-up ICM Student Member.

To enter for an examination you need to complete the relevant Examination Entry form and submit it to the Institute.

### **7.3 Examination Timetable**

ICM examinations take place four times each year, in March, June, September and December. The Timetable for each year states the Closing Date for receipt of entries for each examination Series. Please visit the website to view the ICM examination timetable.

### **7.4 Examination grades and re-marking**

You can request that your examination script is re-marked if you are unhappy with your result.

The fee for this is £35.00 Pounds Sterling per script. The Institute operates a triple marking and moderation system. In the event that the moderator increases the original marks awarded, the fee for re-marking your script will be refunded to you. Should the Grade awarded remain the same, you will be issued with a full Examiner's Report detailing your examination performance. The Institute retains answer scripts for a maximum period of six months. Examination scripts/answer books are not returned to candidates under any circumstances.

## **7.5 Examination re-sits**

Although ICM Examinations are held every twelve weeks it should be noted that it takes an average of twelve weeks to mark the scripts after each Examination Series.

If you sit, for example, for one or more subjects in March you will not receive your results until June. This means that if you were to fail a subject in March, you would not be able to re-sit the subject in June, as you will have missed the Closing Date for the June Series.

Our advice is that you try to split your subject examinations between two consecutive Examination Series e.g. If your programme has four subjects you could take two subjects in one series and two in another series.

On this basis, were you to fail one subject in March you would be able to re-sit it in September, giving you plenty of time for revision.

## **7.6 Examination Closing Dates**

There is a Closing Date for receipt of Examination Entries and candidates entering for examinations must ensure that their completed Examination Entry forms and fees reach the Institute before the Closing Date for each Examination Series. Examination Timetables indicate the closing date for receipt of entries for each sitting and this information also appears on the ICM website. Entries received after the Closing Date are automatically carried forward to the next Examination Series.

## **7.7 Examination Results**

Results are distributed within twelve weeks from receipt of scripts. Candidates are advised not to telephone the Institute for results as this information is confidential and cannot be disclosed over the telephone.

## **7.8 Examination Grades**

Should you wish to re-sit any examination to improve your previous Grade, please note that the latest Grade you obtain will stand.

## **7.9 Transcript of Academic Results**

You may request a transcript of your Academic Results, however please note there is a charge of £15.00 Pounds Sterling for each Award transcript requested.

## **7.10 Replacement Certificates**

Replacement certificates are available on payment of a fee of £20.00 Pounds Sterling per certificate. Please include your Student Registration Number together with your current postal address and indicate which certificate is required.

### 7.11 Deferrals

There is a fee of £15.00 Pounds Sterling per subject should you wish to defer your examinations to another Series for health or for any other reason. If you are unable to undertake your examinations, it is essential you advise ICM before the appropriate examination date, otherwise the full entry fee of £26.00 Pounds Sterling will be applicable. Please note that you may only defer examinations on one occasion. The full entry fee of £26.00 Pounds Sterling per subject will become due if you defer on more than one occasion.

### 7.12 Subject Exemptions for Professional Programmes

Students holding relevant recognised qualifications from other professional bodies or recognised Higher Education institutions may apply for Subject Exemptions, on a subject-for-subject basis. It may also be possible, subject to qualifications held, to obtain exemption from a Level within a programme. Documentary evidence is required before any decision can be made in connection with the granting of Subject/Level Exemptions. No exemptions are given for case studies or assignments. Internally awarded school certificates and diplomas **are not accepted for exemption purposes.**

### 7.13 Single Subject Candidates

Registered ICM students who do not want to complete a full ICM programme may study individual subjects. Single Subject candidates receive a Single Subject Diploma on successful completion of the relevant subject examination. Single Subjects qualify, on a subject-for-subject basis, for subject exemptions from ICM professional programmes.

- Note:**
1. Case Studies, Assignments and Projects, including ALL subjects in any Post Graduate programme, do not qualify for Single Subject Awards.
  2. A student who undertakes, on a Single Subject basis, subjects within a Diploma, Advanced Diploma, Graduate Diploma or Post Graduate ICM programme will not be entitled to a professional Award unless they are exempted from or have completed all lower Levels of that Award.
  3. In order to comply with UKBA requirements, overseas students studying in the UK (excluding those from EU countries) are not permitted to undertake Single Subjects and must undertake a professional programme.

## 8 Subject advice, educational guidance and student support

---

You are expected to be independent and to take responsibility for your own academic and personal life. However, your study centre should also provide appropriate help and assistance. Your tutors will direct your studies and ensure that you know what work you need to cover in any given unit. Seek advice from academic staff either during or after class or try to see them during their office hours.

### 8.1 Study Methods

Teaching Centres are provided with a detailed syllabus and reading list for each subject area. Each Unit Syllabus clearly defines the areas that you will be required to cover for each subject and your examination questions will be based on the areas and topics detailed for

each unit. It is important to ensure that you obtain a copy of each unit syllabus from your Teaching Centre. Alternatively, this information can be obtained online at [www.icm.education](http://www.icm.education), in the 'Single Subject' section.

Each Unit Syllabus is normally linked to one main textbook and the examiners base their questions on the contents of the nominated core text.

The Unit Syllabuses also give details of 'Alternative Texts' and texts recommended for further reading. It is advised that you should refer to the 'Alternative Texts' in order to develop your skills and broaden your knowledge of the subject area.

## **8.2 Payment Methods**

For our accepted methods of payment, please refer to the ICM website: [www.icm.education](http://www.icm.education)

## **8.3 Choosing your course of study**

As an ICM Student Member you can work towards obtaining either a recognised Professional qualification or study for one or more of the 200 Single Subject Awards from the list of subjects offered by the Institute. The choice is yours.

## **8.4 ICM Approved Centres**

Tuition leading to the Institute's examinations can only be provided by Institutions which have been granted ICM 'Approved Centre' status. Please note that some ICM Teaching Centres specialise in particular subject areas and not all ICM Centres will necessarily offer tuition for every ICM course programme. Visit the website to find an ICM Approved Centre near you.

## **9 Textbooks**

---

The recommended textbooks for each subject are shown on each subject syllabus. Examiners base their questions on the contents of the recommended texts and it is therefore important for you to ensure that you have access to the appropriate texts. You can obtain the full list of books available to purchase from ICM and/or place orders by either contacting your Centre or complete the Book Order Form and send it to ICM's Book Sales Manager at: [info@icm.education](mailto:info@icm.education) .

## **10 Students with specific learning difficulties**

---

If you are diagnosed with a specific learning difficulty you may be granted special arrangements for your examination/s. We will require a copy of an Assessment Report issued within the last three years. The amount of additional time and any other arrangements will be determined on the basis of the Report relating to your circumstances. It is possible that you may be granted permission to use a computer or laptop without internet connection in your examinations.



## 11 Copies of past examination papers and other forms of assessment

---

The ICM website, [www.icm.education](http://www.icm.education), provides a database of recent examination papers, assignments and Case Studies. These can be found in the Student Resources section of the website.

## 12 Unit Information

---

This programme is designed for those who seek to develop their marketing skills and knowledge. It is suitable for both business students and for those who may be working in an Advertising, Sales, Marketing or PR environment.

### 12.1 Programme Objectives:

To provide students with a body of knowledge which will:

- enable them to understand and identify consumer needs and trends
- enable them to understand, define and segment markets
- provide an understanding of the importance of pricing and pricing strategies
- develop an understanding of channels of distribution and routes to market
- develop an understanding of the patterns of consumer behaviour
- enable them to develop and apply advertising and promotional strategies
- provide them with a qualification which will enable them to progress to higher level marketing or communications studies at a later stage in their business or academic careers

### 12.2 Recommended Course Duration

To help calculate the duration of the programme, please refer to section 4.2 entitled 'Student Work Load'

It is expected that a student will need at least 6 months of full-time study at an ICM Approved Centre for each level to complete this programme.

### 12.3 Examination Grades

Grade A – Distinction	70% and above
Grade B – Credit	60% to 69%
Grade C – Pass	50% to 59%
Grade D – Marginal Pass	40% to 49%
Grade F – Fail	39% and under

### 12.4 Continuing Education

The ICM Diploma in Marketing is recognised by other professional examining bodies for subject and level exemption purposes. It may also be offered as an entrance qualification for first degree studies (subject to examination grades obtained). Those over the age of 23 who hold the ICM Graduate Diploma in Marketing may apply to undertake the MBA (Marketing) offered by the University of Leicester.

## **13 Course Structure**

---

### **The Diploma in Marketing**

- 1 Advertising
- 2 International Business Communications
- 3 Marketing
- 4 Public Relations
- 5 Quantitative Methods for Managers

The ICM Diploma in Marketing is awarded on completion of all 5 subjects

### **The Advanced Diploma in Marketing**

- 6 Buyer Behaviour & Consumerism
- 7 Customer Service
- 8 IT for Marketing Management
- 9 Management Theory & Practice
- 10 Marketing Management

The ICM Advanced Diploma in Marketing is awarded on completion of all 10 subjects

### **The Graduate Diploma in Marketing**

- 11 Financial Management
- 12 International Marketing
- 13 Marketing Policy & Strategy (Case Study)
- 14 Marketing Research
- 15 Strategic Marketing Management

The ICM Graduate Diploma in Marketing is awarded on completion of all 15 subjects

### **13.1 Unit Syllabuses**

Syllabuses for this programme are contained in the following sections.

### 13.1.1 Advertising Syllabus

Unit Title	Advertising
Unit Code	ADV-0317
Level	5 Diploma
Credits	20
Unit Leader	NK
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>The main aim of this unit is to build on basic marketing knowledge in order to enable students to understand, set up and monitor a publicity campaign.</p> <p>Wherever possible, it is recommended that students should be given every opportunity to learn and experiment with skills involving the use of technical equipment such as cameras, tape recorders and editing equipment during the preparation and presentation of an advertising campaign.</p> <p>The unit is designed to develop students' abilities in working as members of a team and communication skills within their team and with an audience. Problem solving, application of numeracy and accounting skills and decision-making will be necessary in order to complete a campaign brief.</p>	
<b>Main Topics of Study:</b>	
<b>Introduction to Advertising</b>	
<ul style="list-style-type: none"><li>▶ History of advertising</li><li>▶ Significance and scope of the advertising industry</li><li>▶ Nature and role of advertising in society</li><li>▶ Types of advertising</li><li>▶ Factors that influence the communication process</li><li>▶ The influencer model of communication</li><li>▶ The interactional model of communication</li><li>▶ Using advertising to influence attitudes</li></ul>	
<b>Advertising Theories, Concepts and Frameworks</b>	
<ul style="list-style-type: none"><li>▶ The use of information and emotion in advertising</li><li>▶ Advertising concepts and models</li><li>▶ Trade advertising</li><li>▶ Eclectic models of advertising</li><li>▶ Using advertising strategically</li><li>▶ The Institute of Practitioners in advertising</li></ul>	
<b>Advertising Strategies, Planning and Positioning</b>	
<ul style="list-style-type: none"><li>▶ Communications strategies</li><li>▶ Objectives and strategic development</li><li>▶ Advertising planning and frameworks</li><li>▶ Positioning options</li></ul>	

### **Creativity, Content and Appeals**

- ▶ Creative roles and skills
- ▶ The creative process
- ▶ Creative content
- ▶ Message appeals
- ▶ Evaluating creativity

### **Brand Communications: The Role of Advertising**

- ▶ Types of branding
- ▶ Brand characteristics
- ▶ Brand associations
- ▶ The role of advertising and communications in branding
- ▶ Brand equity

### **The Advertising Industry**

- ▶ Role of the advertising agency
- ▶ Advertising agency structures and integration
- ▶ Agency operations and roles
- ▶ Advertising agency selection
- ▶ Agency remuneration
- ▶ Advertising budgets

