



In academic  
affiliation with



**GULF COLLEGE – MUSCAT – SULTANATE OF OMAN**  
**UNDERGRADUATE BUSINESS PROGRAMME**  
**ACADEMIC YEAR: 2016 - 2017**  
**FRONT COVER**  
**Individual Report**

Module Title: Introduction to Marketing	
Module Code: GSP4064	
Method of Assessment: Individual Report	
Weighting: 100% (50% of module marks)	Module Credits: 20
Level: 4	Teaching Block: 2
Morning / Evening Session: Both	Examiner: Mr. Jawad Tauheed, Dr. Agustin Cortez Jr., Ms. Buthaina Yahya Al Kharousi
Additional Information (if any): This is a 3000 word report (+ or – 10%) please ensure that you do not go over the word count. Submission due date is December 1st, 2016	

### Module Descriptor

Module Title	Module Number	JACS Subject Code and % of each subject	ASC Category
Introduction to Marketing	GSP4064	N500	7

Level (3 - 8)	Credits	ECTS Credit	Module Value	% Taught in Welsh	Module Type
4	20	10	1.0	0%	Taught

Teaching Period	Pre-requisites
Semester 2	None

Module Leader	School	Campus
Mr. Jawad Tauheed, Dr. Agustin Cortez Jr., Ms. Buthaina Yahya Al Kharousi	Gulf College	Mabaila, Oman

Assessment Methods			
Assessment Type	Duration/Length of Assessment Type	Weighting of Assessment	Approximate Date of Submission
WRIT1 - Coursework	3000 words equivalent	50%	Mid-Module
EXAM1 - Examination	2 hours	50%	End of module

Aims
The aim of this module is to introduce students to the concept of marketing, its role within the organisation, and the concepts and tools of marketing. Students will gain an understanding of the concepts of supply and demand and their effects on the market place. Students will also develop an understanding of, and an ability to apply conceptual models together with the various tools and techniques of marketing. Students will also discover how the tools can be used to develop marketing activities.

Learning Outcomes
On successful completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• Demonstrate understanding of the influence of the organisation's aims, strategy, culture and resources and the broader business environments.</li> <li>• Utilise a range of tools and techniques to analyse and evaluate markets, market opportunities and market segments.</li> <li>• Demonstrate understanding of the principles of supply and demand and their influence on the market place.</li> <li>• Use market and financial data to set and monitor marketing objectives and prices.</li> <li>• Develop tactical level marketing plans which define marketing mixes appropriate to the marketplace, target group and market conditions.</li> <li>• Demonstrate understanding of the need for maintaining quality and customer focus and for innovation in order to build and maintain competitive advantage.</li> </ul>

Learning and Teaching Delivery Methods	
Lectures	24
Seminars	24
Student-centred Learning	152
Total	200

Indicative Content
<ul style="list-style-type: none"> <li>• The role of marketing within organisations and in relation to other business functions</li> <li>• The relationship between marketing activities and corporate aims, values and</li> </ul>

- ethics
- Models and importance of tactical marketing planning within the planning hierarchy
- Use of primary and secondary information to conduct marketing audits and inform decisions.
  - Audit and analysis of the internal organisational and marketing environments
  - Audit and analysis of the micro, macro and global marketing environments
  - Use of audit findings within a SWOT/TOWS analysis to inform marketing decisions.
- Investigation and analysis of market opportunities, characteristics and viability
- Principles of supply and demand including: Economies of scale, elasticity, consumer demand, market types
- Setting and monitoring marketing objectives for market awareness, growth, share and sales
- Role and importance of corporate and product brands
- The marketing mix including: 4Ps/4Cs:
  - Product (portfolio, new product development and innovation, quality systems)
  - Place and distribution (choice of channel: retail, e-tail, direct, multi-level channels; logistics)
  - Price (cost-plus vs market based pricing, 4Cs, price elasticity, contribution, break-even, pricing strategies and tactics)
  - Promotion (marcoms mix, selection, drip/burst, push/pull/profile strategies)
  - Services marketing (characteristics, 7Ps etc)
- The marketing mix in practice (standard vs adapted/ differentiated, niche mixes etc)
- Business-to-business marketing
- Not-for-profit marketing

#### Recommended and Required Reading

##### Required Reading

Palmer A (2012) Introduction to Marketing: Oxford  
 Baines P, Fill C, Page (2013) Essentials of Marketing: Oxford

##### Recommended Reading

Blythe J (2012), Essentials of Marketing, Pearson  
 Armstrong G, Kotler P, Harker M, Brennan R (2011) Marketing An Introduction: Pearson  
 Dibb S, Simkin L (2013) *Marketing Essentials 2<sup>nd</sup> Edition*: Cengage Learning  
 Dibb S, Simkin L, Pride W M, Ferrell O C (2012) Marketing Concepts & Strategies 6<sup>th</sup>Ed: Cengage Learning  
 Hollensen S (2012) Essentials of Global Marketing: Pearson  
 Hult G T M, Pride W M, Ferrell O C (2013) Marketing Foundations: Cengage Learning  
 McDaniel C, Lamb C W, Hair J F (2013) Introduction to Marketing: International Edition: Cengage Learning  
 Palmer R, Cockton J, Cooper G (2007) Managing Marketing: Butterworth Heinemann

