

LSIB

London School of
International
Business, U.K.

Programme Specification:

DIPLOMA IN BUSINESS AND MARKETING STRATEGY
(SCQF LEVEL 11)

Contents

1	Introduction and Summary	3
2	Aims	3
3	Teaching, Learning and Assessment	4
4	Entry Requirements	4
5	Progression	5
6	Curriculum	5
7	National Occupational Standards (NOS)	5
8	QAA Benchmark Statements	5
9	Learning/Teaching Methods and Strategies	6
10	Assessment Methods and Strategies	6

Introduction and Summary

The EduQual Diploma in Business and Marketing Strategy (SCQF Level 11) is a Regulated Qualifications Framework (RQF) equivalent Level 7 qualification. It is designed to offer learners without prior marketing experience the knowledge and skills they need to be operationally effective in a career in the Marketing field. For those learners that do have prior experience in Marketing and who also possess a professional qualification, the pathway through this programme will develop their professional competence.

The programme has been produced to conform to the requirements of the RQF/SCQF, the National Occupational Standards (NOS) for developing marketing strategies and the relevant Quality Assurance Agency (QAA) subject benchmark statements.¹

Aims

The aims of this programme will allow learners to:

Gain a sound and coherent foundation in marketing, such that they will be able to define and execute practical marketing interventions that exist in professional practice

Synthesize and critically evaluate theoretical frameworks of strategic marketing, business ethics, design and innovation as applied to marketing

Demonstrate an understanding of the practical value of these frameworks in a range of strategic business situations

Create frameworks for understanding and analysing marketing processes in diverse organisational types, encountering different and changing marketing environments

Develop practical research and analytical capabilities in the context of market-driven strategy, and in particular in the formulation of value propositions in provider-customer relationships

Review, modify, synthesize and apply transferable marketing concepts and skills in the management of product and market development, in particular from the strategic perspective

Critically assess market-sourced data and information from a variety of organisations and use this for strategic marketing and decision-making

Evaluate a variety of creative approaches to product and service design, creativity and innovation that may contribute to organisational wealth

Teaching, Learning and Assessment

The EduQual Diploma in Business and Marketing Strategy (SCQF Level 11) is designed for learners who have gained a considerable degree of subject knowledge and proficiency from undergraduate studies, experience within the workplace, or both. The approach to study is essentially one of self-direction, critical reflection and exposure to situations where individuals can evidence learning through presentation, seminar delivery, group work and interactive discussion groups. Participants are encouraged to apply knowledge and to show a critical awareness of current management situations and problems.

Assessment strategies in the units have been designed to allow students to evidence practical skills of data management and manipulation, synthesis of ideas in application, and to communicate outcomes to others in different marketing situations.

Entry Requirements

One of the following:

- Level 6 Diploma, or
- Bachelors Degree, or
- Other relevant international qualification at Level 6, and English language, with
- 5 years managerial experience (evaluated on a case-by-case basis) English language

Progression

Learners completing the Diploma in Business and Marketing Strategy (SCQF level 11) will be able to progress to the Masters stage of an MA in Marketing programme.

Curriculum

The Diploma in Business and Marketing Strategy is a SCQF level 11 (RQF- equivalent Level 7) programme, and is abbreviated to BMS on the table below. The programme consists of 5 units, all of which are compulsory as shown:

BMS Compulsory Units		
Unit Title	RQF/SCQF Level	Credits
Strategic Management	7/11	20
Strategic Financial Management	7/11	20
Marketing Management in Practice	7/11	20
Global Marketing	7/11	30
Marketing for SME, Charity and the Public Sector	7/11	30
Total Credits		120

National Occupational Standards (NOS)

The Diploma in Business Marketing and Strategy (SCQF level 11) (BMS) maps against the underpinning knowledge of units from the NOS for developing an organisation’s marketing strategy (CFAM2.1.1). for more information on this, please contact us at info@eduqual.org.uk.

QAA Benchmark Statements

The Diploma in Business Marketing and Strategy is an SCQF Level 11/RQF equivalent Level 7 qualification, and can be compared to the QAA Benchmark Statement (2015) on Master’s degrees in business and management (Type 1). For further information on this, please contact us at info@eduqual.org.uk.

Learning/Teaching Methods and Strategies

The learning outcomes will be achieved by the use of the following learning and teaching methods and strategies:

Learning and teaching situations such as lectures, tutorials and seminars
Live and simulated case studies
Independent and group activities (class and non-class based)
Guest speakers and subject specialists
Personal and professional reflective practice and self-criticism

Assessment Methods and Strategies

The following assessment strategies will be adopted to achieve the learning outcomes:

Formative assessment will include:
Peer review of work between individuals and groups
Material presented in class where clarity of argument, theoretical bases and evidence of depth of thought is supported with references to theory and currency of thought
Feedback in class situations on topics of current interest, and from textual material and research papers and articles
Evidence of the breadth of research may include internet sources where appropriate to the curriculum topics covered
Summative assessment will be by assignment but the work needed may involve:
Individual/group assessment
Summative self-evaluation and critical reflection
Written and/or oral forms of submission/presentation
Case study evaluation for assignments
Oral presentations both as groups and individuals

Strategic Management

Unit Summary

Equivalent SCQF Level	11
Credit Value	20
Learning Time (hours)	200
Organisation name	EduQual Ltd. (Company Number 8913632)
As part of (Award Title)	Diploma in Business and Marketing Strategy (SCQF Level 11)
Unit purpose	To enable learners to demonstrate an in-depth understanding of strategic management and business planning, and of the tools for reviewing current organisational strategies. This includes strategic planning for profit as well as not-for-profit organisations, and takes a global focus. The unit advances learner knowledge of concepts and frameworks to develop effective strategic plans.
Unit Entry Requirements (if applicable)	See Programme Specification.