### **Traditional Media**

- ▶ Print media
- ▶ Magazines
- ▶ Strengths and weaknesses of using magazines in the media plan
- ▶ Newspapers
- ▶ Strengths and weaknesses of using newspapers in the media plan
- ▶ Electronic media
- ▶ Radio
- ▶ Strengths and weaknesses of using radio in the media plan
- ▶ Television
- ▶ Strengths and weaknesses of using television in the media plan
- ▶ Outdoor media
- ▶ Direct mail
- ▶ Strengths and weaknesses of using outdoor media and direct mail in the media plan
- ▶ Alternative advertising media

### **Digital Media and Emerging Technologies**

- ▶ Internet and online advertising
- ▶ Strengths and weaknesses of using online in the media plan

- ▶ Mobile marketing
- ▶ Social media marketing, strengths and weaknesses
- ▶ Gaming
- ▶ Strengths and weaknesses of using gaming in the media plan
- ▶ Supplementary digital advertising media

### **Media Planning**

- ▶ How does media planning work?
- ▶ Evolution of media planning
- ▶ The media plan
- ▶ Factors affecting media objectives and strategies
- ▶ Scheduling
- ▶ Media buying

### **Measuring Advertising Efficiency and Effectiveness**

- ▶ Media audience research
- ▶ Calculating the audience
- ▶ Print measurement
- ▶ Broadcast measurement
- ▶ Digital measurement
- ▶ Internet
- ▶ Social media measurement
- ▶ Buying the media

### **Standards and Responsibilities**

- ▶ Attitudes towards advertising
- ▶ Ethics and advertising
- ▶ Controls and regulations
- ▶ The Advertising Standards Authority
- ▶ Codes of practice
- ▶ Complaints and sanctions
- ▶ Corporate social responsibility

### **Contemporary Issues in Advertising**

- ▶ The key issues relating to integration
- ▶ Consumer insights
- ▶ Advertising and social networks
- ▶ Media management planning
- ▶ Measuring advertising effectiveness
- ▶ Creativity

<b>Learning Outcomes for the Unit:</b>				
At the end of this Unit, students will be able to:				
1.	Understand thoroughly the nature, structure, function and operations of the advertising and promotion industries in the UK and worldwide.			
2.	Articulate a thorough understanding of the nature, structure, function and operations of the advertising and promotion industries in the UK and worldwide.			
3.	Explain the relationship between advertising and promotion, public relations and marketing objectives.			
4.	Analyse and explain the importance of the role played by advertising and promotional activities in effectively executing the corporate objectives of various types of organisations.			
5.	Explain the construction and working of the advertising and promotion industries and the interactions between the various organisations which constitute them.			
6.	Discuss the impact of advertising and related activities on society and the way controls to regulate their use are instituted in various countries.			
<b>The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:</b>				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-6	4	-	2,3,4,6	
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	-		1-6	
<b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>				
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.				
<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>				<b>Weighting:</b>
Examination: 3 hours duration				100%
<b>Indicative Reading for this Unit:</b>				
<b>Main Text</b>				
Advertising: Strategy, creativity and media, Chris Fill, Graham Hughes, Scott De Francesco, Pearson. ISBN: 978-0273760894				
<b>Alternative Texts and Further Reading</b>				
Advertising: Principles and Practice, W.D. Wells, S. Moriarty & J. Burnett, Prentice Hall, 2005. ISBN: 978-0131465602				
Advertising and Promotion: An Integrated Marketing Communications Approach, C. Hackley, Sage Publications, 2010. ISBN: 978-1849201469				

**Guideline for Teaching and Learning Time (10 hrs per credit):**

50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

### 13.1.2 International Business Communications Syllabus

Unit Title	International Business Communications
Unit Code	IBC 101-05
Level	5 Diploma
Credits	20
Unit Leader	JF
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>To prepare students to address business communication situations encountered in their careers through the writing of memoranda, letters, reports, résumés, electronic messages; manuals with terms, mechanisms and instructions; process analysis; proposals; web portfolios; delivering oral presentations, in order to develop interpersonal skills and to foster critical thinking and problem-solving skills through the writing of effective communication for assigned business scenarios / situations.</p>	
<b>Main Topics of Study:</b>	
<p><b>The Process of Communication</b></p> <ul style="list-style-type: none"> <li>▶ The objectives of communication</li> <li>▶ The meaning of words</li> <li>▶ Non-verbal communication</li> <li>▶ The context or situation</li> <li>▶ Barriers to communication</li> <li>▶ Why? Who? Where? When?</li> <li>▶ What? How?</li> <li>▶ Planning the message</li> <li>▶ Summary – how to communicate</li> </ul> <p><b>Speaking Effectively</b></p> <ul style="list-style-type: none"> <li>▶ Basic speaking skills</li> <li>▶ Qualities to aim for when speaking</li> <li>▶ Summary – good speaking</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>▶ Listening – the neglected skill</li> <li>▶ Reasons for improving listening</li> <li>▶ Are you a good listener?</li> <li>▶ Ten aids to good listening</li> <li>▶ Summary – good listening</li> </ul> <p><b>Human Interaction and Non-verbal Communication</b></p> <ul style="list-style-type: none"> <li>▶ Metacommunication and paralanguage</li> <li>▶ The language of silence</li> <li>▶ The language of time</li> <li>▶ Body language or kinesics</li> <li>▶ The underlying psychology: NLP, EI and TA</li> <li>▶ Conflict between verbal and non-verbal communication</li> <li>▶ Summary – the importance of paralanguage in human interaction</li> </ul>	



### **Talking on the Telephone**

- ▶ Telephone problems
- ▶ Basic telephone rules
- ▶ Receptionists
- ▶ Making a call
- ▶ Gathering information by telephone
- ▶ Answering the telephone
- ▶ Voicemail
- ▶ Mobile phone manners
- ▶ Summary – good telephoning

### **Interviewing**

- ▶ Interviewing weaknesses
- ▶ What is an interview?
- ▶ The purposes of the interview
- ▶ Types of interview information
- ▶ How to plan an interview
- ▶ Structuring the interview
- ▶ How to question and probe
- ▶ Summary – interviewing

### **Being Interviewed for a Job**

- ▶ Preparing – the organisation
- ▶ Preparing – know yourself
- ▶ At the interview
- ▶ Tips to remember
- ▶ Summary – being interviewed for a job

### **Communicating in Groups**

- ▶ Advantages of groups
- ▶ Disadvantages of groups
- ▶ Factors affecting group effectiveness
- ▶ Summary – making groups and committees work

### **Running and Taking Part in Meetings**

- ▶ Chairing meetings
- ▶ Decision-making methods
- ▶ Responsibilities of participants
- ▶ Duties of officers and members
- ▶ The agenda
- ▶ The minutes
- ▶ Video-conferencing and audio-conferencing
- ▶ Formal procedure

### **Giving a Talk**

- ▶ Techniques of public speaking
- ▶ Preparation
- ▶ Developing the material
- ▶ Opening the talk
- ▶ Closing the talk
- ▶ Visual aids
- ▶ Use of notes

- ▶ Practising the talk
- ▶ Room and platform layout
- ▶ Delivery of the talk
- ▶ Summary – being a good speaker

#### **Using Visual Aids**

- ▶ General principles
- ▶ Whiteboards, electronic copy boards, interactive boards
- ▶ Flip charts
- ▶ Build-up visuals
- ▶ Physical objects
- ▶ Models and experiments
- ▶ Overhead Projector (OHP)
- ▶ Data projector or multimedia projector
- ▶ 35mm slide projector
- ▶ Videos and DVDs
- ▶ Closed circuit television and video
- ▶ Points to remember about visual aids
- ▶ Video and DVD hire and purchase
- ▶ Summary – being in control of visual aids

#### **Faster Reading**

- ▶ How do you read?
- ▶ The physical process of reading
- ▶ Ways of increasing your vocabulary
- ▶ Summary – faster reading

#### **Better Reading**

- ▶ Determine reading priorities
- ▶ Scanning
- ▶ Skimming
- ▶ SQ3R method of reading
- ▶ Summary – better reading

#### **Writing Business Letters**

- ▶ Why good letter-writing matters
- ▶ Backing up the phone call or meeting
- ▶ Planning a letter
- ▶ Layout and style
- ▶ The structure of a letter
- ▶ Dictating
- ▶ Standard letters
- ▶ Summary – writing business letters

#### **Applying for a Job**

- ▶ What sort of job do you want?
- ▶ What is available and what are they looking for?
- ▶ The application itself
- ▶ Job-hunting on the Internet
- ▶ Summary – applying for a job

#### **Writing Reports**

- ▶ What is a report?
- ▶ Types of report

- ▶ Essentials of a good report
- ▶ What is the purpose of the report?
- ▶ Fundamental structure
- ▶ Format, layout, headings and numbering
- ▶ Long formal reports
- ▶ House style
- ▶ How to get started
- ▶ Setting your objective
- ▶ Researching and assembling the material
- ▶ Organising the material and planning the report
- ▶ Writing the first draft
- ▶ Editing the report
- ▶ Producing the report
- ▶ Summary – report writing

### **Memos, Messages, Forms and Questionnaires**

- ▶ Memos
- ▶ Email
- ▶ Fax
- ▶ Postcards and reply cards
- ▶ Text messaging
- ▶ Forms and questionnaires
- ▶ Summary – other writing tasks

### **Visual Communication**

- ▶ When to use charts and graphs
- ▶ Presentation of statistical data
- ▶ Presenting continuous information
- ▶ Presenting discrete or non-continuous information
- ▶ Presenting non-statistical information effectively

### **Getting to Grips with Grammar**

- ▶ Why does grammar matter?
- ▶ What is grammar?
- ▶ How good is your English?
- ▶ The parts of speech in brief
- ▶ The framework of English
- ▶ The architecture of the sentence

### **Common Problems with English**

- ▶ Subject – verb agreement
- ▶ Problems with verbs
- ▶ Problems with adjectives
- ▶ Problems with adverbs
- ▶ Problems with pronouns
- ▶ Problems with prepositions and conjunctions
- ▶ Problems with ellipsis
- ▶ Problems with negatives
- ▶ Revision of grammar

### **Appendices**

- ▶ A Punctuation made easy

<ul style="list-style-type: none"> <li>▶ B Using capitals</li> <li>▶ C Using numbers</li> <li>▶ D Business clichés or 'commercialese'</li> <li>▶ E Commonly misused and confused words</li> <li>▶ F Ten (simple?) rules of spelling</li> <li>▶ G Commonly misspelled words</li> <li>▶ H Tips on modern business style</li> <li>▶ I Differences between men and women communicating</li> </ul>				
<b>Learning Outcomes for the Unit:</b>				
At the end of this Unit, students will be able to:				
1.	Demonstrate how business communication strategies and principles can be applied to prepare effective communication for domestic and international business situations.			
2.	Discuss the relative merits of and appropriate organisational formats and channels used in developing and presenting business messages.			
3.	Demonstrate an understanding of the mechanics of oral and written communication including presentations, memos, letters, and reports.			
4.	Demonstrate language skills competency in grammar, spelling, punctuation, capitalization, number usage, and sentence structure by communicating in concise, clear, straightforward language.			
5.	Explain relative merits and mechanisms for communicating via electronic mail, Internet, and other electronic media.			
6.	To deliver an effective oral business presentation (Non credit bearing assessment).			
7.	To demonstrate problem-solving and critical-thinking skills by analysing business problems, resulting in functional business documents, memoranda, letters, and/or reports.			
<b>The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:</b>				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1,7	2,5,7	1-7	1,2,5,7	6
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
7	1-7	1,2,6,-7	1-7	-
<b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>				
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.				
<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>				<b>Weighting:</b>
Examination: 3 hours duration				100%

**Indicative Reading for this Unit:****Main Text**

Mastering Communications, 5th edition, Nicky Stanton, Palgrave Macmillan

**Alternative Texts**

Practical Communications, F.W. Bergin, Pitman

People of Communication, D.W. Evans, Pitman

Basic Business Communication, K. Lesikar, McGraw Hill

**Guideline for Teaching and Learning Time (10 hrs per credit):**

50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> These interactive sessions will be used to discuss concepts and allow students to present findings.
50 hours	<b>Directed learning</b> Advance reading and preparation / Background research / individual and group preparation for seminars.
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

