

## MODULE SPECIFICATION

1. **Title of the module**  
Global Marketing
  
2. **School or partner institution which will be responsible for management of the module**  
Pearson College London
  
3. **The level of the module (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)**  
Autumn, spring or summer
  
6. **Prerequisite and co-requisite modules**  
None
  
7. **The programmes of study to which the module contributes**

BSc Digital Marketing	- Core
BSc Digital Marketing (Integrated Degree Apprenticeship)	- Core
BA (Hons) Business Management with Entrepreneurship	- option module
BA (Hons) Business Management with Finance	- option module
BA (Hons) Business Management with Global Industries	- option module
BA (Hons) Business Management with Law	- option module
BA (Hons) Business Management with Marketing	- option module
  
8. **The intended subject specific learning outcomes**  
**On successfully completing the module, students should be able to:**
  - 8.1 Demonstrate knowledge and critical understanding of the key principles of international marketing and consumer behaviour in a global context.
  - 8.2 Critically analyse consumer behaviour in different markets in relation to cultural, social and environmental influences.
  - 8.3 Devise a justifiable international marketing plan based on the identification and analysis of consumers in target geographical markets with an appreciation of why marketing plans may need to be standardised, adapted or coordinated in international markets.
  - 8.4 Recommend how a marketing function should be structured to deliver competitive advantage, marketing, organisational success, and cross-functional integration in an international context at senior management level.

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### 9. The intended generic learning outcomes

**On successfully completing the module, students should be able to:**

- 9.1 Consider the impact of work on others, especially where related to culture diversity and equality
- 9.2 Demonstrate business disciplines and compliance with procedures and principles to ensure work is of high quality and fit for purpose, with high attention to detail and the ability to work to deadlines
- 9.3 Show integrity and respect for confidentiality and data security in work and personal situations.
- 9.4 Be enthusiastic and have a thorough and flexible approach to work
- 9.5 Logical thinking and a creative approach to problem solving to systematically analyse and apply structured techniques to complex systems and situations.

### 10. A synopsis of the curriculum

This module aims to provide a comprehensive insight into dealing with the differing and converging behaviour of consumers when pursuing an international marketing strategy as a means of growth. The module covers a range of consumer behaviour theory and explores how this differs on an international basis and the resulting challenges this poses for marketing professionals. The module then tests candidates' ability to understand, evaluate and justifiably respond to internationalising a given organisation as a major part of the assessment.

Major components of the syllabus will include:

- Research process
- Estimating market demand
- Multinational Marketing Information Systems and data sources
- Evaluation and assessment process
- International and global marketing theory
- Review of core marketing theory in an international context
- The internationalisation process, globalisation and the theories that underpin international marketing
- Consumer behaviour theory applied to an international context
- Pricing
- International marketing plans.

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

Beck, J., Chapman, K. and Palmatier, R. (2015). Understanding relationship marketing and loyalty program effectiveness in global markets. *Journal of International Marketing*, 23(3), 1-21.

Farrukh, M. and & Tanzila (2016). The effect of corporate social responsibility on consumer buying behavior A case of Pakistan. *International Journal of Information, Business & Management*, 8(1), 242-251

Harker, M. J. (1999). Relationship marketing defined? An examination of current relationship marketing definitions. *Marketing Intelligence and Planning*, 17(1), 13-20. Available from: [www.emeraldinsight.com](http://www.emeraldinsight.com)

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Hill, C.(2012). *International Business: Competing in the Global Market Place*. London: McGraw-Hill.

Hollensen, S. (2016). *Global Marketing*, 7<sup>th</sup> edn. Harlow, Essex: Pearson.

Keegan, W. & Green, M. (2016). *Global Marketing, Global Edition*,. 9<sup>th</sup> edn. Harlow, Essex: Pearson.

Sethna, Z. and Blythe, J. (2016). *Consumer Behaviour*, 3rd edn. London: Sage Publications.

Solomon, M., Bamossy, G., Askegaard, S. and Hogg, M. (2016). *Consumer Behaviour: A European Perspective*, 6<sup>th</sup> edn. Harlow. Essex: Pearson.

Access to a range of case studies to support contextualisation of consumer behaviour within different countries.

### 12. **Learning and teaching methods**

Total contact hours: 25

Total private study hours: 125

Total module hours: 150

### 13. **Assessment methods**

#### 13.1 Main assessment methods

- 10 minute group international market research findings in class presentation -50%
- Individual 2000 word market entry report – 50%

#### 13.2 Reassessment methods

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**14. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

Module learning outcome	8.1	8.2	8.3	8.4	9.1	9.2	9.3	9.4	9.5
Learning/teaching method									
Private Study									
<i>Lectures</i>	X	X	X	X	X	X	X	X	X
<i>Seminars</i>	X	X	X	X	X	X	X	X	X
Assessment method									
<i>Group presentation</i>	X	X			X	X	X	X	X
<i>Individual report</i>			X	X	X	X	X	X	X

**15. Inclusive module design**

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 PCL 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

**17. Internationalisation**

Organisations need to cater for international markets and consumer preferences. The level of personalisation is critical across all digital platforms in order to give each consumer a very engaging customer experience. In this module, students will look at how to deliver a compelling customer experience across borders.

**18. Partner College/Validated Institution**

Pearson College London

## MODULE SPECIFICATION

**19. University School responsible for the programme**

Kent Business School

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

Date approved	Major/minor revision	Start date of delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)