Learning Outcome 1 (Assignment 1, Task 1)

Evaluate the nature, scope and context of strategic management.

Performance Criteria <i>On completion of this unit, the learner can:</i>	Content/Evidence <i>The learner must provide evidence which draws from the knowledge and skills listed:</i>
1.1 Explain the importance of strategic planning for an organisation	Evaluation of the role of strategic planning in meeting organisational objectives.
1.2 Compare organisational value and mission statements with current business objectives of an organisation	Analysis of selected organisation's alignment of value and mission with objectives.
1.3 Devise and develop appropriate goals, values and strategic objectives for an organisation and consider the differences between profit and not-for-profit organisations' various approaches to strategic planning	Discuss and suggest goals for a selected organisation in both profit and not-for-profit sectors that align with values and mission, analysing differences in approach to strategic planning in the two sectors.

Learning Outcome 2 (Assignment 1, Task 1)

Identify and evaluate the external factors affecting an organisation.

Performance Criteria <i>On completion of this unit, the learner can:</i>	Content/Evidence <i>The learner must provide evidence which draws from the knowledge and skills listed:</i>
2.1 Critically analyse major changes taking place in the external environment that will impact on an organisation's business strategy	Use of models such as PESTEL, Porter's 5 Forces, Scenario Planning, SWOT.
2.2 Analyse the needs and expectations of stakeholders for an organisation and consider the impact on strategic business planning	Carry out a stakeholder analysis of an organisation and identify needs and expectations, and likely impact.

Learning Outcome 3 (Assignment 1, Task 2)

Review and evaluate existing business plans and strategies of an organisation.

Performance Criteria <i>On completion of this unit, the learner can:</i>	Content/Evidence <i>The learner must provide evidence which draws from the knowledge and skills listed:</i>
3.1 Select and use appropriate tools for strategic analysis of an organisation's current business strategies, and then consider: <ul style="list-style-type: none">Options for developing strategic planningSelection of an appropriate strategic option	For identified organisation, evaluate and use models such as BCG and Ansoff's grids to analyse, plan, and select strategy.
3.2 Critically evaluate the effectiveness of tools available for strategic analysis.	Critically evaluate tools available and their effectiveness for given scenarios.
3.3 Review the risks and competitive position of an organisation in its current market	Evaluate the position of a chosen organisation using selected tools from above.

Learning Outcome 4 (Assignment 1, Task 1)

Design a suitable management strategy for an organisation.

Performance Criteria <i>On completion of this unit, the learner can:</i>	Content/Evidence <i>The learner must provide evidence which draws from the knowledge and skills listed:</i>
4.1 Devise an outline for the structure of a strategy plan for an organisation, and include: <ul style="list-style-type: none">• All stakeholders• Identify resource requirements and constraints• Communication processes to gain stakeholder commitment to the plan• Monitoring and evaluation systems for the implementation of the strategy plan	All items listed left, with a critical evaluation of the outline plan.

Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help students to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Students will likely use tutor-and self-directed study and reflect on their experience and expertise. Up-to-date information and materials are available from many sources such as businesses, the World Wide Web, television and radio broadcasts, broadsheet newspapers and advisory services.

Full guidance on delivery and assessment is available from EduQual upon request.¹ Where Recognition of Prior Learning (RPL) is a valid option for learners that meet some (or all) of the assessment criteria outlined for a given unit, readers are referred to [EduQual's Recognition of Prior Learning Policy](#). This policy is available online, or by request.²

Finally, EduQual provides detailed Assessment Guidance to its Approved Centres. Centres that lack this document may:

Request it from the email address shown in the footnotes on this page

Access it from their own EduQual Dropbox folder.

Outlined Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the unit assessment. It is designed only as a simple exemplar of a way in which the unit can be delivered.

Topic and Suggested Assignments / Activities / Assessment
Introduction to unit and programme of learning
Presentation on the nature, scope and context of strategic management
Practical work, research and discussion on the nature, scope and context of strategic management
Assignment 1. A staged report
Presentation on environmental analysis and the external factors affecting organisations.
Practical work, research, and discussion on environmental analysis and the external factors affecting organisations.
Tutorial support and feedback for Assignment 1 (stages 1 and 2)
Presentation on business strategy options, strategy selections, and strategic planning
Practical work, research and discussion on business strategy options, strategy selection and strategic planning
Presentation on strategy design
Practical work, research, exercises and discussion on strategy design
Tutorial support and feedback for Assignment 1 (stages 3, 4, and 5)
Review of unit and programme of assignments

List of Learner Sources

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of an EduQual qualification. Learners should be made aware of these sources before delivery of this unit, and be fully conversant with these sources upon completion of this unit.