### 13.1.3 Marketing Syllabus

Unit Title	Marketing
Unit Code	MK-0905
Level	5 Diploma
Credits	20
Unit Leader	BHW
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
To provide students with a foundation for the analysis of marketing within organisations including decision making processes, segmentation, the role of information and the marketing information system, the marketing mix, internal and external influences affecting strategy, competitor analysis and positioning.	
<b>Main Topics of Study:</b>	
<p><b>Part A: The Concept and Process of Marketing</b></p> <p><b>Markets and Marketing</b></p> <ul style="list-style-type: none"> <li>▶ Marketing issues</li> <li>▶ The marketing mix</li> <li>▶ Marketing management</li> <li>▶ Marketing and society</li> </ul> <p><b>The Marketing Process: Strategy and Planning</b></p> <ul style="list-style-type: none"> <li>▶ Marketing strategy</li> <li>▶ Marketing planning and strategy</li> <li>▶ Marketing audit</li> <li>▶ Environmental scanning</li> <li>▶ Strategy formulation</li> <li>▶ Marketing segmentation: introduction</li> <li>▶ The marketing plan</li> </ul> <p><b>Customer Focus: Cost and Benefits</b></p> <ul style="list-style-type: none"> <li>▶ Identifying the customer</li> <li>▶ Building customer care relationships</li> <li>▶ The quality movement</li> <li>▶ Quality and customers</li> </ul> <p><b>Part B: Segmentation, Targeting and Positioning</b></p> <p><b>The Marketing Environment</b></p> <ul style="list-style-type: none"> <li>▶ Marketing and the business environment</li> <li>▶ The economic environment</li> <li>▶ Social and cultural factors</li> <li>▶ Political and legal aspects</li> <li>▶ Technological issues</li> <li>▶ Consumer rights</li> <li>▶ The green movement</li> <li>▶ Green marketing</li> </ul>	

## **Customers, Buyers, Clients and Consumers**

- ▶ Customers, buyers, clients or consumers
- ▶ Consumer buying behaviour
- ▶ Influences on buying behaviour
- ▶ Social factors
- ▶ Personal factors
- ▶ Psychological factors
- ▶ Models of buying behaviour
- ▶ Organisational buying behaviour

## **Marketing Segmentation and Positioning**

- ▶ Market segmentation
- ▶ Segmenting consumer markets
- ▶ Social status and social class
- ▶ Family life cycle
- ▶ Psychographics and culture
- ▶ Segmenting industrial markets
- ▶ Positioning products and brands

## **Part C: The Extended Marketing Mix**

### **Product**

- ▶ Reviewing the product
- ▶ The Product Life Cycle (PLC)
- ▶ Product range and portfolio
- ▶ Branding
- ▶ The Ansoff growth matrix

### **New Product Development**

- ▶ The NPD process
- ▶ Risks of new product development
- ▶ Screening new product ideas
- ▶ New product adoption
- ▶ Other issues

### **Place: The Importance Distribution**

- ▶ Place
- ▶ What are distribution channels?
- ▶ Points in the chain of distribution
- ▶ Selection of distribution channel
- ▶ Distribution
- ▶ Physical distribution
- ▶ Just In Time (JIT)

### **Pricing**

- ▶ The importance of price
- ▶ Pricing policy and the marketing mix
- ▶ Price expectations
- ▶ Pricing strategy
- ▶ Approaches to pricing
- ▶ Competitive advantage

### **Pricing for Costs, Sales and Profit**

- ▶ Break-even analysis
- ▶ Cost based approach to pricing

- ▶ Demand based approaches
- ▶ Other aspects of pricing

### **Promotion**

- ▶ Promotion and communicating with customers
- ▶ Integrated marketing communication
- ▶ Advertising
- ▶ Successful advertising
- ▶ Media
- ▶ Planning an advertising campaign
- ▶ Branding
- ▶ The role of sales promotion
- ▶ Public Relations (PR)

### **Selling and Direct Marketing**

- ▶ Personal selling
- ▶ Communicating with major purchasing influencers
- ▶ Direct marketing
- ▶ Acquisition and retention of customers
- ▶ Fulfilment

### **Part D: Marketing Segments and Contexts**

#### **Types of Market**

- ▶ Definitions
- ▶ Consumer markets
- ▶ Business to business marketing
- ▶ Charity and not-for-profit marketing
- ▶ Other markets

#### **Services Marketing**

- ▶ Characteristics of services marketing
- ▶ The extended marketing mix for services
- ▶ The importance of people
- ▶ Service quality

#### **International Markets**

- ▶ International marketing opportunities – benefits and risks
- ▶ Market attractiveness
- ▶ International marketing environment
- ▶ Regional trade alliances and markets
- ▶ Product
- ▶ Place
- ▶ Price
- ▶ Promotion



<b>Learning Outcomes for the Unit:</b>				
At the end of this Unit, students will be able to:				
1.	Understand the marketing environment and the scope of tasks undertaken in marketing in the context of different organisational situations in which marketing is applied.			
2.	Understand the decision making processes within consumer and organisational buying situations, explain the ways in which market segments are defined and recognise the importance of information in decisions concerning customers and markets.			
3.	Assess the role of the marketing mix within the context of marketing decision making.			
4.	Examine various marketing strategies used within different organisations and competitive situations.			
<b>The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:</b>				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-4	3,4	3,4	3,4	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	-	3,4	1-4	-
<b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>				
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.				
<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>				<b>Weighting:</b>
Examination: 3 hours duration				100%
<b>Indicative Reading for this Unit:</b>				
<b>Main Text</b> Business Essentials: Marketing Principles, BPP Learning Media Ltd				
<b>Alternative Texts</b> Fundamentals of Marketing, W.G. Leader & N. Kyritsis, Stanley Thorne Marketing Principles and Practice, D. Adcock, Pearson Publishing Principles of Marketing, P. Kotler, Prentice Hall				

**Guideline for Teaching and Learning Time (10 hrs per credit):**

50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> These interactive sessions will be used to discuss concepts and allow students to present findings.
50 hours	<b>Directed learning</b> Advance reading and preparation / Background research / individual and group preparation for seminars.
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

### 13.1.4 Public Relations Syllabus

Unit Title	Public Relations
Unit Code	PR-0516
Level	5 Diploma
Credits	20
Unit Leader	NK
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>This unit examines all the key areas of Public Relations and describes in detail the role of Public Relations within an organisation's marketing mix.</p> <p>The unit also explains the practical methods and techniques that can be used in order to support internal and external promotional campaigns.</p> <p>Students will be able to appreciate the importance of Public Relations within highly competitive domestic and international business environments.</p>	
<b>Main Topics of Study:</b>	
<p><b>Management and Organisation of Public Relations</b></p> <ul style="list-style-type: none"> <li>▶ Public relations definitions</li> <li>▶ External environment</li> <li>▶ Internal environment</li> <li>▶ Systems theory</li> <li>▶ Location of public relations department</li> <li>▶ Future of public relations department</li> </ul> <p><b>Role of Public Relations Practitioners</b></p> <ul style="list-style-type: none"> <li>▶ Types of public relations practitioners</li> <li>▶ Role of the communicator</li> <li>▶ Skills of ideal practitioner</li> <li>▶ Role of theory in practice</li> <li>▶ Education, professionalism and research</li> </ul> <p><b>Media Context of Contemporary Public Relations and Journalism</b></p> <ul style="list-style-type: none"> <li>▶ Contemporary media context: the UK media industry</li> <li>▶ Theories of media</li> <li>▶ Regulating the media</li> <li>▶ Issues for public relations arising from the global media environment</li> <li>▶ Ethics of journalism and public relations</li> </ul> <p><b>Public Relations and Democracy</b></p> <ul style="list-style-type: none"> <li>▶ Conditions for representative democracy</li> <li>▶ Elections and voting</li> <li>▶ Criticisms of modern democracy</li> <li>▶ Pressure groups and democracy</li> <li>▶ Democracy and multilevel governance</li> <li>▶ Public relations and modern democracy</li> </ul> <p><b>Corporate Social Responsibility</b></p> <ul style="list-style-type: none"> <li>▶ The social responsibilities of organisations</li> <li>▶ Community and environmental responsibilities</li> </ul>	

- ▶ The demands of public opinion
- ▶ Discharging the organisation's social responsibilities
- ▶ Ethics and business practice
- ▶ Regulatory frameworks

#### **International Public Relations**

- ▶ Definition of international public relations
- ▶ Factors and driving forces behind internationalisation
- ▶ Global and local approaches to international public relations
- ▶ International public relations agency networks
- ▶ Public relations as a global profession
- ▶ Public relations for supranational organisations

#### **Public Relations as Planned Communications**

- ▶ Systems theories: emergence of public relations research
- ▶ Diversity in public relations
- ▶ Systems context of planning
- ▶ Setting objectives
- ▶ Identifying publics
- ▶ Messages, content, strategy and tactics
- ▶ Timescales and resources

#### **Public Relations Research and Evaluation**

- ▶ Context of research in public relations
- ▶ Designing research
- ▶ Research methods
- ▶ Designing research instruments
- ▶ Research applications
- ▶ Evaluation of public relations campaigns

#### **Audiences and Corporate Image**

- ▶ Passive and active audiences
- ▶ Stakeholders and publics
- ▶ Organisational public relations
- ▶ Organisational reputation, image and identity
- ▶ Personality and culture
- ▶ Organisational identity, strategy and process

#### **Ethics and Professionalism in Public Relations**

- ▶ Importance of ethics and professionalism in public relations
- ▶ Ethics and morality
- ▶ Ethical theories and ethical issues in public relations
- ▶ Ethical decision-making models and their application

#### **Media Relations**

- ▶ Role of media relations
- ▶ Media relations principles
- ▶ Negotiated news: media relations in practice
- ▶ Media partnerships
- ▶ Media relations techniques

#### **Internal Communications**

- ▶ Purpose of internal communication
- ▶ Segmenting internal publics
- ▶ Organisations: culture, leadership and strategic change

- ▶ Communication channels
- ▶ Employee perspective
- ▶ Ethical communication

#### **Issues and Crisis Management**

- ▶ Introduction to issues management
- ▶ Context of issues management
- ▶ Action planning: a framework for managing issues
- ▶ Crisis public relations management
- ▶ Communicating during a crisis
- ▶ The Internet and public relations crisis management
- ▶ Key principles in crisis management

#### **Managing Community Involvement Programmes and Consumer Public Relations**

- ▶ Corporate Community Involvement (CCI) programmes
- ▶ Employees and community programmes
- ▶ Cause-related programmes
- ▶ Evaluating community programmes
- ▶ Consumer public relations: tools and techniques
- ▶ Branding and value of public relations

#### **Business-to-Business and Financial Public Relations**

- ▶ Core principles of business-to-business public relations
- ▶ Trade journals and journalists
- ▶ Building corporate reputation
- ▶ Scope and contexts of public affairs
- ▶ Knowledge, skills, behaviour and ethics
- ▶ Financial public relations practice
- ▶ Emerging issues and trends

#### **Integrated Marketing Communications and Sponsorship**

- ▶ Strategic marketing communications planning
- ▶ Branding and integrated marketing communications
- ▶ Integrating the marketing communications mix
- ▶ Introduction to scope and context of sponsorship
- ▶ Management of sponsorship
- ▶ Features and characteristics of sponsorship
- ▶ 'Emotional marketing' and the emerging sponsorship age

#### **Corporate Communications and Public Sector Communications**

- ▶ Context and principles of corporate communications
- ▶ Interface of corporate communications and overall corporate strategy
- ▶ Corporate communication objectives
- ▶ Theories of public communication
- ▶ Central, local government and health sector communication
- ▶ Communication planning framework

#### **Campaigning Organisations and Pressure Groups**

- ▶ Types of campaigning organisation
- ▶ Campaign tactics
- ▶ People, politics and globalisation
- ▶ Building and evaluating consensus
- ▶ Practical guidelines for campaigning public relations

**Arts, Leisure, Entertainment and Celebrity Public Relations**

- ▶ Overview of the creative industries
- ▶ Role of public relations in the creative industries
- ▶ Public relations objectives, strategies and tactics for arts organisations
- ▶ Heroes, celebrity and the global celebrity industry
- ▶ Reasons for ‘buying into’ celebrities
- ▶ Development and maintenance of celebrity image

**Future of Public Relations**

- ▶ Future trends and issues for public relations
- ▶ Campaigning and pressure groups
- ▶ Internationalisation of public relations
- ▶ Practitioner roles and professionalism in public relations
- ▶ Specialisation of public relations practice
- ▶ Media fragmentation

**Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

1.	Explain the role of Public Relations within the promotional mix.
2.	Recommend methods and techniques that can be used in different market conditions.
3.	Appreciate the importance of different publics.
4.	Discuss the interaction between marketing and Public Relations.
5.	Critically assess the strategic perspective of Public Relations.
6.	Analyse and select appropriate methods and techniques used to evaluate the overall effectiveness of Public Relations campaigns.
7.	Recommend planning frameworks to achieve a fully integrated marketing communications campaign.
8.	Comment on the ethical issues to be considered by Public Relations practitioners.

