



ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
|----------------------------|---|---------------------------|----------------|-------------|----|
| Module Title | Social Marketing Principles and Policy | | | | |
| Module Code | UMKCR3-15-M | Level | M | Version | 3 |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | WBL module? | No |
| Owning Faculty | FBL | Field | Marketing | | |
| Department | BBS, Business and Management | Module Type | Project | | |
| Contributes towards | MSc Marketing, MSc Marketing Communications | | | | |
| Pre-requisites | none | Co- requisites | none | | |
| Excluded Combinations | none | Module Entry requirements | none | | |
| First CAP Approval Date | 3 June 2015 | Valid from | September 2015 | | |
| Revision CAP Approval Date | 15 December 2016 | Revised with effect from | September 2017 | | |

| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a clear understanding of what constitutes social marketing, what it can achieve and its limitations; • Demonstrate a clear knowledge and understanding of social marketing principles and theories; • Critically appraise the principles and theories, challenging viewpoints, ideas and concepts. • Demonstrate advanced analytical and evaluative thought processes through the application and interpretation of key academic concepts to real-world social problems; • Identify, select and synthesise relevant information from available resources; • Apply a range of appropriate analytical processes and tools to the resolution of a range of social problems, developing reasoned recommendations for behavioural change interventions; • Undertake independent/self-directed/learning; • Use written formats to communicate ideas and information clearly, logically and effectively. |
| Syllabus Outline | <ul style="list-style-type: none"> • History, evolution and scope of Social Marketing • Social Marketing Parameters: what it is & isn't; what it can achieve & its limitations • Principles of social marketing • Partnerships and policy in social marketing • Individual models of behaviour and behaviour change • Social and cultural models of behaviour change • Segmentation for social marketing • The social marketing mix • Communications, messaging and media • Ethical Issues in Social Marketing |

| <p>Contact Hours/Scheduled Hours</p> | <p>Learning in the module is achieved through a combination of class based activity and independent study. The classroom sessions are designed to actively support the development of independent learning strategies by the students. The sessions combine formal lecturing with a wide range of participative activities including case studies, problem solving activities and group discussion. The sessions also require a significant amount of preparation by the students in advance and consequently they are issued with a Module Handout detailing the overall aims of the module together with expected reading and questions to be addressed.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------------------------|-----------------------|-----------------|--|--|-----------------------------------|--|--|--|----|-----------------------|---|-------------------------|-----------------------|-----------------|-----|----|-----|---|-----|---------------------------------|--|------------------------------------|----|----------------------------------|------|--------------------------------------|----|--|------|
| <p>Teaching and Learning Methods</p> | <p>Students are encouraged to relate the knowledge and skills gained through the course to the working environment in a creative way and to find competent solutions to current issues in social marketing management contexts. The independent study includes both preparatory reading for class sessions as well as reading that expands and deepens knowledge obtained through the class sessions.</p> <p>Workshop activities provide a mechanism for giving formative feedback and also for the development of transferable skills. Extensive use is made of live social marketing case studies.</p> <p>In addition, the educational experience may explore, develop, and practice the following:</p> <ul style="list-style-type: none"> • Oral presentation and communications skills; • Effectiveness at working in groups as leader and member; • Time management skills; • Effectiveness at working independently; • Use of appropriate IT and electronic data resource to aid efficient searching, communication and presentation of information. <p>Resources such as the University Library as well as the study skills web pages will aid learning</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Key Information Sets Information</p> | <table border="1" data-bbox="501 1133 1410 1525"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="4">Number of credits for this module</td> <td>15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>24</td> <td>126</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <table border="1" data-bbox="612 1850 1305 2085"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table> | Key Information Set - Module data | | | | | Number of credits for this module | | | | 15 | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | 150 | 24 | 126 | 0 | 150 | Total assessment of the module: | | Written exam assessment percentage | 0% | Coursework assessment percentage | 100% | Practical exam assessment percentage | 0% | | 100% |
| Key Information Set - Module data | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 150 | 24 | 126 | 0 | 150 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total assessment of the module: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Written exam assessment percentage | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Coursework assessment percentage | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Practical exam assessment percentage | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>Reading Strategy</p> | <p>Learning in the module is achieved through a combination of class based activity and independent study. The classroom sessions are designed to actively support the development of independent learning strategies by the students. The sessions combine formal lecturing with a wide range of participative activities including case studies, problem solving activities and group discussion. The sessions also require a significant amount of preparation by the students in advance and consequently they are issued with a Module Handout detailing the overall aims of the module together with expected reading and questions to be addressed.</p> <p>Students are encouraged to relate the knowledge and skills gained through the course to the working environment in a creative way and to find competent solutions to current issues in social marketing management contexts. The independent study includes both preparatory reading for class sessions as well as reading that expands and deepens knowledge obtained through the class sessions.</p> <p>Resources such as the University Library as well as the study skills web pages will aid learning</p> |
| <p>Indicative Reading List</p> | <p>Essential reading: Eagle, L., Dahl, S., Hill, S., Bird, S., Spotswood, F., and Tapp, A. (2013) <i>Social Marketing</i>. Pearson: Harlow.</p> <p>Further reading: Andreassen, A. (2005) <i>Social Marketing in the 21st Century</i>, Sage. Andreassen, A. (2001) <i>Ethics in Social Marketing</i>, Georgetown University Press. Hastings, G. (2007) <i>Social Marketing: Why Should the Devil have all the Best Tunes?</i>, Butterworth Heinemann. Lee, N. and Kotler, P., (2011) <i>Social Marketing: Influencing Behaviors for Good</i>, 4th Edition, Sage. Mackenzie-Mohr, D. & Smith, W. (1999) <i>Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing</i>, New Society Publishers. Top of Form Weinreich, N (1999) <i>Hands-On Social Marketing: A Step-by-Step Guide</i>, Sage.</p> |

| Part 3: Assessment | | | |
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| Assessment Strategy | The assessment will consist of a piece of coursework completed individually. Students will be given a <i>behaviour change challenge</i> and asked to create a social marketing plan to solve the problem. Individual feedback will be given to students at appropriate points throughout the course. As well as supporting students' project work, these feedback sessions will serve as a check that the final submission is a student's own work. | | |
| Identify final assessment component and element | Component A | | |
| % weighting between components A and B (Standard modules only) | A: | B: | |
| | 100% | n/a | |
| First Sit | | | |
| Component A (controlled conditions) Description of each element | Element weighting | | |
| 1. Individual <i>behaviour change challenge</i> Plan (3000 words) | 100% | | |
| Component B Description of each element | Element weighting | | |
| n/a | n/a | | |
| Resit (further attendance at taught classes is not required) | | | |
| Component A (controlled conditions) Description of each element | Element weighting | | |
| 1. Individual <i>behaviour change challenge</i> Plan (3000 words) | 100% | | |
| Component B Description of each element | Element weighting | | |
| n/a | n/a | | |
| If a student is permitted a retake of the module the assessment will be that indicated by the Module Description at the time that retake commences. | | | |

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| First CAP Approval Date | QMAC 2008 | | | |
| Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i> | 15 December 2016 | Version | 3 | link to RIA |
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