Textbooks	
Johnson, G., Scholes, K., and Whittington, R. (latest edition): Exploring Corporate Strategy: Texts and Cases	
Grant, R. M. (latest edition): Contemporary Strategy Analysis	
Barney, J. (latest edition): Gaining and Sustaining Competitive Advantage	
Journals	
International Journal of Business and Globalisation	
Journal of Management	
Strategic Management Journal	
Journal of Strategy and Management	
Websites	
Free Management Library	www.managementhelp.org
Forbes	www.forbes.com
Strategic Management Insight	www.strategicmanagementinsight.com
Mind Tools	www.mindtools.com

Strategic Financial Management

Unit Summary

Equivalent SCQF Level	11
Credit Value	20
Learning Time (hours)	200
Organisation name	EduQual Ltd. (Company Number 8913632)
As part of (Award Title)	Diploma in Business Management / Diploma in Business and Marketing Strategy (SCQF Level 11)
Unit purpose	To provide learners with the skills to apply financial principles relevant to strategic management in organisational contexts. To demonstrate understanding of strategic planning for profit as well as not for profit organisations with a global focus. The unit develops learner knowledge of concepts and frameworks to produce effective strategic plans.
Unit Entry Requirements (if applicable)	See Programme Specification.

Learning Outcome 1 (Assignment 3, Task 2)

Explain forms of investment appraisal and evaluate the approaches used.

(Accurate calculation methodology required wherever appropriate and where application of financial tools/techniques required)

Performance Criteria <i>On completion of this unit, the learner can:</i>	Content/Evidence <i>The learner must provide evidence which draws from the knowledge and skills listed:</i>
1.1 Describe appropriate finance for an organisation from alternative sources, through the use of selected investment appraisal techniques.	Analyse sources of finance and investment appraisal techniques to determine suitable sources of finance.
1.2 Contrast the usefulness of various investment appraisal approaches.	Select possible sources of finance and appraise their suitability using appropriate investment appraisal techniques, making recommendations.
1.3 Analyse international aspects of financial risk management.	Analyse international financial risks such as interest and exchange rate changes, growth in overseas markets, international accounting standards, and tools to minimise exchange rate risks.

Learning Outcome 2 (Assignment 3, Task 1)

Apply cost concepts to management decision-making.

(Accurate calculation methodology required wherever appropriate and where application of financial tools/techniques required)

Performance Criteria <i>On completion of this unit, the learner can:</i>	Content/Evidence <i>The learner must provide evidence which draws from the knowledge and skills listed:</i>
2.1 Explain the importance of costs in pricing strategies.	Analysis of use of management accounting information such as cost-volume and cost-profit indicators to support investment in product/marketing decisions and pricing decisions.
2.2 Evaluate existing costing systems and propose improvements.	Discuss and evaluate costing and budgeting approaches, propose improvements for the costing system used by selected organisations.
2.3 Design a costing system for an organisation.	Discuss different approaches to costing and choose the most appropriate for a chosen organisation.

Learning Outcome 3 (Assignment 3, Task 2)

Evaluate the importance of risk management in strategic decision-making.

Performance Criteria <i>On completion of this unit, the learner can:</i>	Content/Evidence <i>The learner must provide evidence which draws from the knowledge and skills listed:</i>
3.1 Identify various sources of risks that relate to a business.	Discuss different types and sources of risk, including financial, technological, operational, reputational, social, etc.
3.2 Evaluate techniques for risk recording and monitoring.	Evaluate techniques for determining risk levels and their recording and monitoring (e.g. traffic light systems and impact/probability grids, etc.).
3.3 Measure and monitor the likely impact of various risks to an identified business.	Select an appropriate approach to measure and monitor risk in a chosen organisation.
3.4 Apply strategies and techniques to mitigate particular business risks.	Evaluate and apply appropriate strategies and techniques to mitigate risk in a chosen organisation.

Learning Outcome 4 (Assignment 3, Task 1)

Apply financial management techniques to intangible resources.

(Accurate calculation methodology required wherever appropriate and where application of financial tools/techniques required)

Performance Criteria <i>On completion of this unit, the learner can:</i>	Content/Evidence <i>The learner must provide evidence which draws from the knowledge and skills listed:</i>
4.1 Evaluate the value of intangible resources to selected organisations.	Identify and discuss intangible resources such as copyright, patents, trademarks, goodwill, corporate image, reputational risk and their value to organisations.
4.2 Monitor and evaluate intangible and tangible resources using appropriate strategies and tools	For a chosen organisation, select and apply tools and strategies to monitor and evaluate resources.
4.3 Evaluate the efficiency of resource utilisation in an organisation using appropriate techniques.	Appraise approaches to measuring efficiency such as benchmarking against accepted best practice, and evaluate the efficiency of resource utilisation in a chosen organisation.