**The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:**

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-4	2-5	1-5	2,3,4,5	1-5
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
2-5	1-5	5-5	1-5	-

**Learning and teaching methods/strategies used to enable the achievement of learning outcomes:**

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>	<b>Weighting:</b>
Examination: 3 hours duration	100%

**Indicative Reading for this Unit:****Main Text**

Exploring Public Relations, 3rd edition, R. Tench & L. Yeomans, Pearson. ISBN: 978-0273757771

**Alternative Text and Further Reading**

Planning and Managing Public Relations Campaigns: A Strategic Approach, 3rd edition, A. Gregory, Kogan Page. ISBN: 978-0749468736

Public Relations: Principles and Practice, P.J. Kitchen, Thompson Learning. ISBN: 978-1861520913

**Guideline for Teaching and Learning Time (10 hrs per credit):**

50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

### 13.1.5 Quantitative Methods for Managers Syllabus

Unit Title	Quantitative Methods for Managers
Unit Code	QM-0605
Level	5 Diploma
Credits	20
Unit Leader	KE
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>The aim of this unit is to help equip students with some of the quantitative analysis skills that are relevant to the study of business as a whole and does so through three principle aspects of quantitative methods, namely; finding and identifying appropriate information, analysing the information in appropriate ways and presenting the results to other people in helpful and attractive formats.</p>	
<b>Main Topics of Study:</b>	
<p><b>Data Presentation and Collection</b></p> <ul style="list-style-type: none"> <li>▶ Frequency distribution</li> <li>▶ Frequency tables</li> <li>▶ Discrete or continuous data</li> <li>▶ Histograms</li> <li>▶ Frequency polygon</li> <li>▶ Frequency curve</li> <li>▶ Cumulative frequency curves</li> <li>▶ Bar charts and pie charts</li> <li>▶ Lorenz curve</li> </ul> <p><b>Central Location and Dispersion</b></p> <ul style="list-style-type: none"> <li>▶ Notation</li> <li>▶ Measures of central location</li> <li>▶ Normal and skewed distribution</li> <li>▶ Measures of dispersion</li> <li>▶ Coefficient of variation</li> </ul> <p><b>Regression and Correlation</b></p> <ul style="list-style-type: none"> <li>▶ Regression analysis</li> <li>▶ Correlation</li> <li>▶ Spearman's coefficient of rank correlation</li> <li>▶ Multiple regression</li> </ul> <p><b>Time Series and Forecasting</b></p> <ul style="list-style-type: none"> <li>▶ Time series analysis</li> <li>▶ Moving average</li> <li>▶ Finding the trend</li> <li>▶ Finding and eliminating the seasonal variation</li> <li>▶ Forecasting: time series</li> <li>▶ Forecasting: exponential smoothing</li> </ul> <p><b>Probability</b></p> <ul style="list-style-type: none"> <li>▶ Probability calculations</li> <li>▶ Mutually exclusive events: OR rule</li> </ul>	



- ▶ Venn diagrams: events not mutually exclusive
- ▶ Independent events: AND rule
- ▶ Conditional probability
- ▶ Decision trees
- ▶ Expected value
- ▶ Permutations and combinations

### **Probability Distributions**

- ▶ Normal distribution
- ▶ Standard normal distribution
- ▶ Binomial distribution
- ▶ Poisson distribution

### **Sampling and Tests of Hypotheses**

- ▶ Types of sample
- ▶ Distribution of sample means
- ▶ Central limit theorem
- ▶ Confidence intervals
- ▶ Tests of hypotheses: principles
- ▶ Tests of hypotheses: practice
- ▶ Student distribution

### **Index Numbers**

- ▶ Constructing an index number
- ▶ Weighted aggregate index numbers
- ▶ The Laspeyres (base-weighted) price index
- ▶ The Paasche (current-weighted) price index
- ▶ The Laspeyres (base-weighted) quantity index
- ▶ The Paasche (current-weighted) quantity index
- ▶ Changing the base year
- ▶ Price and quantity relative index numbers
- ▶ The Retail Price Index (RPI)

### **Time Value of Money**

- ▶ Simple and compound interest
- ▶ Discounting and present value
- ▶ Investment appraisal
- ▶ Depreciation
- ▶ Annuities and other financial instruments

### **Linear Programming and Break-Even Analysis**

- ▶ Linear programming
- ▶ Solving the linear programme: maximisation
- ▶ Solving the linear programme: minimisation
- ▶ Break-even analysis

### **Calculus and Business Applications**

- ▶ Differentiation
- ▶ Turning points
- ▶ Rules for differentiation
- ▶ Applications of differentiation
- ▶ Partial differentiation
- ▶ Integration

**Basic Mathematics**

- ▶ Whole numbers, fractions and decimals
- ▶ Rounding-off
- ▶ Percentages and ratio
- ▶ Powers and roots
- ▶ Simple algebra
- ▶ Solving equations
- ▶ Simultaneous equations
- ▶ Inequalities
- ▶ Graphs and functions
- ▶ Progressions

**Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

- |    |  |
|----|--|
| 1. | Identify appropriate types of quantitative information and their sources.  |
| 2. | Rationalise and structure information and data.  |
| 3. | Analyse information in an appropriate method to extract all relevant trends, patterns and points of importance.                |
| 4. | Present results of analysis in an informative and attractive manner appropriate for clients, partners and business colleagues. |

**The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:**

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-4	2,3,4	2-4	3-4	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	-	3,4	1-4	-

**Learning and teaching methods/strategies used to enable the achievement of learning outcomes:**

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

**Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:      Weighting:**

Examination: 3 hours duration	100%
-------------------------------	------

**Indicative Reading for this Unit:****Main Text**

Quantitative Methods for Business & Economics, 2nd edition, G. Burton, G. Carrol & S. Wall, Financial Times-Prentice Hall

**Alternative Texts and Further Reading**

Statistics for Marketing & Business, R. Galloway, Stanley Thornes  
 A First Course in Statistics, D. Booth, DP Publications

**Guideline for Teaching and Learning Time (10 hrs per credit):**

50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

### 13.1.6 Buyer Behaviour & Consumerism Syllabus

Unit Title	Buyer Behaviour & Consumerism
Unit Code	BBC-0317
Level	6 Diploma
Credits	20
Unit Leader	NK
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
To facilitate an understanding of the research, analysis and utilisation of knowledge concerning consumer behaviour.	
<b>Main Topics of Study:</b>	
<p><b>Technology-driven Consumer Behaviour</b></p> <ul style="list-style-type: none"> <li>▶ The marketing concept</li> <li>▶ Exchange between consumers and marketers</li> <li>▶ Customer value, satisfaction and retention</li> <li>▶ The role of consumer behaviour and consumer decision-making</li> </ul> <p><b>Segmentation, Targeting and Positioning</b></p> <ul style="list-style-type: none"> <li>▶ Market segmentation and effective targeting</li> <li>▶ Bases for market segmentation, including demographics, social class, social status, benefit, behavioural targeting, product usage and location</li> <li>▶ Implementing segmentation strategies</li> <li>▶ Behavioural targeting</li> <li>▶ Positioning and repositioning</li> </ul> <p><b>Consumer Motivation and Personality</b></p> <ul style="list-style-type: none"> <li>▶ Dynamics of motivation</li> <li>▶ System of needs</li> <li>▶ Goals</li> <li>▶ Measurement of motives</li> <li>▶ Nature and theories of personality</li> <li>▶ Personality traits and consumer behaviour</li> <li>▶ Self and self-image</li> </ul> <p><b>Consumer Perception</b></p> <ul style="list-style-type: none"> <li>▶ The elements of perception</li> <li>▶ Perceptual selection</li> <li>▶ Perceptual interpretation: stereotyping</li> <li>▶ Consumer imagery</li> <li>▶ Perceived quality and perceived risk</li> </ul>	

### **Consumer Learning**

- ▶ Elements of consumer learning
- ▶ Behavioural learning theories
- ▶ Observational learning
- ▶ Cognitive learning theories
- ▶ Consumer involvement

### **Consumer Attitude Formation and Change**

- ▶ Attitudes and their formation
- ▶ Attitude models
- ▶ Changing the motivational functions of attitudes
- ▶ Cognitive dissonance

### **Persuading Consumers**

- ▶ The communication process
- ▶ Designing persuasive messages
- ▶ Persuasive advertising appeals
- ▶ Measures of message effectiveness

### **Print and Broadcast Media to Social and Mobile Media**

- ▶ Consumers and social media
- ▶ Consumers and mobile advertising
- ▶ Measuring media advertising effectiveness
- ▶ Traditional media's electronic evolution

### **Reference Groups and Word-of-Mouth**

- ▶ Source credibility and reference groups
- ▶ Credibility of spokespersons, endorsers and other formal sources
- ▶ Word of mouth and opinion leadership
- ▶ Strategic applications of word of mouth
- ▶ The diffusion of innovations
- ▶ Segmenting by adopter categories

### **The Family and its Social Standing**

- ▶ The family as a socialisation agent
- ▶ Family decision making and consumption-related roles
- ▶ The family life cycle
- ▶ Social standing and consumer behaviour
- ▶ Measuring social class
- ▶ Social class characteristics and consumer behaviour
- ▶ Four views of consumer decision making

### **Culture's Influence on Consumer Behaviour**

- ▶ Culture's role and dynamics
- ▶ Learning cultural values
- ▶ Measuring cultural values

### **Subcultures and Consumer Behaviour**

- ▶ Culture and subcultures
- ▶ Religious, regional, generational and gender subcultures
- ▶ Cross-cultural analysis
- ▶ Localisation versus standardisation
- ▶ Global marketing opportunities

### **Consumer Decision Making and Diffusion of Innovations**

- ▶ Consumer decision making model
- ▶ Diffusion and adoption of innovations
- ▶ Types of innovations
- ▶ The adoption process
- ▶ Product features that affect adoption

### **Marketing Ethics and Social Responsibility**

- ▶ Societal marketing concept
- ▶ Exploitive marketing
- ▶ Self-regulation versus laws
- ▶ Provocative marketing
- ▶ Promoting social causes

### **Consumer Research**

- ▶ Developing research objectives
- ▶ Collecting secondary data
- ▶ Designing primary research
- ▶ Qualitative research, scope of quantitative research, quantitative research data collection instruments
- ▶ Data analysis and reporting research findings

### **Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

1.	Articulate their understanding of the theory and practice of consumer behaviour.
2.	Formulate solutions to case studies, practical examples and exercises.
3.	Apply theoretical models that purport to explain consumer buying behaviour and use this knowledge to develop a model of a chosen consumer buying situation.
4.	Apply the principal methods of marketing research and the analytical and interpretative skills to quantitative and qualitative data in the development of a marketing information system designed to trace buyer behaviour in the market place.

<b>The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:</b>				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1	2,3,4	2,3,4	2,3,4	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	-	2,3,4	2,3,4	-
<b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>				
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.				
<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>				<b>Weighting:</b>
Examination: 3 hours duration				100%
<b>Indicative Reading for this Unit:</b>				
<b>Main Text</b> Consumer Behaviour, L.G. Schiffman & J.L. Wisenblit, 11th edition, 2014, Pearson Education. P/B: ISBN: 978-0273787136				
<b>Alternative Texts and Further Reading</b> Consumer Behavior, Global Edition, M. Solomon, 11th edition, 2014, Pearson Education. ISBN: 978-1292017419				
<b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>				
50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.			
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.			
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.			

