MODULE DESCRIPTION

Module Title	Principles of Marketing				
Module Code	MKTG-124				
Module Type	Compulsory				
Level	Undergraduate				
Year/Semester	Year 1/Semester 2				
Instructor's Name	**TBA**				
ECTS	6	**Lectures/week**	3 academic hours	**Laboratories/week**	N/A
Module Overview	**Aim:** The module is designed to provide students with an understanding of the principles of Marketing. There will be a presentation of the different elements of marketing with a focus on the management of marketing activities and how these contribute to the overall function of the organizations. this module covers topics such as objective setting, the elements of marketing mix, marketing strategies, implementation and evaluation/control mechanisms. Additionally, in class activities, homework online research, group discussions, team work and in class presentations will demonstrate the practical implementation of the topics covered in this module. This experiential part will help students to recognize the effectiveness and importance of the tools of marketing and how these can best help in solving business problems. **Objectives:** ▪ To understand and define fundamental principles of marketing. ▪ Be able to explain and demonstrate marketing concepts and ideas in their own words. ▪ To develop an organization's marketing strategy and implementation as part of a simulation. ▪ To illustrate strategical thinking about marketing issues. ▪ Be able and successfully work as a team member. ▪ To develop the ability and apply the tools of marketing. ▪ To recognize the importance of customer orientation. ▪ To develop an argument and express themselves clearly in written and oral communication. ▪ To assess and have an opinion on social and ethical issues.				

Learning Outcomes	By the end of this module, students should be able to: ▪ Recall and define core concepts of marketing and the role of marketing in business and society. ▪ Recognize and relate the role of marketing within the firm's decision-making process. ▪ Demonstrate an understanding of the processes for analyzing, segmenting, and targeting customers in both consumer and business markets. ▪ Express an understanding of the process of product development, brand positioning, and brand management. ▪ Explain the role of pricing in the firm's decision-making process and common pricing practices. ▪ Identify common models of distribution and retailing. ▪ Ability to develop and build marketing strategies based on product, price, place and promotion objectives. ▪ Ability to create an integrated marketing communications plan which includes promotional strategies and measures of effectiveness. ▪ Describe and be able to select different promotional tactics (advertising, personal selling, public relations, direct marketing, and sales promotion). ▪ Ability to communicate, decide and recommend the unique marketing mixes and selling propositions for specific product offerings. ▪ Knowledge and assessment of social, legal, ethical and technological forces on marketing decision-making. ▪ Ability to recommend and formulate marketing strategies that incorporate psychological and sociological factors which influence consumers.	
Prerequisites	N/A	
Module Content	▪ Introducing marketing ▪ Understanding and approaching the market ▪ Marketing research: An aid to decision making ▪ Understanding buyer behavior ▪ External considerations in marketing ▪ Marketing in global markets ▪ Introducing and managing the product ▪ Communicating to mass markets ▪ Pricing the product ▪ New product pricing ▪ Distributing the product ▪ Channel institutions: capabilities and limitations. ▪ The channel management process ▪ The human aspect of distribution	
Teaching Methodology	Lectures	Class notes, handouts, cases studies/examples
	Multimedia	PowerPoint, audio and visual

	Class Assignments	Quizzes, group exercises, sample problems and solutions are provided for each chapter
Bibliography	Required	▪ Chernev, A., 2020. *The Marketing Plan Handbook, 6th Edition*, Cerebellum Press
	Recommended	▪ Chernev , A., 2019. *Strategic Marketing Management - The Framework, 10th Edition*, Cerebellum Press ▪ Robbins, S., P., Coulter, M., Fernandez, A., 2019. *Management, 14th Edition*, Pearson ▪ David C. Bojanic, D., C., Reid, R., D., 2016. *Hospitality Marketing Management, 6th Edition*, Willey
Language of Instruction	English	
Assessment	The assessment of students is made up of two components: ▪ continuous assessment (40 marks) ▪ final written exam (60 marks) The 40 marks of the continuous assessment are allocated as follows: ▪ the midterm exam (20 marks), ▪ attendance (5 marks), ▪ 2 assignments / projects (15 marks) The final written exam carries 60 marks and takes place at the end of each academic semester. This exam tests the whole content of a module taught in the current semester. The final mark for each module is the sum of the continuous assessment mark and the final written exam. Continuous Assessment + Final Exam = 100 marks 40 marks + 60 marks = 100 marks **THE PASSING MARK FOR EACH MODULE IS 50/100**	

Mark's Description	MARK RANGE	GENERAL CHARACTERISTICS
Excellent	96 - 100	Exceptional breadth and depth of knowledge and understanding of the area of study; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; exceptional demonstration of relevant skills; excellent communication; performance deemed to be beyond expectation.
	91 - 95	Outstanding/excellent knowledge and understanding of the area of study as the student is typically able to go beyond what has been taught; evidence of extensive and appropriate selection and critical evaluation/synthesis/ analysis of reading/research within the prescribed range, to advance work/direct arguments; excellent demonstration of relevant skills; excellent communication; performance deemed according to expectation of the level.
Very good	88 - 90	Very good knowledge and understanding of the area of study as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; very good demonstration of relevant skills; strong communication skills.
	84 - 87	
	81 - 83	
Good	76 - 80	Good knowledge and understanding of the area of study balanced towards the descriptive rather than analytical; evidence of appropriate selection and evaluation of reading/research but generally reliant on set sources to advance work/direct arguments; good demonstration of relevant skills, though may be limited in range; communication shows clarity but structure may not always be coherent.
	71 - 75	
	66 - 70	
Satisfactory	61 - 65	Knowledge and understanding is satisfactory to deal with terminology, basic facts and concepts but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive; strong reliance on available support set sources to advance work; arguments may be weak or poorly constructed; adequate demonstration of relevant skills over a limited range; communication/presentation is generally competent but with some weaknesses.
	56 - 60	
	50 - 55	
Fail	21 - 49	Unsatisfactory in knowledge and understanding of the area of study; some ability to select and evaluate reading/research however work is more generally descriptive; fails to address some aspects of the brief; a limited use of sources to advance work; arguments may be weak/poor or weakly/poorly constructed; demonstration of relevant skills over a reduced range; communication shows limited clarity, poor presentation, structure may not be coherent.
	0 - 20	Highly unsatisfactory or no evidence of knowledge or understanding of the subject or taught concepts; facts reproduced in a disjointed or decontextualised manner; fails to address the outcomes addressed by the brief; typically ignores important sources in development of work and

		data/evidence inappropriately used; weak technical and practical competence hampers ability to demonstrate/communicate achievement of outcomes.