Learning Outcome 5 (Assignment 3, Task 1)

Interpret and analyse financial statements for strategic planning and decision-making.

(Accurate calculation methodology required wherever appropriate and where application of financial tools/techniques required)

Performance Criteria <i>On completion of this unit, the learner can:</i>	Content/Evidence <i>The learner must provide evidence which draws from the knowledge and skills listed:</i>
5.1 Analyse financial statements to determine the financial viability of an organisation.	Evaluate financial statements and their sources: Companies House and overseas equivalents, balance sheet, profit and loss account, cash flow, balanced scorecards, etc.
5.2 Apply financial ratios to improve information quality.	Apply financial ratios to summarise information for selected companies.
5.3 Make financial recommendations for an organisation based on sourced information.	Evaluate information from the above to make financial recommendations.

Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help students to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Students will likely use tutor-and self-directed study and reflect on their experience and expertise. Up-to-date information and materials are available from many sources such as businesses, the World Wide Web, television and radio broadcasts, broadsheet newspapers and advisory services.

Full guidance on delivery and assessment is available from EduQual upon request.¹ Where Recognition of Prior Learning (RPL) is a valid option for learners that meet some (or all) of the assessment criteria outlined for a given unit, readers are referred to [EduQual's Recognition of Prior Learning Policy](#). This policy is available online, or by request.²

Finally, EduQual provides detailed Assessment Guidance to its Approved Centres. Centres that lack this document may:

Request it from the email address shown in the footnotes on this page

Access it from their own EduQual Dropbox folder.

Outlined Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the unit assessment. It is designed only as a simple exemplar of a way in which the unit can be delivered.

Topic and Suggested Assignments / Activities / Assessment
Introduction to unit and programme of learning
Presentation on resourcing decisions and the impact they have both internally and externally on organisational performance and effectiveness
Practical work, research and discussion on resourcing decisions and the impact they have both internally and externally on organisational performance and effectiveness
Presentation on sources of finance and investment appraisal
Practical work, research and discussion on sources of finance and investment appraisal
Presentation on risk management
Practical work, research and discussion on risk management
Assignment 3, Task 1: Report
Tutorial support and feedback for Assignment 3, Task 1
Presentation on cost concepts and management decision-making
Topic and Suggested Assignments / Activities / Assessment (continued)
Practical work, research, exercises and discussion on cost concepts and management decision-making
Presentation on financial management techniques applied to intangible items and efficient use of all resources
Practical work, research, exercises and discussion on financial management techniques applied to intangible items and efficient use of all resources
Presentation on interpreting financial statements and strategic planning and decision-making

Practical work, research, exercises and discussion on interpreting financial statements and strategic planning and decision-making

Assignment 3, Task 2: Report

Tutorial support and feedback for Assignment 2

Review of unit and programme of assignments

List of Learner Sources

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of an EduQual qualification. Learners should be made aware of these sources before delivery of this unit, and be fully conversant with these sources upon completion of this unit.

Textbooks

Lumby & Jones, Corporate Finance Theory and Practice, 6th Ed, 2011

Ross, S.A., Westerfield, R.W., and J. Jaffe, Corporate Finance, 10th Ed, 2013

Journals

Journal of International Financial Management and Accounting

Journal of Multinational Financial Management

Strategic Management Journal

International Journal of Strategic Management

Websites

Free Management Library

www.managementhelp.org

Forbes

www.forbes.com

Financial Managers Society

www.fmsinc.org

Accounting Coach

www.accountingcoach.com

Understanding accounts for non-financial managers

www.mindtools.com/pages/article/newCDV_45.htm

Marketing Management in Practice

Unit Summary

Equivalent SCQF Level	11
Credit Value	20
Learning Time (hours)	200
Organisation name	EduQual Ltd. (Company Number 8913632)
As part of (Award Title)	Diploma in Business and Marketing Strategy / Diploma in Business Management (SCQF Level 11)
Unit purpose	This unit has two themes: firstly, the demonstration of critical understanding of the practical tools, techniques, operations and activities of the marketing process; and second, the marketing decisions on which effective marketing management and planning are based. These two themes divide the operational marketing activities from the management decisions, and learners will develop diagnostic skills in both themes of the unit so that they become familiar with processes related to marketing activities and communications.
Unit Entry Requirements (if applicable)	See Programme Specification.

Learning Outcome 1 (Assignment 1, Task 1)

Evaluate marketing opportunities in an organisation.

Performance Criteria <i>On completion of this unit, the learner can:</i>	Content/Evidence
1.1 Conduct a situational market analysis for a given organisation	Use of tools such as Porter's 5 Forces, PESTEL and SWOT analyses
1.2 Compare opportunities and threats for a given organisation's market	Portfolio analysis using BCG, Ansoff matrices, product life-cycle and six markets models as appropriate
1.3 Compare and discuss identified opportunities and threats to the organisation's strategic objectives and competitive position	Identification of opportunities and threats from the above analyses to the organisation's strategic objectives and competitive position, with proposed responses

Learning Outcome 2 (Assignment 1, Task 2)

Design and evaluate a framework for an integrated strategic marketing plan for an organisation.