### 13.1.7 Customer Service Syllabus

Unit Title	Customer Service
Unit Code	CS-0616
Level	6 Diploma
Credits	20
Unit Leader	KE
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>This unit provides students with the skills, techniques and knowledge required to deliver effective customer service.</p> <p>It provides an insight into the different types of customers likely to be encountered in a business and service environment, their particular characteristics to achieve a successful outcome.</p> <p>It places effective customer interaction within a strategic context by setting out the stages involved in the development of an effective customer service strategy and the leadership role required to bring this to effective fruition.</p> <p>Further, this unit provides students with an understanding of the measures, techniques and tools available to measure the health of customer service interactions and the indicators that an organisation may need to address its customer relationships.</p>	
<b>Main Topics of Study:</b>	
<b>Introduction</b>	
<b>What is Customer Service?</b>	
<ul style="list-style-type: none"><li>▶ Importance of customer service</li><li>▶ Understanding customer satisfaction</li><li>▶ Excellent customer service</li><li>▶ Five needs of every customer</li><li>▶ Internal and external customers</li><li>▶ Customer attributes</li><li>▶ Cost of losing a customer</li></ul>	
<b>Challenges and Solutions</b>	
<b>Challenges of Customer Service</b>	
<ul style="list-style-type: none"><li>▶ Elements of success</li><li>▶ Barriers to excellent customer service</li><li>▶ Power of perceptions</li><li>▶ Understanding expectations</li><li>▶ Levels of expectations</li><li>▶ Scope of influence</li><li>▶ Reputation management</li><li>▶ Techniques for exceeding customer expectations</li><li>▶ Keys to credibility</li><li>▶ Importance of values</li><li>▶ Ethics in customer service</li><li>▶ Current status of customer service</li><li>▶ New trends in customer service</li></ul>	



## **Problem Solving**

- ▶ Role of problem solving in customer service
- ▶ Creativity and problem solving
- ▶ Problems as opportunities
- ▶ Confronting conflict
- ▶ Problem solving process
- ▶ Problem solving strategies
- ▶ Development of negotiation skills
- ▶ Professional approaches to apologising and conveying bad news
- ▶ Barriers to problem solving and decision making
- ▶ Importance of follow up

## **Management and Strategy**

### **Strategy for Formulating a Plan for Success**

- ▶ Why a strategy?
- ▶ Planning
- ▶ Importance of infrastructure
- ▶ Culture
- ▶ High touch and low touch customers
- ▶ Consumption behaviour
- ▶ Segmenting the market
- ▶ Developing a strategy

### **Empowerment**

- ▶ What is empowerment?
- ▶ Importance of mission and purpose statement
- ▶ Empowerment = opportunity
- ▶ Steps to empowering customer service providers
- ▶ Co-production of customer service
- ▶ Why co-production works
- ▶ Design of systems

### **Communications**

#### **Communications in Customer Service**

- ▶ Building customer intelligence
- ▶ Methods of communication
- ▶ Listening
- ▶ Voice inflection as a customer service tool
- ▶ Telephones and customer service
- ▶ Words to use/avoid
- ▶ Power phrases
- ▶ Power of eye contact
- ▶ Appeal to the senses
- ▶ Communication and technology

## **Managing Difficult Customers**

### **Coping with Challenging Customers**

- ▶ Who are challenging customers?
- ▶ Why they are challenging
- ▶ Creating challenging customers
- ▶ Characteristics of challenging customers
- ▶ Respect
- ▶ Empathy
- ▶ Responsibility check
- ▶ What to do when you are wrong
- ▶ Benefits from dealing with challenging customers

### **Motivation and Leadership**

#### **Motivation**

- ▶ What is motivation?
- ▶ Needs and wants
- ▶ Motivating factors
- ▶ Understanding morale
- ▶ Self-concept and motivation
- ▶ Improving self-concept
- ▶ Power of self motivation
- ▶ Teamwork
- ▶ Motivating others

#### **Leadership in Customer Service**

- ▶ Leadership defined
- ▶ Knowing yourself
- ▶ Formal and informal leaders
- ▶ Coach or counsellor
- ▶ Characteristics of excellent leaders
- ▶ Leadership and goals
- ▶ Creating a customer service culture
- ▶ Benefit of job aids
- ▶ Leadership without position
- ▶ The boss as a customer

#### **Customer Retention and Measurement of Satisfaction**

- ▶ What is customer retention?
- ▶ Value of existing customers
- ▶ Churn
- ▶ Developing and improving the customer retention programme
- ▶ Measurement of satisfaction
- ▶ Sources of information
- ▶ Benefits of measuring your effectiveness

- ▶ Determining your effectiveness
- ▶ Surveys and reality
- ▶ Evaluating your own performance
- ▶ Business benefits from measuring satisfaction

#### **Technology and Customer Service**

- ▶ Today's changing marketplace
- ▶ The customer of the twenty-first century
- ▶ Embracing new technologies
- ▶ Call centres
- ▶ The Internet
- ▶ Enhancing service experiences and building customer loyalty

#### **Excellence in Customer Service**

- ▶ Excellence as the goal
- ▶ Getting started
- ▶ Rewards of excellent customer service

#### **Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

- |    |   |
|----|---|
| 1. | Assess the impact on an organisation of a range of types of customer and evaluate techniques that can be adopted to identify, meet and exceed their needs.    |
| 2. | Evaluate the methods, techniques and measures to engage effectively with customers and to assess customer satisfaction with an organisation and its products. |
| 3. | Assess the significance of effective leadership and management in creating the conditions for effective employee-customer interactions.                       |

**The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:**

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-3	1-3	3	2	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	2	1	2	-

#### **Learning and teaching methods/strategies used to enable the achievement of learning outcomes:**

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

#### **Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:**

Examination: 3 hours duration

#### **Weighting:**

100%

**Indicative Reading for this Unit:****Main Text**

Customer Service: A Practical Approach, 6th edition, Elaine K. Harris, Prentice Hall. ISBN: 978-1292040356

**Alternative Texts**

Managing Customer Service, Jenny Hayes & Frances Dredge, Gower

Once a Customer, Always a Customer, Chris Daffy, Oak Tree Press

**Guideline for Teaching and Learning Time (10 hrs per credit):**

50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	<b>Directed learning</b> Advance reading and preparation/Class preparation/Background reading/Group study/Portfolio/Diary etc.
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

### 13.1.8 IT for Marketing Management Syllabus

Unit Title	IT for Marketing Management
Unit Code	ITMM-0605
Level	6 Diploma
Credits	20
Unit Leader	SB
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>This unit covers the theoretical concepts and nature of marketing communications and its application in practice, developing Integrated Marketing Communications (IMC) strategies and plans with a specific focus on new digital media development and deployment. This unit develops understanding of practice supported by underpinning theory and introduces key aspects of developing an IMC including the role of new digital media.</p>	
<b>Main Topics of Study:</b>	
<p><b>Marketing's Challenge</b></p> <ul style="list-style-type: none"> <li>▶ More sophisticated and demanding customers</li> <li>▶ Changes in product management</li> <li>▶ The 'virtualisation' of distribution channels</li> <li>▶ The 'virtualisation' of payments</li> <li>▶ The increasing globalisation of markets</li> <li>▶ Marketing's mid-life crisis</li> </ul> <p><b>The Arrival of the Digital Age</b></p> <ul style="list-style-type: none"> <li>▶ The digital revolution</li> <li>▶ Government and the information society</li> <li>▶ Business and e-commerce</li> <li>▶ The implications for business</li> </ul> <p><b>How Can Marketing Respond?</b></p> <ul style="list-style-type: none"> <li>▶ A new marketing model for the digital age</li> <li>▶ The marketing potential of the Internet</li> <li>▶ Marketing tips and pitfalls</li> <li>▶ The arrival of digital television and interactive services</li> </ul> <p><b>Conducting Marketing Research</b></p> <ul style="list-style-type: none"> <li>▶ The use of IT in primary data collection</li> <li>▶ The use of IT in secondary data collection</li> <li>▶ Using IT to analyse information</li> <li>▶ Continuous marketing research</li> <li>▶ Advertising research</li> <li>▶ Other research applications</li> </ul> <p><b>Creating Customer Insight</b></p> <ul style="list-style-type: none"> <li>▶ Increasing sophistication of customer segmentation</li> <li>▶ Using new approaches to customer segmentation</li> <li>▶ Warehousing customer data</li> <li>▶ Mining customer data</li> <li>▶ Creating a knowledge organisation</li> </ul>	

### **Creating the Customer Database**

- ▶ Marketing information systems
- ▶ The central role of the customer database
- ▶ Developing the customer database
- ▶ Treating the customer database as a strategic resource

### **Database Marketing and Direct Marketing**

- ▶ The evolution of database marketing
- ▶ The value of database marketing
- ▶ Direct marketing
- ▶ Managing data privacy issues in the digital age

### **Relationship Marketing**

- ▶ The rise of relationship marketing
- ▶ Customer relationship management
- ▶ The role of IT in relationship marketing

### **Product – More Variety, Faster**

- ▶ Using IT to improve the range of viable offerings
- ▶ Using IT to increase speed to market
- ▶ Using IT to support the product development life cycle
- ▶ Using advanced manufacturing techniques in product commercialisation

### **Price – What Are You Prepared To Pay?**

- ▶ E-business is rewriting the pricing rules
- ▶ Establishing accurate costs
- ▶ Making well-informed and rapid pricing decisions

### **Place – Your Place Or Mine?**

- ▶ The increasing importance of direct channels
- ▶ Indirect channel changes
- ▶ Managing multiple distribution channels

### **Promotion – The Market of One**

- ▶ Fragmentation of television advertising
- ▶ Trends in other advertising media
- ▶ The increasingly targeted nature of sales promotions
- ▶ The growth of the Internet as an advertising medium
- ▶ The potential of digital television and radio
- ▶ Growth of public relations on the Internet

### **Improving Sales Force Effectiveness**

- ▶ The impact of the digital age on the sales function
- ▶ The three generations of sales force automation
- ▶ Successful technology-enables selling

### **Delivering Customer Service and Support**

- ▶ Growth in telephone-based customer service
- ▶ Call centre technology
- ▶ Principles of good call centre management

### **Developing Marketing Systems that Work**

- ▶ Common management issues with IT
- ▶ Specific problems with IT in marketing
- ▶ IT trends in the digital age
- ▶ A potential way forward

<b>Learning Outcomes for the Unit:</b>				
At the end of this Unit, students will be able to:				
1.	Critically evaluate marketing communication strategies and campaigns.			
2.	Synthesise concepts and theories from a range of marketing disciplines and integrate to formulate an IMC strategy.			
3.	Evaluate the impact of information technologies and developments in e-commerce on marketing communications strategy and practice.			
4.	Critically evaluate the impact of new digital media on IMC.			
<b>The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:</b>				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-4	1-4	1-4	1-4	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	1-4	1-4	1-4	-
<b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>				
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.				
<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>				<b>Weighting:</b>
Examination: 3 hours duration				100%
<b>Indicative Reading for this Unit:</b>				
<b>Main Text</b> Marketing in the Digital Age, J. O'Connor & E. Galvin, Prentice Hall				
<b>Alternative Texts and Further Reading</b> The Marketing Book, M.J. Baker, Butterworth/Heinemann				
<b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>				
50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.			
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.			
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.			

