1. **Title of the module**
   Strategic Marketing – PRSN5124

2. **School or partner institution which will be responsible for management of the module**
   Pearson College London

3. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**
   Level 5

4. **The number of credits and the ECTS value which the module represents**
   15 credits (7.5 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   This module can be run in any term: Autumn, Spring, or Summer

6. **Prerequisite and co-requisite modules**
   None

7. **The programmes of study to which the module contributes**
   - BA (Hons) Business Management - core module
   - BA (Hons) Business Management with Entrepreneurship - core module
   - BA (Hons) Business Management with Finance - core module
   - BA (Hons) Business Management with Global Industries - core module
   - BA (Hons) Business Management with Law - core module
   - BA (Hons) Business Management with Marketing - core module
   - BA (Hons) Applied Business Management - core module

8. **The intended subject specific learning outcomes**

   On successfully completing the module students will be able to:

   8.1 Demonstrate a systematic understanding of how marketing functions deliver competitive advantage to efficient, effective and ethical organisations.
   8.2 Explain and evaluate the relationship between market orientation and the practical process and skills involved in analysing the external environment.
   8.3 Explain and evaluate a range of marketing analysis tools and techniques used to structure, categorise and analyse an organisation's internal and external environment in order to generate marketing intelligence.
   8.4 Evaluate the implications and prioritise the importance of external and internal intelligence.
8.5 Devise a range of justifiable objectives which reflect the external and internal contexts of an organisation.
8.6 Explain, apply and evaluate a range of theories which assist marketers in developing a range of strategic options to achieve a competitive advantage.
8.7 Recommend and justify tactical and strategic decisions based on market intelligence and the internal dynamics of a given organisation.
8.8 Identify an organisation's information needs, scope of research projects and resource capability to underpin the development of a business case to support marketing projects.
8.9 Devise appropriate control mechanisms in order to monitor and measure the progress of the implementation of a marketing strategy.

9. **The intended generic learning outcomes.**

*On successfully completing the module students will be able to:*

9.1 Communicate and present both orally and in writing or other formats, in a professional manner, individually and as part of a team
9.2 Use a range of established techniques to critically analyse information, and propose solutions to problems.

10. **A synopsis of the curriculum**

**Module Aims**

This module provides a comprehensive evaluative insight into the marketing planning process. Here candidates with will be expect to primarily research, analyse and in turn devise a marketing plan for a live partnering organisation or case study simulation. The unit will develop candidates’ ability to evaluate the various concepts, theories and frameworks seen throughout marketing in order to avoid restricting strategic thinking.

**Overview of syllabus**

*Major components of the syllabus will include:*

- Competitive advantage, sustainable or not
- Market orientation
- Customer orientation
- Competitor orientation
- Long term profit focus and responsible marketing
• Stages on the marketing planning process (e.g. SOSTAC, analysis, planning, implementation control)
• Market analysis skills of judgement, interpretation, research, synthesis, generalisation, shared understanding, concluding
• Macro environment: Political, Economic, Social, Technological, legal, ecological, ethical
• Micro environment: markets, customer/consumers, competitors, industry structure and dynamics, innovation auditing
• Outline insightful conclusions through application of external auditing tools and techniques.
• Reactive vs. proactive
• Blue ocean vs. red ocean strategic thinking
• Risks associated with interpretation and judgement
• Neglect for the role played by resources in strategic decision marketing
• Problems with marketing planning
• Resource based view to achieving a competitive advantage, sustainable for not
• Core competences
• Complementary capabilities
• Capabilities based view
• VIRN criteria
• Categories of resources
• Dynamic capabilities
• Culture, leadership and management styles
• Innovation auditing
• Core rigidities
• Sticky resources
• Dynamic environments
• Risks of Innovation
• Prioritise and justify key issues
• Evaluate impact of analysis findings
• SWOT analysis
• Mission statements
• Corporate objectives
• Marketing objectives
• SMART objectives
• Ansoff’s Growth Matrix
• Porter’s Generic Strategies
• Faulkner and Bowman’s (1992) Extended Generic Strategy Matrix
• Aaker’s (1995) Strategic Options in Difficult Market Conditions
• Targeting options
• Brand strategies
• Profit and sale projections
• Social and ethical implications
• Evaluation matrixes (i.e. adapted GE matrix)
• Suitability, Feasibility and Acceptability
MODULE SPECIFICATION

- Cultural Fit
- Risk, Return, Stakeholder Expectations
- Strategic logic
- Pricing plans
- Promotional plans
- Distribution plans
- Product plans
- Extended marketing mix
- Scheduling and prioritisation
- Burst vs. Drip implementation
- Critical Path Analysis
- Agile project management
- Action Priority Matrix
- Finance measures/control ratios
- Operational measures
- Promotional measures
- Testing
- Time intervals required on control measures

11. Reading List (Indicative list, current at time of publication. Reading lists will be published annually)

Core study text


Module will require students to be able to access to market data sources such as Mintel and Business Source Complete and MarketLine Advantage.
12. Learning and Teaching methods

For full details please see the teaching and learning strategy in the programme specification. Students can study this module in the interactive classes model or the mentored independent model. Those on the former will typically experience one lecture and one seminar each week.

Scheduled Hours: 25
Placement Hours: 00
Independent Study Hours: 125
Total Study Hours: 150

13. Assessment methods.

The module is assessed by a coursework project consisting of 1,500 words (70% of total grade); and 1.5 hour examination (30% of total grade)

A pass must be achieved in all elements of assessment in order to pass the module.

14. Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)

<table>
<thead>
<tr>
<th>Module learning outcome</th>
<th>8.1</th>
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<th>8.3</th>
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<th>8.9</th>
<th>9.1</th>
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<tbody>
<tr>
<td>Learning/teaching method</td>
<td>Hours allocated</td>
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</table>
15. Pearson College London recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching.

Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the College’s Registry which oversees disability/dyslexia student support, and specialist support will be provided where needed.

16. Campus(es) or Centre(s) where module will be delivered:

Pearson College London

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 17 and 18. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

17. Partner College/Validated Institution:

Pearson College London

18. University School responsible for the programme:

Kent Business School

FACULTIES SUPPORT OFFICE USE ONLY

Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

<table>
<thead>
<tr>
<th>Date approved</th>
<th>Major/minor revision</th>
<th>Start date of the delivery of revised version</th>
<th>Section revised</th>
<th>Impacts PLOs (Q6&amp;7 cover sheet)</th>
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Module Specification Template (September 2015)