Performance Criteria <i>On completion of this unit, the learner can:</i>	Content/Evidence <i>The learner must provide evidence which draws from the knowledge and skills listed:</i>
2.1 Assess the value of models used in strategic marketing planning and communications	Evaluation of models used in LO 1
2.2 Construct a detailed framework of activities for an integrated marketing plan for a chosen organisation	Detailed framework of activities for a plan, including objectives, scheduling, use of tools, and monitoring and control activities.
2.3 Evaluate the constructed plan for a chosen organisation	Evaluation of success in meeting objectives, timeframes and other elements of the plan, and identification of possible improvements in future

Learning Outcome 3 (Assignment 1, Task 2)

Design and evaluate a marketing campaign for an organisation.

Performance Criteria <i>On completion of this unit, the learner can:</i>	Content/Evidence <i>The learner must provide evidence which draws from the knowledge and skills listed:</i>
3.1 Discuss the advantages and disadvantages of various campaign channels and techniques	Evaluate possible channels, the promotional mix and types of advertising and media
3.2 Construct a detailed marketing campaign plan for an organisation, justifying your choices of channels and techniques	Detailed version of the framework from LO2 above, with reasons for choices made.
3.3 Devise targets for your campaign using SMART objectives	Identify SMART objectives for each element of your detailed plan, and monitor performance against these objectives

Learning Outcome 4 (Assignment 2, Task 2)

Identify and select new customer product or service ideas and apply appropriate tools and techniques wherever relevant

Performance Criteria <i>On completion of this unit, the learner can:</i>	Content/Evidence <i>The learner must provide evidence which draws from the knowledge and skills listed:</i>
4.1 Propose, evaluate and select a new product or service ideas for a named organisation	Use brainstorming, costing, test marketing, revenue forecasts, feasibility study, cost-benefit analysis, BCG and Ansoff matrix, gap analysis, value chain analysis to select from proposed ideas.
4.2 Compare the appropriateness of various market testing and selection techniques for the new product/service identified	Discuss and use appropriate techniques to evaluate the new product/service identified.
4.3 Evaluate ethical and CSR issues for the new product/service above	Evaluate the ethical issues that may arise for the chosen product/service.

Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help students to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Students will likely use tutor-and self-directed study and reflect on their experience and expertise. Up-to-date information and materials are available from many sources such as businesses, the World Wide Web, television and radio broadcasts, broadsheet newspapers and advisory services.

Full guidance on delivery and assessment is available from EduQual upon request.¹ Where Recognition of Prior Learning (RPL) is a valid option for learners that meet some (or all) of the assessment criteria outlined for a given unit, readers are referred to [EduQual's Recognition of Prior Learning Policy](#). This policy is available online, or by request.²

Finally, EduQual provides detailed Assessment Guidance to its Approved Centres. Centres that lack this document may:

Request it from the email address shown in the footnotes on this page

Access it from their own EduQual Dropbox folder.

Outlined Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the unit assessment. It is designed only as a simple exemplar of a way in which the unit can be delivered.

Topic and Suggested Assignments / Activities / Assessment
Introduction to unit and programme of learning
Presentation on evaluating markets and marketing opportunities
Practical work, research and discussion on evaluating markets and marketing opportunities
Assignment 1. Marketing plan, appendices and supporting information.
Presentation in strategic marketing models and frameworks.
Practical work, research and discussion on strategic marketing models and frameworks.
Tutorial support for Assignment 1.
Presentation on designing marketing campaigns.
Practical work, research and discussion on designing marketing campaigns.
Practical work on Assignment 1.
Tutorial support and feedback for Assignment 1.
Review of unit and programme of assignments.

List of Learner Sources

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of an EduQual qualification. Learners should be made aware of these sources before delivery of this unit, and be fully conversant with these sources upon completion of this unit.

Textbooks	
Aaker, D. (2005): Strategic Market Management (7 th Ed.). Chichester: John Wiley	
Kotler, P., Chernev, A. (2012): Strategic Marketing Management (7 th Ed.). Cerebellum Press	
McDonald, M.H. (2011): Marketing Plans: How to Prepare Them, How to Use Them (7 th Ed). Chichester: John Wiley	
Piercy, N. F. (2008): Market-led Strategic Change: Transforming the process of going to Market (4 th Ed). Butterworth: Heinemann	
Doyle, P. (2008): Value Based Marketing (2 nd Ed): Chichester: John Wiley.	
Fill, C. (2009): Marketing Communications: Interactivity, Communities and Content (5th Ed). Harlow: Pearson	
Journals	
Journal of Marketing Management	
Journal of Strategic Management	
Journal of Management and Strategy	
Websites	
Chartered Institute of Marketing	www.cim.co.uk/cim/index.cfm
CIM Marketing Communications Guide	www.cim.co.uk/files/marcomms.pdf
Advertising Standards Authority	www.asa.org.uk
Chartered Institute of Public Relations	www.cipr.co.uk
Design Council	www.designcouncil.org.uk

Global Marketing

Unit Summary

Equivalent SCQF Level	11
Credit Value	30
Learning Time (hours)	300
Organisation name	EduQual Ltd. (Company Number 8913632)
As part of (Award Title)	Diploma in Business and Marketing Strategy (SCQF Level 11)
Unit purpose	This unit enables learners to demonstrate in-depth understanding of marketing, design and innovation for global markets. It focuses on entering global markets, market research to enter new markets, the importance of protecting intellectual property rights and the design of appropriate global marketing strategies.
Unit Entry Requirements (if applicable)	See Programme Specification.