### 13.1.9 Management Theory & Practice Syllabus

Unit Title	Management Theory & Practice
Unit Code	MTP-0317
Level	6 Diploma
Credits	20
Unit Leader	GW
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>This unit is designed to develop the knowledge and understanding students have of business and management by exploring how management theory and practice has responded to the development of economic and social activity. Issues to do with globalisation, international competition, international marketing, translational corporate strategy, and international regulatory institutions are examined with respect to their implications for the management of organisations.</p>	
<b>Main Topics of Study:</b>	
<p><b>Part One – Management Theory</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>▶ Management: an introduction</li> </ul> <p><b>Classical Theories of Management</b></p> <ul style="list-style-type: none"> <li>▶ The search for principles of management</li> <li>▶ Bureaucracy</li> </ul> <p><b>Human Relations and Social Psychological Theories</b></p> <ul style="list-style-type: none"> <li>▶ Motivation – what motivates people?</li> <li>▶ Motivation – how motivation occurs</li> </ul> <p><b>Theories of Leadership and Group Behaviour</b></p> <ul style="list-style-type: none"> <li>▶ Leadership – theory and practice</li> <li>▶ Groups and teams</li> </ul> <p><b>Systems and Contingency Approaches to Management Theory</b></p> <ul style="list-style-type: none"> <li>▶ Organisations and systems</li> <li>▶ Contingency approaches to management</li> </ul> <p><b>Contemporary Approaches to Management Theory</b></p> <ul style="list-style-type: none"> <li>▶ Value-driven responsive organisations</li> <li>▶ Managing the supply chain</li> </ul> <p><b>Part Two – Management in Practice</b></p> <p><b>The Context of Management</b></p> <ul style="list-style-type: none"> <li>▶ The business environment</li> <li>▶ Organisations</li> <li>▶ Organisational culture</li> <li>▶ Diversity</li> </ul> <p><b>Strategy</b></p> <ul style="list-style-type: none"> <li>▶ Decision making in organisations</li> <li>▶ Strategic aspects of management</li> <li>▶ Strategy in practice</li> <li>▶ Managing strategy</li> </ul> <p><b>Organising for Management</b></p> <ul style="list-style-type: none"> <li>▶ Organising the workforce – organisation structures and designs</li> </ul>	



- ▶ Organising work
- ▶ Organising for innovation
- ▶ Organising for engagement
- ▶ Reorganising – managing change
- ▶ Organising communications
- ▶ Organising yourself – the manager’s role

**Control in Management**

- ▶ Organisational control
- ▶ Managing quality
- ▶ Managing risk

**Part Three – Functional Management: Marketing, Operations Management, HRM, Financial and IT**

**Marketing Management**

- ▶ Marketing fundamentals
- ▶ The marketing mix: product and price
- ▶ The marketing mix: distribution
- ▶ The marketing mix: promotion
- ▶ Customer-oriented marketing approaches

**Operations Management**

- ▶ Managing the procurement function
- ▶ Managing the logistics function
- ▶ Managing the operations function
- ▶ Operations technology

**HRM**

- ▶ Human resource management
- ▶ Resourcing: recruitment, selection and appointment
- ▶ Performance management and human resource development
- ▶ The employment relationship
- ▶ International human resource management

**Financial Aspects of Management**

- ▶ Financial and management accounting – an introduction
- ▶ Budgeting process, pricing and capital investment decisions

**Information Resource Management**

- ▶ The role of information technology and business information systems
- ▶ Managing information systems

**Part Four – Global Management**

- ▶ Global management
- ▶ Managing globally

**Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

1.	Evaluate theories of management and organisations and explain how they fit with the nature of the managerial task and process.
2.	Explain particular issues faced by small businesses.
3.	Using case examples apply theory and concepts to business strategies from the perspective of top management and evaluate the concept of competitive advantage.
4.	Critically evaluate the management of organisational conflict and politics.
5.	Articulate and illustrate the potential conflict between profit and social responsibility.

6.	Identify the characteristics of cross-cultural management and critically compare management styles.			
<b>The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:</b>				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1,6	2-6	1	2-6	4-5
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
3	1-6	2-6	2-6	-
<b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>				
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.				
<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>				<b>Weighting:</b>
Examination: 3 hours duration				100%
<b>Indicative Reading for this Unit:</b>				
<b>Main Text</b> Management Theory and Practice, 8th edition, G.A. Cole and Phil Kelly, Cengage Learning EMEA. ISBN: 978-1408095270				
<b>Alternative Texts and Further Reading</b> Understanding Organisations, 4th edition, C. Handy, Penguin. ISBN: 978-0140156034 Management: An Introduction, 6th edition, 2014, David Boddy, Pearson. ISBN: 978-1292004242 Management & Organisational Behaviour, 10th edition, 2013, Laurie J. Mullins with Gill Christy, Pearson. ISBN: 978-0273792642				
<b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>				
50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.			
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.			
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.			

### 13.1.10 Marketing Management Syllabus

Unit Title	Marketing Management
Unit Code	MM-0605
Level	6 Diploma
Credits	20
Unit Leader	NK
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
This is an introductory course in Marketing that will explore marketing decision making within an organisation using an applied framework of marketing planning and control.	
<b>Main Topics of Study:</b>	
<p><b>Marketing Management</b></p> <ul style="list-style-type: none"> <li>▶ The critical role of marketing in organisations and society</li> <li>▶ Laying the groundwork through strategic planning</li> <li>▶ Managing the marketing process and marketing planning</li> </ul> <p><b>Analysing Marketing Opportunities</b></p> <ul style="list-style-type: none"> <li>▶ Marketing information systems and marketing research</li> <li>▶ Analysing the marketing environment</li> <li>▶ Analysing consumer markets and buyer behaviour</li> <li>▶ Analysing business markets and organisational buying behaviour</li> <li>▶ Analysing competitors</li> </ul> <p><b>Researching and Selecting Target Market</b></p> <ul style="list-style-type: none"> <li>▶ Measuring and forecasting market demand</li> <li>▶ Identifying market segmentation and selecting target markets</li> </ul> <p><b>Designing Marketing Strategies</b></p> <ul style="list-style-type: none"> <li>▶ Marketing strategies for differentiating and positioning the marketing offer</li> <li>▶ Developing, testing and launching new products and services</li> <li>▶ Managing products through their product life cycle</li> <li>▶ Deciding on international market entry</li> <li>▶ Methods of entry</li> <li>▶ International marketing programmes</li> </ul> <p><b>Planning Marketing Programmes</b></p> <ul style="list-style-type: none"> <li>▶ Managing product lines, brands and packaging</li> <li>▶ Managing service business and ancillary services</li> <li>▶ Designing pricing strategies and programmes</li> <li>▶ Selecting and managing marketing channels</li> <li>▶ Managing retailing and wholesaling</li> <li>▶ Designing communication and promotion-mix strategies</li> <li>▶ Designing effective advertising programmes</li> <li>▶ Designing direct marketing, sales-promotion and public relations programmes</li> <li>▶ Managing the sales force</li> <li>▶ Managing direct marketing operations</li> <li>▶ Implementing marketing programmes</li> </ul>	

▶ Controlling marketing activities	
<b>Learning Outcomes for the Unit:</b>	
At the end of this Unit, students will be able to:	
1.	Understand the theory and practice of marketing decision making.
2.	Formulate solutions to case studies, practical examples and exercises.
3.	Apply marketing decision making principles to a wide variety of contexts within the non-profit and private sectors from small as well as large enterprises and from services and industrial markets as well as the traditional area of consumer marketing.
4.	Develop a marketing plan for a product or service.
<b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>	
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.	
<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>	
Examination: 3 hours duration	<b>Weighting:</b> 100%
<b>Indicative Reading for this Unit:</b>	
<b>Main Text</b> Marketing Management, Philip Kotler, Prentice Hall	
<b>Alternative Texts</b> Go International, Keith Monk, McGraw Hill Essentials of Marketing, G. Lancaster & L. Massingham, McGraw Hill	
<b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>	
50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> These interactive sessions will be used to discuss concepts and allow students to present findings.
50 hours	<b>Directed learning</b> Advance reading and preparation / Background research / individual and group preparation for seminars.
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

### 13.1.11 Financial Management Syllabus

Unit Title	Financial Management
Unit Code	FM-0605
Level	6 Diploma
Credits	20
Unit Leader	JWC
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>The course examines the theory and practice of corporate financial management, including decisions company managers make in relation to sources and uses of funds, disclosure and the valuation implications arising. Where possible, topics will be considered in the context of the local financial environment and actual business practice.</p>	
<b>Main Topics of Study:</b>	
<p><b>The Construction of Financial Statements</b></p> <ul style="list-style-type: none"> <li>▶ Company accounts</li> <li>▶ Cash-flow statements</li> </ul> <p><b>Using Accounting Information</b></p> <ul style="list-style-type: none"> <li>▶ Accounting ratios</li> <li>▶ Accounting standards</li> </ul> <p><b>Management Accounting</b></p> <ul style="list-style-type: none"> <li>▶ Marginal costing</li> <li>▶ Budgeting</li> <li>▶ Capital investment appraisal</li> </ul> <p><b>Sources of Business Finance</b></p> <ul style="list-style-type: none"> <li>▶ Long-term sources of finance</li> <li>▶ Short-term sources of finance</li> </ul> <p><b>Mergers and Takeovers</b></p> <ul style="list-style-type: none"> <li>▶ Reasons for growth via horizontal, vertical, or conglomerate integration</li> <li>▶ Financing of growth</li> <li>▶ The construction of basic group accounts</li> </ul> <p><b>Capital Markets</b></p> <ul style="list-style-type: none"> <li>▶ The function of stock exchanges</li> <li>▶ Share and bond issues</li> <li>▶ Rights and bonus issues</li> </ul>	
<b>Learning Outcomes for the Unit:</b>	
At the end of this Unit, students will be able to:	
1.	Have gained an understanding of the main decision areas in corporate finance, the issues arising and the financial environment in which these decisions are made.
2.	Demonstrate an understanding of the current treatment of investment and financing in situations of certainty and uncertainty, and have acquired the knowledge and skills to be able to apply a number of techniques to assist the decision making process.
3.	Be able to analyse, interpret and evaluate financial information as discussed in the course and previous courses.

4.	Have become acquainted with current issues and developments in the area of corporate financial management.			
<b>The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:</b>				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-4	2,3	2-4	1-4	2
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please
2-4	1-4	2-3	1-4	-
<b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>				
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.				
<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>				<b>Weighting:</b>
Examination: 3 hours duration				100%
<b>Indicative Reading for this Unit:</b>				
<b>Note:</b> There is no single textbook that covers the syllabus. Finance and Accounting by Richard Giles can be used as a basic source book but <u>must</u> be supplemented by further reading from websites or textbooks such as Accounting for Non-Accounting Students (J R Dyson) and Business Accounting (F Wood).				
<b>Main Text</b> Finance & Accounting, R. Giles, ICM				
<b>Further Reading</b> Accounting for Non-Accounting Students, J.R. Dyson, Prentice Hall Frank Wood's Business Accounting 2, F. Wood & A. Sangster, Pitman				
<b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>				
50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.			
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.			
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.			

