



University of the  
West of England

## MODULE SPECIFICATION

**Code:** UMKCR3-15-M      **Title:** Social Marketing Principles & Policy      **Version:** 1  
**Level:** M      **UWE credit rating:** 15      **ECTS credit rating:** 7.5

**Module type:** Standard

**Owning Faculty:** FBL      **Field:** Marketing

**Valid from:** 1 September 2008      **Discontinued from:**

**Contributes towards:** MSc Social Marketing; MSc Marketing

**Pre-requisites:** none

**Co-requisites:** none

**Excluded combinations:** none

### Aim of module

This module is designed to introduce students to the fundamental principles of social marketing as a specialist area of theory and practice, and their consequential impact upon policy making in social marketing interventions.

### Learning outcomes

On successful completion of this module students will be able to:

- 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.

***All of the above will be assessed.*** In addition, the educational experience may explore, develop, and practise, but not formally discretely assess, the following:

- 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.

### Syllabus outline

- 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
- Transactional versus relationship marketing
- Ethical Issues in Social Marketing
- Stages of Change Model/Trans-theoretical Model
- Theory of Planned Behaviour/Theory of Reasoned Action/Integrative Model of Behaviour Change
- Reactance Theory
- Social Marketing strategy making & planning issues
- Barriers to Social Marketing persuasion

### **Teaching & Learning Strategy**

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.

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. Resources such as the University Library as well as the study skills web pages will aid learning

### **Reading Strategy**

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

### **Essential reading**

The module will draw on a range of texts; as new texts regularly emerge, no single text is specified, however several current texts are highly recommended. The Module Handbook will have the most current details on reading strategy; students are advised to check before proceeding to purchase any single text.

Additional essential reading material, including case studies, reports from agencies such as Sport England or the National Social Marketing Centre, along with essential academic papers, will be provided. Where possible, materials will be made available on Blackboard for easy access.

### **Further reading**

As well as the Essential Reading, students will be expected to read articles as directed by the tutor or as part of a self learning strategy. These will be in journals available through the University Library such as 'Social Marketing Quarterly', 'Journal of Public Policy and Marketing', or 'Journal of Health Communication'. Additionally, to further enliven class discussions, students will be expected to be alert to 'live' or recent examples of social marketing in the press that may be prevalent during the module.

### **Indicative reading list**

As indicated above, the most current advice on reading will be provided in the Module Handbook issued to all students. However, the following constitutes a list of additional textbooks that students may find useful and which will be available through the University Library:

Andreassen, A. (2005) *Social Marketing in the 21st Century*, Sage.

Andreassen, A. (2001) *Ethics in Social Marketing*, Georgetown University Press.

Andreassen, A. (1995) *Marketing social change: changing behavior to promote health, social development, and the environment*, Jossey-Bass.

Hastings, G. (2007) *Social Marketing: Why Should the Devil have all the Best Tunes?*, Butterworth Heinemann.

Kotler, P., Roberto, N., Lee, N. (2007) *Social Marketing: Influencing Behaviors for Good*, 3rd Edition, Sage.

Kotler, P., Roberto, N., Lee, N. (2002) *Social Marketing, Improving the quality of life*, 2nd Edition, Sage.  
 Mackenzie-Mohr, D. & Smith, W. (1999) *Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing*, New Society Publishers. Top of Form  
 Weinreich, N (1999) *Hands-On Social Marketing: A Step-by-Step Guide*, Sage.

**Assessment**

The assessment strategy makes use of a summative end-of-module exam alongside formative preparation for the exam. A 3-hour seen case-study based exam will be employed that presents students with a complex social marketing situation to critically evaluate, from which to draw sustainable conclusions, and for which they can present justifiable social marketing recommendations. Opportunities will exist throughout the module for students to analyse similar kinds of case studies upon which they will receive formative feedback.

**Percentage Split**

Weighting between components A (controlled component) and B N/A

**ATTEMPT 1**

**First Assessment Opportunity**

**Component A**

**Description of each element**

1. Case-based Exam (3 hours)

**Element weighting**

100%

**Second Assessment Opportunity (further attendance at taught classes is not required)**

**Component A**

**Description of each element**

1. Case-based Exam (3 hours)

**Element weighting**

100%

**ATTEMPT 2 (OR SUBSEQUENT): Attendance at taught classes is required**