Learning Outcome 1 (Assignment 1, Tasks 3 and 4)

Evaluate how the international trade system and the economic, political-legal and cultural environments affects companies' international marketing decisions

Performance Criteria: (How you want the candidate to do it)	Evidence: (Evidence Guidance/ Summative Evidence)
1.1 Describe and evaluate factors to consider before entering specified international markets	Evaluation of demographic, geographic, economic, technological, socio-cultural, political and legal factors for the chosen market Assignment 1, Task 4
1.2 For your chosen organisation and market in 1.1, evaluate ways to enter the chosen market	Evaluation of exporting, joint ventures or direct investment as suitable strategies for the chosen organisation and market Assignment 1, Task 4
1.3 Evaluate the ways in which companies might adapt their marketing mix for specified international markets and products/services	Evaluation of degree of adaptation and/or standardisation of their product, promotion, price and distribution channels for each foreign market Assignment 1, Task 3

Learning Outcome 2 (Assignment 1, Task 2)

Evaluate and apply appropriate tools and techniques to identify and select new product or service ideas for global markets.

Performance Criteria <i>On completion of this unit, the learner can:</i>	Content/Evidence <i>The learner must provide evidence which draws from the knowledge and skills listed:</i>
2.1 Propose new product or service ideas for a named organisation, and evaluate and select from those ideas	Apply tools such as the 'design funnel' to evaluate and select which ideas (e.g. as generated through brainstorming) to take forward for a chosen scenario
2.2 Evaluate the appropriateness of various market testing and selection techniques for the new product/service identified	Evaluate the feasibility, acceptability and vulnerability to failure of new product/service ideas
2.3 Evaluate ethical and CSR issues for the new product/service identified above	Evaluate ethical issues that may arise for the selected new products/services (e.g. impact on local producers – cut flower trade in Africa, clothing industry in Bangladesh, etc.)

Learning Outcome 3 (Assignment 1, Task 3)

Evaluate the importance of innovation protection for new products and services in global markets.

Performance Criteria <i>On completion of this unit, the learner can:</i>	Content/Evidence <i>The learner must provide evidence which draws from the knowledge and skills listed:</i>
3.1 Evaluate appropriate innovation protection methods for a new product or service	Consideration of each main method of protecting IP for selected products/services (e.g. copyright legislation, patents, trademarks, licensing, permissions management, etc.)
3.2 Critically evaluate the risks associated with not protecting innovation	Evaluation of risk probability and impact on organisational profits, reputation, etc. Consideration of effectiveness (or lack of) of IP protection in target countries

Learning Outcome 4 (Assignment 1, Task 3)

Develop and apply appropriate marketing strategies for global markets.

Performance Criteria <i>On completion of this unit, the learner can:</i>	Content/Evidence <i>The learner must provide evidence which draws from the knowledge and skills listed:</i>
4.1 Evaluate the global market potential for possible business expansion for a chosen organisation	Evaluate product life-cycles in home and new markets, IP protection issues, cultural and demographic issues, exchange rate risks, etc.
4.2 Develop appropriate global marketing and communication strategies for the identified international markets	Selection of products/services for named markets, PESTEL and SWOT analyses, use of existing target country data to evaluate opportunities
4.3 Critically evaluate the strategies developed	Critical evaluation of each strategy

Learning Outcome 5 (Assignment 1, Task 3)

Design strategies for selected large organisations in global markets.

Performance Criteria <i>On completion of this unit, the learner can:</i>	Content/Evidence <i>The learner must provide evidence which draws from the knowledge and skills listed:</i>
5.1 Identify the factors that would facilitate globalisation for a selected large organisation.	Evaluation of internal and external factors that would facilitate global expansion in a large organisation: e.g. cultural factors, product standardisation vs. adaptation (e.g. in the car and washing powder industries), foreign ownership restrictions etc.
5.2 Design a globalisation strategy for the organisation focusing on the processes	Design an outline project plan for the globalisation process.
5.3 Identify risks of globalisation and take appropriate measures to mitigate these	Evaluation of risks and their mitigation (e.g. non-enforcement of copyright and patent legislation, bribery and corruption).

Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help students to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Students will likely use tutor-and self-directed study and reflect on their experience and expertise. Up-to-date information and materials are available from many sources such as businesses, the World Wide Web, television and radio broadcasts, broadsheet newspapers and advisory services.