### 13.1.12 International Marketing Syllabus

Unit Title	International Marketing
Unit Code	IMK-0506
Level	6 Diploma
Credits	20
Unit Leader	NK
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>The main aim of this unit is to expand and develop the themes introduced in earlier courses by applying an international dimension. Students should develop an appreciation for the interplay between marketing, trade and economics and understand key issues in current international marketing by applying theoretical concepts to case studies as available.</p>	
<b>Main Topics of Study:</b>	
<p><b>Introduction to International Marketing</b></p> <ul style="list-style-type: none"> <li>▶ The strategic importance of international marketing</li> <li>▶ The international marketing environment</li> <li>▶ Differences between international and domestic marketing</li> <li>▶ International marketing strategies</li> </ul> <p><b>The International Trading Environment</b></p> <ul style="list-style-type: none"> <li>▶ World trading patterns</li> <li>▶ Reasons countries trade</li> <li>▶ Barriers to world trade</li> <li>▶ The development of world institutions to foster international trade</li> <li>▶ The development of world trading groups</li> <li>▶ The European Union</li> <li>▶ The Free Trade Area of the Americas (FTAA)</li> <li>▶ The Asian Pacific trading region</li> <li>▶ The Chinese economic area</li> </ul> <p><b>Social and Cultural Considerations in International Marketing</b></p> <ul style="list-style-type: none"> <li>▶ Social and cultural factors</li> <li>▶ What is culture?</li> <li>▶ Culture and consumer behaviour</li> <li>▶ Analysing cultures and the implications for customer behaviour</li> <li>▶ Cross-cultural analysis</li> <li>▶ Social and cultural influences in business-to-business marketing</li> </ul> <p><b>International Marketing Research and Opportunity Analysis</b></p> <ul style="list-style-type: none"> <li>▶ The role of marketing research and opportunity analysis</li> <li>▶ The role of international marketing research</li> <li>▶ Opportunity identification and analysis</li> <li>▶ International marketing segmentation</li> <li>▶ Transnational segmentation</li> <li>▶ Problems of using secondary data</li> <li>▶ Primary research in international markets</li> <li>▶ Research design</li> </ul>	

- ▶ Survey methods

### **International Niche Marketing Strategies for Small and Medium-sized Enterprises (SMEs)**

- ▶ The SME sector and its role within the global economy
- ▶ The nature of international marketing in SMEs
- ▶ The nature of international development
- ▶ International strategic marketing management in SMEs
- ▶ Ansoff matrix, McKinsey framework
- ▶ Factors affecting choice of international marketing strategy
- ▶ Management style and international fast growth
- ▶ The future of SME internationalisation

### **Global Strategies**

- ▶ Alternative views of globalisation
- ▶ Alternative strategic responses
- ▶ Multi-domestic strategies
- ▶ International marketing management for global firms
- ▶ Organisational structure for transnational firms

### **Market Entry Strategies**

- ▶ The alternative market entry methods
- ▶ Indirect exporting
- ▶ Domestic purchasing
- ▶ Export houses
- ▶ Piggybacking
- ▶ Trading companies
- ▶ Direct exporting
- ▶ Agents
- ▶ Management contracts
- ▶ Foreign manufacturing strategies without direct investment
- ▶ Contract manufacture
- ▶ Licensing
- ▶ Foreign manufacturing strategies with direct investments
- ▶ Cooperative strategies
- ▶ Joint ventures and strategic alliances

### **International Product and Service Management**

- ▶ Products, services and service marketing
- ▶ The components of the international product offer
- ▶ Factors affecting international product management
- ▶ Standardisation
- ▶ Adaptation
- ▶ Product policy
- ▶ Product strategies
- ▶ Managing products across borders
- ▶ Product life cycle
- ▶ Product portfolio analysis
- ▶ Image, branding and positioning
- ▶ New product development

### **International Communications**

- ▶ The role of marketing communications



- ▶ The fundamental challenges for international marketing communications
- ▶ International marketing communications strategy
- ▶ The marketing communications tools
- ▶ Person selling
- ▶ Exhibitions and trade fairs
- ▶ Advertising
- ▶ Sales promotions
- ▶ Sponsorships
- ▶ Public relations

#### **The Management of International Distribution and Logistics**

- ▶ The challenges in managing an international distribution strategy
- ▶ Selecting foreign country market intermediaries
- ▶ Building relationships in foreign market channels
- ▶ Trends in retailing in international markets
- ▶ Internet relating
- ▶ Globalisation of retailing
- ▶ The management of the physical distribution of goods
- ▶ Use of intermediaries
- ▶ Transportation

#### **Pricing for International Markets**

- ▶ Domestic versus international pricing decisions
- ▶ The factors affecting international pricing decisions
- ▶ Developing pricing strategies
- ▶ Problems of pricing and financing international transactions
- ▶ Problems in multi-national pricing
- ▶ Problems in managing foreign currency transactions
- ▶ Problems in minimising the risk of non-payment in high risk countries
- ▶ Administrative problems resulting from the cross border transfer of goods

#### **International Marketing Implementation Through Enabling Technologies**

- ▶ The enabling technologies
- ▶ The Internet websites
- ▶ E-markets and e-marketing
- ▶ International marketing solution integration
- ▶ The impact on international marketing strategy
- ▶ Moving to a customer-led strategy

#### **Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

1.	Articulate an appreciation of culture's importance in international marketing.
2.	Discuss how marketing concepts and techniques can/cannot be applied in an international context.
3.	Identify managerial concerns regarding operating in an international business environment and address such concerns using relevant concepts.
4.	Evaluate the risks and opportunities associated with operating in an international environment.

**The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:**

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-4	2,3,4	1-4	1-4	1-4
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
1	1-4	4	1-4	-

**Learning and teaching methods/strategies used to enable the achievement of learning outcomes:**

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

**Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:** **Weighting:**

Examination: 3 hours duration

100%

**Indicative Reading for this Unit:**

**Main Text**

International Marketing Strategy – Analysis, Development and Implementation, 4th edition, I. Doole & R. Lowe, Thompson

**Alternative Texts and Further Reading**

International Marketing, S.J. Paliwoda & M.J. Thomas, Butterworth Heinemann

**Guideline for Teaching and Learning Time (10 hrs per credit):**

50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

### 13.1.13 Marketing Policy & Strategy Syllabus

Unit Title	Marketing Policy & Strategy
Unit Code	MPS-0605
Level	6 Diploma
Credits	20
Unit Leader	SB
Pre-requisites	Case Study analysis
<b>Main Aim(s) of the Unit:</b>	
<p>This project-based unit aims to develop students' understanding of the theory and practice of integrating individual subject disciplines in identifying and resolving problems associated with real-life business or marketing case-studies.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>▶ To enable students to identify strengths, weaknesses, opportunities and threats in relation to specific company operations</li> <li>▶ To help students select relevant solutions to problems they identify</li> <li>▶ To highlight the complexities of corporate planning and control</li> <li>▶ To train students on effective report writing related to case-study analysis</li> <li>▶ To provide an appreciation of the application of theories in the course to practical situations</li> </ul>	
<b>Main Topics of Study:</b>	
<p>There is no specific syllabus for this subject. A problem solving approach is used involving directed reading determined by the lecturers and seminars. The examination will consist of business planning questions based on a previously circulated case-study. (To download the main case study for Marketing Policy &amp; Strategy please refer to the website <a href="http://www.icm.education">www.icm.education</a>) The case will relate to a number of practical problems associated with managerial aspects of all the functions and disciplines covered during the two year course. A number of case studies must be used during the course in order to highlight to the students the necessary approach for case study examinations.</p>	
<b>Learning Outcomes for the Unit:</b>	
At the end of this Unit, students will be able to:	
1.	Explain the role of cost and management accounting in the management process.
2.	Describe and demonstrate how different concepts are used for identifying costs according to the purposes for which those costs are needed.
3.	Explain and demonstrate the Cost-Volume-Profit model and the limitations of its use.
4.	Describe and critically evaluate the different costing systems that operate in organizations.
5.	Describe and demonstrate the role of budgeting within the planning process.
6.	Explain how a standard costing system operates and prepare variances.

**The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:**

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1,6	2-6	-	2-6	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	1-6	2-6	2-6	-

**Learning and teaching methods/strategies used to enable the achievement of learning outcomes:**

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

**Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:** **Weighting:**

Examination: 3 hours duration

100%

**Indicative Reading for this Unit:**

**Main Text**

Learning from Case Studies, G. Easton, Prentice Hall

**Alternative Texts and Further Reading**

Exploring Corporate Strategy: Text & Cases, G. Johnson, R. Whittington & K. Scholes, Prentice Hall

**Guideline for Teaching and Learning Time (10 hrs per credit):**

0 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
10 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
190 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

### 13.1.14 Marketing Research Syllabus

Unit Title	Marketing Research
Unit Code	MR-0605
Level	6 Diploma
Credits	20
Unit Leader	NK
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>This unit aims to provide an introduction to marketing research by concentrating on the design of market research projects and how market research data is collected and the implications this has for analysis.</p> <p>Completion of the course should improve students' understanding of the nature and scope of market research, their appreciation of the various forms market research can take and their ability to interpret and comment on the results obtained from such research.</p>	
<b>Main Topics of Study:</b>	
<p><b>Introducing Marketing Research</b></p> <ul style="list-style-type: none"><li>▶ Who needs marketing research?</li><li>▶ Who should read this book?</li><li>▶ What does the book cover?</li></ul> <p><b>Getting Started</b></p> <p><b>What Does the Organisation Need Research For?</b></p> <ul style="list-style-type: none"><li>▶ Corporate planning</li><li>▶ Market planning</li><li>▶ Product planning</li><li>▶ Promotional planning</li><li>▶ Distribution planning</li><li>▶ Price planning</li></ul> <p><b>What Types of Research Data are there?</b></p> <ul style="list-style-type: none"><li>▶ Continuous research</li><li>▶ Ad hoc research</li><li>▶ Desk research</li><li>▶ Field research</li></ul> <p><b>How Can the Organisation Obtain the Research it Needs?</b></p> <ul style="list-style-type: none"><li>▶ Getting started</li><li>▶ Resources</li></ul> <p><b>Marketing Research Begins at Home</b></p> <p><b>What Can be Done at Home?</b></p> <ul style="list-style-type: none"><li>▶ Data produced in the normal course of running the organisation</li><li>▶ Data acquired through personal contacts</li><li>▶ Accumulated research information</li><li>▶ Decision support systems</li></ul> <p><b>What Goes into an Internal Information System?</b></p> <ul style="list-style-type: none"><li>▶ Operating data</li><li>▶ Market intelligence</li></ul>	

- ▶ Information library
- ▶ Customer relationship management systems
- ▶ Data warehouses and data mining

### **'Off-the-Peg' Research**

#### **Secondary Desk Research**

- ▶ Introduction
- ▶ Sources
- ▶ Finding the pegs
- ▶ Using secondary data

#### **Syndicated Research Services**

- ▶ Index to syndicated research surveys
- ▶ Guide to syndicated research services
- ▶ Omnibus research surveys
- ▶ Omnibus research services and suppliers
- ▶ General population omnibus surveys
- ▶ Specialist omnibus surveys

#### **Specialist Research Services**

- ▶ Types of research offered via the Market Research Society
- ▶ Consumer classification systems

#### **'Made-to-Measure' Research**

- ▶ Buying a 'made-to-measure' research survey is just like buying a 'made-to measure' suit
- ▶ The 'made-to-measure' research process
- ▶ Defining the research required
- ▶ 'What is the problem?'
- ▶ 'What data is needed to find a solution?'

#### **How is the Data Collected?**

- ▶ Interview methods
- ▶ Interviewing individuals
- ▶ Attitude measurement
- ▶ Projective techniques
- ▶ Interviewing groups
- ▶ Postal or self-completion research
- ▶ Internet and email research
- ▶ Diary panels
- ▶ Telephone research
- ▶ Observation research
- ▶ Observation panels
- ▶ Retail audits

#### **Who Provides the Information?**

- ▶ What is a sample?
- ▶ Why use a sample?
- ▶ How is the sample selected?
- ▶ Random sampling
- ▶ Quota sampling
- ▶ Judgement sampling
- ▶ How big does the sample need to be?
- ▶ Variability in the population

- ▶ Required level of confidence
- ▶ Required limits of accuracy
- ▶ Allowance for non-response
- ▶ Subgroup analysis requirements
- ▶ Practical factors

#### **How Do You Ask the Questions?**

##### **Why Use a Questionnaire?**

- ▶ To collect relevant data
- ▶ To make data comparable
- ▶ To minimise bias
- ▶ To motivate the respondent

##### **Getting the Questionnaire Content Right**

- ▶ What types of data can be collected using a questionnaire?
- ▶ Fact
- ▶ Opinion
- ▶ Motive

##### **What Does a Questionnaire Contain?**

- ▶ Identification data
- ▶ Classification data
- ▶ Subject data

##### **What Types of Question Can Be Used?**

- ▶ Dichotomous questions
- ▶ Multiple-choice questions
- ▶ Open-ended questions
- ▶ Rating scales

##### **How Should Questions be Worded?**

- ▶ Meaning
- ▶ Ambiguity
- ▶ Leading
- ▶ Generalisation
- ▶ Unidimensionality

##### **Cushion Statements**

- ▶ Will the respondent answer the questions?
- ▶ Allowing for method of analysis
- ▶ Why does presentation matter?
- ▶ Will the questionnaire work?