#### Access to Specialist Requirement

None

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**Assignment/coursework general submission requirements**

**A. Written work**

- Student name and identification number must be clearly stated at the top of each page of the work. Where work is to be marked **anonymously**, only include the student number.
- A signed declaration that the work is your own (apart from otherwise referenced acknowledgements) must be included after the title page of your assignment
- Each page must be numbered.
- Where appropriate, a contents page, a list of tables/figures and a list of abbreviations should precede your work.
- All referencing must **adhere** to School/Institutional requirements.
- A word count must be stated at the end of your work.
- Your programme, year of study and the relevant module must be included as “footer” on each page.
- Appendices should be kept to the minimum and be of direct relevance to the content of your work.
- All tables and figures must be correctly numbered and labelled.
- Your assignment/coursework should be submitted in one A4 transparent pocket unless it is not appropriate to do so (in which case, specific instructions will be provided by your module leader).

**B. Other types of coursework/assignments**

- Where coursework involves oral presentations, discussions, poster presentations, etc., specific instructions will be provided by your module leader/team.

**Specific Assignment/coursework Brief**

**You are required to write an Individual Report of 3000 words on the case below:**

You are the marketing executive of a company engaged in the sale of products. The top management desires to improve the performance and profitability of the company. As the marketing executive, you are directed to translate this vision of the top management. You perceived that this vision can be attained through possible growth opportunities like new product development (NPD), product innovation (Penetration), new market creation, and diversification.

To prepare a report, consider the points below that are relevant in your report.

1. Describe the nature of the operation and product portfolio of the chosen company.
2. Evaluate the internal and the external environment of the company using PESTEL and SWOT Analysis.
3. Describe the market situation, market segment, and market share of the company in the industry.
4. Using the Ansoff's Matrix, determine which growth opportunities are most viable and appropriate for the company.
5. Conduct segmentation and identify the target market for effective positioning of the products based on the growth opportunities previously selected.
6. Develop an appropriate marketing mix for the proper positioning of the company to its prospective customers and market niche.

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**This Individual Report assesses the following module learning outcomes:**

- Utilise a range of tools and techniques to analyse and evaluate markets, market opportunities and market segments.
- Use market and financial data to set and monitor marketing objectives and prices.
- Develop tactical level marketing plans which define marketing mixes appropriate to the marketplace, target group and market conditions.
- Demonstrate understanding of the need for maintaining quality and customer focus and for innovation in order to build and maintain competitive advantage.

### Marking Scheme

Sr.	Criteria	Weight
1	Company Background	10
2	Assessment of the business environment (PESTEL, SWOT) based on your chosen organisation	20
3	Analysis and application of Ansoff's matrix	15
4	Clear presentation of market segment, target market and product positioning	15
5	Clearly defined marketing plan / marketing mix	20
6	Findings and Conclusion	10
7	Proper structure, referencing, and citation (minimum of 10 sources)	10
<b>Total</b>		<b>100</b>

### Assessment Guidance:

When choosing an organisation there are no restrictions as to which organisation you can choose. However, before you decide on an organisation, undertake some research to make sure that there is enough information available to you. The organisation can be from anywhere around the world. However, the organisation you select must be a REAL, tangible organisation and one that is currently in business. You should submit your Individual Report to Moodle before **December 1st, 2016**. All material, including charts, diagrams and statistics should be correctly referenced.

### **Marking Criteria:**

This is a **3000** word Individual Report (+ or – 10%) please ensure that you do not go over the word count. A minimum of **10** different sources should be given (e.g., textbooks or business reports/websites but not lecture presentation material or general websites). All material, including charts, diagrams and statistics should be referenced using the Harvard system.

If you research using just the recommended text from the reading list and/or base your Individual Report on the lecture material alone you will not gain high marks.

If you wish to gain higher marks you will need to engage in further reading using not just textbooks but also articles, and you should read around the topics.

You must acknowledge ALL your sources and all work should be correctly referenced using the Harvard system, with a complete reference list at the end of the paper. There is a guide on Blackboard so there are no excuses.

You may include appendices; however, they serve only as a point of reference and NOT another way to write more. Please note, marks will not be given for appendices.

If you wish to include any images and/or relevant theoretical models to assist you in your explanation then do so. Please note that inclusion of any images or models will NOT be attributed any marks.

Tutors will not read or comment on any draft or finished assignments before the hand in date, however, there will be plenty of opportunities to discuss your work with tutors.

Your Individual Report should be word-processed and clearly marked with the module name, module code and module leader.