Full guidance on delivery and assessment is available from EduQual upon request.¹ Where Recognition of Prior Learning (RPL) is a valid option for learners that meet some (or all) of the assessment criteria outlined for a given unit, readers are referred to [EduQual's Recognition of Prior Learning Policy](#). This policy is available online, or by request.²

Finally, EduQual provides detailed Assessment Guidance to its Approved Centres. Centres that lack this document may:

Request it from the email address shown in the footnotes on this page

Access it from their own EduQual Dropbox folder.

Outlined Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the unit assessment. It is designed only as a simple exemplar of a way in which the unit can be delivered.

Topic and Suggested Assignments / Activities / Assessment
Introduction to unit and programme of learning
Tutor input on the world trade system, organisations and regional free trade zones
Tutor input on why organisations may consider going international
Tutor input on factors to consider for each potential international market
Tutor input on ways to enter global markets
Tutor input on how organisations might adapt their marketing mixes for specific global markets
Tutor input on the concepts of innovation, design, internationalisation and the related applications
Learner input on practical examples and critical evaluation of the learnt concepts Learner research on market, design and innovation
Tutor input in the international marketing strategies, issues and the process of entering new markets and information utilisation in developing a marketing strategy.
Learner input on critical evaluation of the international marketing strategies and information sources and accessibility
Learner research on globalisation, market research and international marketing strategies
Review of unit and programme of assignments

List of Learner Sources

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of an EduQual qualification. Learners should be made aware of these sources before delivery of this unit, and be fully conversant with these sources upon completion of this unit.

Textbooks

Baxter M, (latest edition): Product design: practical methods for the systematic development of new products, Stanley Thornes, UK
Bidault F., Despres, C. and Butler, C. (latest edition): Leveraged Innovation: Unlocking the innovation potential of strategic supply. Basingstoke: Macmillan
Dussauge, P. and Grete, B. (latest edition): Cooperative Strategy: Competing successfully through strategic alliances. Chichester: Wiley
Jordan P. W. (latest edition): Designing Pleasurable Products: An introduction to the new human factors. London: Taylor & Francis
Kotler, M., Armstrong, G., Wong, ., Saunders, J., Principles of marketing. FT-Prentice Hall (various editions e.g. 5th European edition 2008)
Tidd, J., Bessant, J., Pavitt, K: Managing Innovation. Chichester: Wiley (various editions available)

Journals

Journal of Innovation and Entrepreneurship
International Journal of Research in Marketing
Journal of International Marketing
International Journal of Business and Globalisation

Websites

Forbes	www.forbes.com
HubSpot	www.hubspot.com
Advertising Standards Authority	www.asa.org.uk

Marketing Strategy for Small, Medium and Social Enterprise

Unit Summary

Equivalent SCQF Level	11
Credit Value	30
Learning Time (hours)	300
Organisation name	EduQual Ltd. (Company Number 8913632)
As part of (Award Title)	Diploma in Business and Marketing Strategy (SCQF Level 11)
Unit purpose	This unit focuses on two main categories of social enterprises; namely, small medium sized enterprises (SMEs) and the public/social sector enterprises (SMSEs). This unit is designed to ensure learners can demonstrate their understanding of how marketing can be used for enterprise success and excellence in these two sectors.
Unit Entry Requirements (if applicable)	See Programme Specification.

Learning Outcome 1 (Assignment 2 Task 3)

Evaluate and apply concepts of sustainable marketing to small, medium and social enterprises

Performance Criteria: (How you want the candidate to do it)	Evidence: (Evidence Guidance/ Summative Evidence)
1.1 Identify and evaluate the major social criticisms of marketing	High prices, deception, high-pressure selling, shoddy products, planned obsolescence, poor service to disadvantaged customers
1.2 Explain how marketing may be regulated	Consumer movements (e.g. Which, comparison websites etc.), environmentalism, sustainability movements, government regulation, business self-regulatory bodies
1.3 Describe and evaluate types of sustainable and socially responsible marketing	Meeting consumer needs without compromising the needs of future generations (e.g. global warming), socially harmful goods (e.g. cigarettes, alcohol, sugary drinks, SUV use in cities etc.)

Learning Outcome 2 (Assignment 2, Task 2)

Analyse the critical success factors for an SMSE.

Performance Criteria <i>On completion of this unit, the learner can:</i>	Content/Evidence <i>The learner must provide evidence which draws from the knowledge and skills listed:</i>
2.1 Analyse the critical success factors for the chosen SMSE	Identify and evaluate the importance of each factor such as customer focus, supply chain management etc. for the SMSE

<p>2.2 Critically evaluate issues for the SMSE in a particular sector and identify how it may obtain a competitive advantage</p>	<p>Evaluate issues and formulate measures to overcome issues to obtain a competitive advantage (e.g. market segmentation, innovation, product life-cycles, technology, direct marketing, social media marketing, etc.</p>
---	---

Learning Outcome 3 (Assignment 2, Task 2)

Design a marketing strategy for a SMSE (public/social sector enterprise).