##### **Special Types of Questionnaire**

- ▶ Postal or self-completion questionnaires
- ▶ Telephone questionnaires
- ▶ Online questionnaires

##### **Vetting Questionnaires**

##### **Who Asks the Questions?**

- ▶ Interviewers: 'Horses for Courses'
- ▶ Fully structured interviews
- ▶ Using rating scales
- ▶ Semi-structured interviews
- ▶ Unstructured interviews

### **What do Interviewers Do?**

- ▶ Selecting respondents
- ▶ Obtaining interviews
- ▶ Asking questions
- ▶ Probing and prompting
- ▶ Motivating respondents
- ▶ Interpreting and recording responses
- ▶ Interviewer bias

### **Who are the Interviewers?**

- ▶ Gender
- ▶ Age
- ▶ Social background
- ▶ Education
- ▶ Job background
- ▶ Personality
- ▶ Training

### **How are Interviewers Controlled?**

- ▶ The interviewer quality control scheme
- ▶ Field supervision
- ▶ Postal checking
- ▶ Telephone checks
- ▶ Personal recall checks
- ▶ Editing checks
- ▶ Computer checks
- ▶ Monitoring fieldwork

### **Choosing a Good Fieldwork Agency**

- ▶ Finding the agency
- ▶ Asking pertinent questions
- ▶ Looking at the evidence
- ▶ Membership of the interviewer quality control scheme
- ▶ Relevant experience
- ▶ Cost

### **Using an Agency for Fieldwork**

- ▶ Briefing the agency
- ▶ Agreeing the procedures
- ▶ Briefing the interviewers

### **Asking the Questions Yourself**

#### **What Happens to the Answers?**

- ▶ Analysis and interpretation of qualitative data
- ▶ Analysis of quantitative data
- ▶ Data preparation
- ▶ Data processing
- ▶ Statistical analysis
- ▶ Interpretation of quantitative data
- ▶ Reporting
- ▶ The research report



## **How Do You Buy Good Research?**

### **Getting the Research Requirement Right**

- ▶ Is research really necessary?
- ▶ What type of research is needed?
- ▶ What will the research be used for?
- ▶ When is the research needed by?
- ▶ How much is the research information worth?
- ▶ Preparing the brief

### **Choosing the Right Agency**

- ▶ Drawing up the shortlist
- ▶ Briefing the agencies
- ▶ The research proposal
- ▶ Selecting the research agency
- ▶ Checking that the agency does a good job
- ▶ Monitoring while in progress
- ▶ Evaluating the final results

### **Learning from Experience**

- ▶ Were the objectives right?
- ▶ Was the research programme right?
- ▶ Was too much or too little information produced?
- ▶ Did it help to provide a solution?
- ▶ Using feedback
- ▶ What action resulted from the research?

### **Buying Syndicated Services**

- ▶ Defining the requirement
- ▶ Does the service meet the requirement?
- ▶ Does the service provide adequate flexibility?
- ▶ Is the money worth spending?
- ▶ Evaluating other research reports
- ▶ A scheme for judging research quality

### **Using Research in Experiments**

#### **Types of Research Experiment**

- ▶ Experimental launching
- ▶ Pilot launching
- ▶ Specific market test
- ▶ Exploratory market test

#### **Types of Experimental Design**

- ▶ Informal experimental designs
- ▶ Formal experimental designs

#### **Setting Up Research Experiments**

- ▶ Selecting the experimental design
- ▶ The scale of the experiment
- ▶ Choosing the test area
- ▶ Timing
- ▶ Test conditions
- ▶ Test variables
- ▶ Cost

- ▶ Syndicated test procedures

## **Using Research in Business-to-Business and Industrial Markets**

### **Marketing Research Begins at Home**

- ▶ 'Off-the-peg' research
- ▶ 'Made-to-measure' research
- ▶ How is the data collected?
- ▶ Who provides the information?
- ▶ How are the questions asked?
- ▶ Who asks the questions?
- ▶ What happens to the answers?
- ▶ How do you buy good research?
- ▶ Using research in industrial markets

### **Using Research in Online Markets**

- ▶ Marketing research begins at home
- ▶ 'Off-the-peg' research
- ▶ 'Made-to-measure' research
- ▶ How is the data collected?
- ▶ Who provides the information?
- ▶ How are the questions asked?
- ▶ Who asks the questions?
- ▶ What happens to the answers?
- ▶ How do you buy good research?
- ▶ Using research in online markets

### **Using Research in International Markets**

- ▶ Who monitors the quality of international research?
- ▶ Who are the users?
- ▶ Who undertakes the research?
- ▶ International market research begins at home
- ▶ 'Off-the-peg' research
- ▶ Secondary desk research
- ▶ Sources and sampling
- ▶ Government published data
- ▶ 'Made-to-measure' research
- ▶ Data collection methods
- ▶ How do you ask the questions?
- ▶ How do you buy good research?
- ▶ Preparing the brief
- ▶ Selecting the agency
- ▶ Government assistance for overseas research
- ▶ Commissioning the research
- ▶ Implementing the research

### **Using Research in Marketing Decision Making**

- ▶ Using research for market analysis
- ▶ Using research to develop new products and services
- ▶ Using research to select brand names and pack designs
- ▶ Using research for pricing decisions
- ▶ Using research for decisions about advertising

<b>Learning Outcomes for the Unit:</b>				
At the end of this Unit, students will be able to:				
1.	Demonstrate knowledge and understanding of a coherent core of the concepts and principles underlying marketing research and the application of those concepts and principles in a variety of marketing research scenarios.			
2.	Explain what analyses can be undertaken using the results of marketing research.			
3.	Articulate the importance of marketing research in informing business and explain some of the diverse problems and scenarios facing marketing research.			
4.	Critically assess sources of economic and other data and evidence, both quantitative and qualitative, which can enrich marketing research.			
5.	Employ relevant mathematical and statistical techniques to structure, analyse and interpret data generated by marketing research.			
6.	Critically assess marketing research proposals and specify suitable research designs in various scenarios.			
<b>The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:</b>				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-6	2,3,4	1-4	1-4	1-4
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
1	1-4	4	1-4	-
<b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>				
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.				
<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>				<b>Weighting:</b>
Examination: 3 hours duration				100%
<b>Indicative Reading for this Unit:</b>				
<b>Main Text</b> Marketing Research for Managers, S. Crouch & M. Housden, Butterworth Heinemann				
<b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>				
50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.			
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.			
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.			

### 13.1.15 Strategic Marketing Management Syllabus

Unit Title	Strategic Marketing Management
Unit Code	SMM-0605
Level	6 Diploma
Credits	20
Unit Leader	NK
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>This unit aims to provide a critical appreciation of the scope and theoretical perspectives of strategy which will enable students to better understand the frameworks of strategy and business ethics as applied to marketing, and to appreciate the practical value of these frameworks in a range of business situations.</p>	
<b>Main Topics of Study:</b>	
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>▶ The nature of marketing</li> <li>▶ The management process</li> <li>▶ A modelling approach</li> <li>▶ Strategic decisions and the nature of the strategy</li> <li>▶ The marketing/strategy interface</li> </ul> <p><b>Marketing Auditing and SWOT Analysis</b></p> <ul style="list-style-type: none"> <li>▶ Marketing audit – its meaning</li> <li>▶ Reviewing marketing effectiveness</li> <li>▶ Role of SWOT analysis</li> <li>▶ Characteristics of effective audits</li> </ul> <p><b>Segmental Productivity and Ratio Analysis</b></p> <ul style="list-style-type: none"> <li>▶ Costs categories</li> <li>▶ Marketing costs analysis</li> <li>▶ Segmental analysis</li> <li>▶ Marketing experimentation</li> <li>▶ Customer profitability analysis</li> <li>▶ Nature of productivity</li> <li>▶ Use of ratio</li> </ul> <p><b>Approach to Competitor Analysis</b></p> <ul style="list-style-type: none"> <li>▶ Meaning of competitor</li> <li>▶ Competitive relations evaluation</li> <li>▶ Identifying competitors objectives</li> <li>▶ Competitors strengths and weaknesses</li> <li>▶ Competitive responses</li> <li>▶ Competitive information system</li> </ul> <p><b>Approach to Customer Analysis</b></p> <ul style="list-style-type: none"> <li>▶ Model of buyer behaviour</li> <li>▶ Factors influencing consumer behaviour</li> </ul>	

- ▶ The buying decision process
- ▶ Organisational buying behaviour

### **Mission and Objectives**

- ▶ Purpose of planning
- ▶ Establishing corporate mission
- ▶ Influences on objectives and strategies
- ▶ Setting objectives and targets
- ▶ Development of strategies

### **Structural, Market and Environment Analysis**

- ▶ Analysing the environment
- ▶ Nature of the marketing environment
- ▶ Micro and macro-environmental analysis
- ▶ Approaches to environmental analysis

### **Market Segmentation, Targeting and Positioning**

- ▶ Nature and purpose of market segmentation
- ▶ Bases for segmentation
- ▶ Approaches to segmenting industrial markets
- ▶ Market targeting
- ▶ Product positioning

### **Formulation of Strategy**

#### **Analysing the Product Portfolio**

- ▶ The development of strategic perspective models of portfolio analysis
- ▶ Market attractiveness

#### **Generic Strategies for Leaders, Followers, Challengers and Nichers**

- ▶ Types of strategy, Porter's strategies
- ▶ Identifying potential competitive advantages
- ▶ Strategies for market leaders, market challengers, market followers and market nichers
- ▶ Dangers of strategic wearout

#### **Pricing Policies and Strategies**

- ▶ Role and significance of price
- ▶ Approaches to price setting
- ▶ Pricing objectives
- ▶ Pricing methods
- ▶ Using price as a tactical weapon
- ▶ Offensive pricing

#### **Promotional Plan**

- ▶ The promotional mix
- ▶ Integrating the elements of the promotion mix
- ▶ Advertising plan
- ▶ Planning for personal selling

#### **Distribution Plan**

- ▶ Distribution audit
- ▶ Distribution objectives
- ▶ Distribution strategies
- ▶ Evaluation and control

#### **Criteria of Choice in Decision Making**

- ▶ Financial and non-financial criteria

- ▶ Multiple criteria, modelling approaches
- ▶ Financial and non-financial plans

**Strategic Implementation and Control**

- ▶ Marketing feedback and control systems
- ▶ Basic control concepts and their application throughout the planning and implementation process
- ▶ Problem areas and organisational considerations
- ▶ The role of internal marketing, management controls, budget, networks, performance evaluation, ratio analysis, corrective responses, bench-marking
- ▶ The auditing process

**Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

1.	Critically evaluate a range of theoretical frameworks of strategic marketing and marketing ethics and apply them in analysing strategic issues in business situations.
2.	Propose appropriate responses consistent with the aims of strategic marketing and marketing ethics.
3.	To provide a critical appreciation of the scope and underlying concepts of, and theoretical perspectives on, strategic marketing.
4.	Evaluate the marketing strategies of organisations and assess how the marketing strategies adopted in particular organisations have contributed to organisational performance.
5.	Describe and assess the range of marketing strategies available to organisations in a range of environmental contexts.
6.	Identify and assess the means of securing a competitive advantage for particular companies.

**The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:**

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-6	1-6	2,3	1-4	1-6
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
1-6	1-6	1-4,5	1-6	-

**Learning and teaching methods/strategies used to enable the achievement of learning outcomes:**

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

<b>Assessment methods which enable student to demonstrate the learning outcomes for the Unit:</b>	<b>Weighting:</b>
Examination: 3 hours duration	100%

**Indicative Reading for this Unit:**

**Main Text**

Strategic Marketing Management: Planning Implementation & Control, R. Wilson & C. Gilligan, Butterworth Heinemann

**Alternative Texts and Further Reading**

Marketing Management, Philip Kotler, Prentice Hall

Marketing Plans: How to Prepare Them, How to Use Them, M.H.B. McDonald, Butterworth Heinemann

**Guideline for Teaching and Learning Time (10 hrs per credit):**

50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.