Your Individual Report should **not** contain your name, only your student number. All work is to be submitted through "Turnitin" to **Introduction to Marketing** folder found on Moodle on **December 1st, 2016**.

**Assessment Criteria: (Note that re-sits will be capped at 40%)**

The coursework will be marked and graded in accordance with the mark allocations shown above. Marks for each assessment criterion will be awarded with reference to the standard Cardiff Metropolitan University marking criteria at levels A to F. All marks are subject to agreement at the Examination Board. Marks for each assessment criterion will be awarded with reference to the standard Cardiff Metropolitan University marking criteria.

**Generic Assessment criteria: see Academic Handbook for detailed descriptions**

<p><b>A</b>  70%+ 1st class</p>	<p>An answer that demonstrates an excellent understanding of the question and of the complex issues involved. There is a sound basis of relevant factual knowledge and/or theoretical issues included. Most of the important issues as dealt with in a detailed, specific and systematic way. Evidence of creativity, critical analysis and a wide base of referenced material beyond that of the core subject matter are included. No significant omissions or errors in written or oral communication.</p>
<p><b>B</b>  60-69% 2.1 class</p>	<p>An answer that demonstrates a clear understanding of the question and grasp of the complexity of the issues involved. There is a sound basis of relevant factual knowledge and/or theoretical issues involved, with a few significant omissions or errors. The issues involved are dealt with overall in a systematic way. Some of the issues may be limited in critical approach but organised to show a comprehensive understanding.</p>
<p><b>C</b>  50-59% 2.2 class</p>	<p>An answer that demonstrates an understanding of the basic issues in the question. There is a basis of factual knowledge and/or relevant theoretical issues. Although some errors and omissions may be apparent, most issues are dealt with clearly and accurately. The majority of issues have been dealt with at a level available through course material. The answer shows planning in its construction, with a clear train of thought or development of argument present. Average competent performance will be presented.</p>
<p><b>D</b>  40-49% 3<sup>rd</sup> class</p>	<p>An answer that demonstrates limited understanding of the main issues. There is relevant factual knowledge and/or awareness of theoretical issues, however, this may be dealt with in a patchy and/or poor and confused for lower D grades. Many significant errors may be present. Lacks clarity of expression. The answer may be poorly planned and with little development of argument.</p>
<p><b>FAIL GRADES:</b> Grade E may be compensable if other assessments gain high marks</p>	
<p><b>E</b>  35-39%</p>	<p>An answer that fails to demonstrate any appreciable understanding of the basic issues of the question. Relevant factual knowledge and/or factual awareness of theoretical issues, if present at all, are very poor and limited. Many significant errors and omissions are apparent. Much or all of the answer is irrelevant to answering the particular question. Poorly organised.</p>
<p><b>F</b>  &lt;35%</p>	<p>Attempts an answer, but relevant factual knowledge and/or awareness of the theoretical issues is very poor. Only superficial points are made. The answer is so short or irrelevant that only a few marks are justified. For example, one or two points made which show only some peripheral awareness of possibly relevant issues.</p>
<p><b>0%</b></p>	<p>No answer presented. A zero mark may also be warranted for unfair practice such as plagiarism or collusion.</p>

## Plagiarism

**Plagiarism**, which can be defined as using without acknowledgement another person's words or ideas and submitting them for assessment as though it were one's own work, for instance by copying, translating from one language to another or unacknowledged paraphrasing. Further examples of plagiarism are given below:

Use of any quotation(s) from the published or unpublished work of other persons, whether published in textbooks, articles, the Web, or in any other format, which quotations have not been clearly identified as such by being placed in quotation marks and acknowledged. Use of another person's words or ideas that have been slightly changed or paraphrased to make it look different from the original

Summarising another person's ideas, judgments, diagrams, figures, or computer programmes without reference to that person in the text and the source in a bibliography or reference list. Use of services of essay banks and/or any other agencies. Use of unacknowledged material downloaded from the Internet.

Re-use of one's own material except as authorised by the department.

2. **Collusion**, which can be defined as when work that has been undertaken by or with others is submitted and passed off as solely as the work of one person. This also applies where the work of one candidate is submitted in the name of another. Where this is done with the knowledge of the originator both parties can be considered to be at fault.

3. **Fabrication of data**, making false claims to have carried out experiments, observations, interviews or other forms of data collection and analysis, or acting dishonestly in any other way.

## Plagiarism Detection Software (PDS)

As part of its commitment to quality and the maintenance of academic standards, the University reserves the right to use Plagiarism Detection Software (PDS), including Turnitin. Such software makes no judgement as to whether a piece of work has been plagiarised, it simply highlights sections of text that have been found in other sources. The use of plagiarism detection software fulfils two functions. The first is to enhance student learning (i.e. as a developmental tool); the second is to guard against and identify unfair practice in assessment.

Further information and guidance can be found in the University's policy on the Use of Plagiarism Detection Software.