<p>Performance Criteria <i>On completion of this unit, the learner can:</i></p>	<p>Content/Evidence <i>The learner must provide evidence which draws from the knowledge and skills listed:</i></p>
<p>3.1 Choose an SMSE and analyse the industry in which it operates</p>	<p>Industry analysis using (e.g.): Porter's 5 Forces, demographic analysis, industry-wide PESTEL and SWOT</p>
<p>3.2 Evaluate the SMSE's current marketing strategies</p>	<p>Evaluation of current marketing strategies (e.g.): using BCG, Ansoff, etc.</p>
<p>3.3 Prepare and assemble a marketing strategy to increase customer value for a SMSE</p>	<p>Design improved strategy</p>
<p>3.4 Design a plan to monitor the effectiveness of the developed strategy against relevant KPIs</p>	<p>Evaluate effectiveness using clear KPIs and monitoring and control mechanisms</p>

Learning Outcome 4 (Assignment 2, Task 1)

Critically appraise the role of marketing in the public/social sector.

<p>Performance Criteria <i>On completion of this unit, the learner can:</i></p>	<p>Content/Evidence <i>The learner must provide evidence which draws from the knowledge and skills listed:</i></p>
<p>4.1 Analyse the cultural, political and organisational aspects of the not-for-profit sector that impact on its marketing</p>	<p>Analysis of stakeholders and environment, using appropriate tools and techniques such as stakeholder analysis, public consultations, environmental analyses etc. for chosen sector/organisation.</p>
<p>4.2 Develop customer-oriented strategies for the not-for-profit sector to improve customer fulfilment and organisational performance</p>	<p>Identify and evaluate appropriate customer oriented strategies for a chosen public sector organisation. Can include use of CRM systems and customer feedback, focus and community groups, social media, etc.)</p>

Learning Outcome 5(Assignment 2, Task 1)

Evaluate the effectiveness of marketing in a public sector organisation.

Performance Criteria <i>On completion of this unit, the learner can:</i>	Content/Evidence <i>The learner must provide evidence which draws from the knowledge and skills listed:</i>
5.1 Assess the effectiveness of marketing in a chosen public sector organisation	Evaluation of current marketing strategy.
5.2 Identify and explain current or possible issues relating to marketing in a public sector organisation	Identification of possible improvements.
5.3 Develop marketing strategies to overcome identified issues in a public sector organisation, and consider suitable marketing theories.	Identify and evaluate likely/existing issues for chosen public sector organisation. Explain the marketing strategies needed to overcome the issues identified.

Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help students to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Students will likely use tutor-and self-directed study and reflect on their experience and expertise. Up-to-date information and materials are available from many sources such as businesses, the World Wide Web, television and radio broadcasts, broadsheet newspapers and advisory services.

Full guidance on delivery and assessment is available from EduQual upon request.¹ Where Recognition of Prior Learning (RPL) is a valid option for learners that meet some (or all) of the assessment criteria outlined for a given unit, readers are referred to [EduQual's Recognition of Prior Learning Policy](#). This policy is available online, or by request.²

Finally, EduQual provides detailed Assessment Guidance to its Approved Centres. Centres that lack this document may:

Request it from the email address shown in the footnotes on this page

Access it from their own EduQual Dropbox folder.

Outlined Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the unit assessment. It is designed only as a simple exemplar of a way in which the unit can be delivered.

Topic and Suggested Assignments / Activities / Assessment
Introduction to unit and programme of learning
Tutor discussion on the theoretical models of marketing, SME sector, usefulness of marketing in the SME sector. This can be reinforced through group/individual exercises
Tutor discussion of sustainable marketing and the major social criticisms of marketing
Tutor discussion of regulation of marketing by consumers, governments, trade associations etc
Tutor input on sustainable and socially responsible marketing and examples of its use
Learner input on practical examples of SME marketing, how to manage them, and strategies for particular SMES
Learner research on SME industry analysis and practical consequences contributing to component 1
Tutor input on public sector, importance of marketing and related marketing strategies.
Learner input on conducting public sector analyses, challenges faced by public sector, etc.
Learner research on novel public sector marketing strategies and customer focus in the public sector contributing to component 2
Review of unit and programme of assignments

List of Learner Sources

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of an EduQual qualification. Learners should be made aware of these sources before delivery of this unit, and be fully conversant with these sources upon completion of this unit.

Textbooks	
Chaston, I. (2000): Entrepreneurial Marketing. Basingstoke: Palgrave	
Harrison, J. and Taylor, B. (1996): Supergrowth Companies. Butterworth: Heinemann	
Kotler, M., Armstrong, G., Wong, ., Saunders, J., Principles of marketing. FT-Prentice Hall (various editions e.g. 5th European edition 2008)	
Birley, S. and Musky, D. (2000): Mastering Entrepreneurship: The Complete MBA Companion. FT	
Pitman Ali M. (2003): Practical Marketing and Public Relations for the Small Business (2 nd Ed.). Kogan Page	
Journals	
Journal of Non-profit and Public Sector Marketing	
Journal of Small Business and Enterprise Development	
International Journal of Entrepreneurship and Small Business	
International Journal of Integrated Marketing Communications	
Websites	
Smart Insights	www.smartinsights.com
Forbes	www.forbes.com
HubSpot	www.hubspot.com
The Marketing Donut	www.marketingdonut.co.uk