




**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Understanding the Market Process for Business, International and Management.				
Module Code	UMKD6J-15-1	Level	1	Version	1
Owning Faculty	FBL	Field	Marketing		
Contributes towards	BA (Hons) Business and Management; BA (Hons) Business Management (LCO); BA (Hons) International Business; BA (Hons) Business & HRM.				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	Understanding the Market Process for Accounting, Economics and Finance UMKD6K-15-1 Understanding the Market Process for Marketing, Enterprise and Tourism UMKD6L-15-1 Understanding the Market Process for Marketing, Events and Tourism UMKDDE-15-1		Module Entry requirements		
Valid From	September 2013		Valid to		

<b>CAP Approval Date</b>	7 May 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will:</p> <ol style="list-style-type: none"> <li>1. Understand the Market process and market exchange function</li> <li>2. Understand the importance of market orientation for Business, International Business &amp; Management (BIM).</li> <li>3. Understand the importance of marketing as a cross-functional activity.</li> <li>4. Understand the importance of marketing for organisations of all sizes and in all for-profit, non-profit sectors and professional sectors.</li> <li>5. Understand the concept of the 'marketing environment' for BIM.</li> <li>6. Understand the concept of the 'stakeholder' and be able to differentiate between the concepts of 'customer' and 'consumer' . .</li> <li>7. Explain and differentiate between the variety of ways in which organisations can communicate with stakeholder groups in order to develop, maintain and strengthen relationships.</li> <li>8. Understand the implications of market processes for specialist sectors within BIM discipline.</li> </ol>
Syllabus Outline	<ul style="list-style-type: none"> <li>• The exchange process</li> <li>• The marketing concept, the marketing orientation and the marketing function</li> <li>• Understanding and analysing the marketing environment</li> </ul>

	<ul style="list-style-type: none"> <li>• The market audit – what it is, how to undertake one and why it is important.</li> <li>• Consumers, customer and stakeholders – who they are, their role and why good relationships in marketing are important.</li> <li>• Marketing and communication as the facilitator of effective stakeholder relationships.</li> <li>• Products, brands and the role of the Marketing Mix (4ps &amp; 7Ps, service orientation)</li> <li>• Ethics in marketing</li> <li>• Service marketing</li> </ul>																									
Contact Hours/Scheduled Hours	Over the course of a two-week timetable there is a total of 6 hours contact time which is comprised of lectures and seminar sessions.																									
Teaching and Learning Methods	<ul style="list-style-type: none"> <li>- The teaching and learning strategy associated with this module is based around a series of lecture and workshop sessions. Lectures are used to develop a body of knowledge and offer signposts for further reading and knowledge development in the field. The lecture programme will delivery core syllabus concepts, incorporating application to specialist areas i.e, Business, International Business &amp; Management. Workshops offer the opportunity to apply the theory accrued in both lectures and private study primarily through the use of case studies and the critical appraisal of 'live' cases and issues. The workshop programme explores and applies core syllabus concepts within a broad marketing arena and within the specialist context of the student's programme of study</li> <li>• Students will be exposed to a variety of different learning activities which may include the following:- <ul style="list-style-type: none"> <li>- Conventional lectures</li> <li>- Presentations and group activity</li> <li>- Case study analysis</li> <li>- Interactive games</li> </ul> </li> <li>• The study time associated with the module is based on 10:1 ratio of notional student study hours to credit value.</li> </ul>																									
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <p>Further detail on Key Information Sets and how the University is implementing its requirements can be found at <a href="https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx">https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx</a> This also contains further guidance on how to complete the information requested below.</p> <p>A KIS is required for every undergraduate programme (including integrated Masters and foundation degrees) so please fill this section if this module will contribute to an undergraduate programme.</p> <table border="1" data-bbox="491 1624 1402 2013"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="3"><i>Number of credits for this module</i></td> <td></td> <td style="border: 2px solid black; text-align: center;">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> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <div style="text-align: right; margin-top: 5px;"></div> <p>The table below indicates as a percentage the total assessment of the module which</p>	<b>Key Information Set - Module data</b>										<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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constitutes a -

**Coursework:** Written assignment or essay,  
**Practical Exam:** Oral Assessment and/or presentation,

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage		0%	
Coursework assessment percentage		50%	
Practical exam assessment percentage		50%	
		100%	

#### 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 websites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many of these 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.

Students will be directed and expected to undertake essential reading throughout the module. However, depending upon specific topics addressed over the course of the module, students will be expected to undertake additional reading for themselves. A list of indicative textbooks and relevant journals is provided below but students are expected to recognise that these may be starting points only and that they should extend their reading as widely as is necessary to demonstrate a comprehensive knowledge.

#### **Essential reading**

Students are expected to purchase or have open access to following text as it is considered core to the module:-

Armstrong, G., Kotler, P., Harker, M., and Brennan, R. (2012) *Marketing: An Introduction*, Pearson Education Ltd, Harlow.

#### Indicative Reading List

#### **Further reading**

#### **Books**

Baines, P., Fill C. and Page K. (2010) *Marketing*, Oxford University Press, Oxford

Jobber, D. (2009) *Principles and Practice of Marketing*, 6/e, McGraw-Hill, London

Kotler, Armstrong, Wong & Saunders (2008) *Principles of Marketing* 5<sup>th</sup> Edn, Pearson/ Prentice Hall, London

#### **Academic and Practitioner Journals**

Academy of Marketing

European Journal of Advertising

European Journal of Marketing

International Journal of Advertising

Journal of Marketing Communications

	<p>Journal of Advertising Research</p> <p>Journal of Interactive Advertising</p> <p>Journal of Communications Management</p> <p>Journal of Marketing</p> <p>Journal of Consumer Behaviour</p> <p>Management</p> <p>Marketing and Management</p> <p>Marketing Management</p> <p>Science Review</p> <p>Harvard Business Review</p> <p>The Economist</p> <p>Marketing</p> <p>Campaign</p> <p><b><u>Other</u></b></p> <p>Any/all broadsheet newspapers</p>
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<b>Part 3: Assessment</b>	
Assessment Strategy	<p>Component A: Creation of a presentation board/infographic (50%)</p> <p>This is a group activity comprised of no more than five members. Students undertake a market audit and present the results in the form of concept board/infographic (no bigger than A2) that depicts the market audit process, highlights key elements of market data and academic theory and identifies, prioritises and summarises the critical success factors. Progress is monitored through the use of timed/dated blogs.</p> <ul style="list-style-type: none"> <li>- ( LO covered: 1,2,3,4,5)</li> </ul> <p>Component B: Production of a business report ( 50%)</p> <p>An individual report. Using the evidence collected over the course of the market audit and on the basis of the critical success factors identified, students make <i>substantiated</i> recommendations as to how a brand's marketing mix should be altered/developed and, for key stakeholder groups, explain why and how these changes should be best communicated. (LO covered: 2, 5, 6, 7,8)</p> <p>Formative Assessment strategies, such as a direct questioning, peer assessment and feedback, will be utilised throughout the module delivery to assist students to have a clear understanding of the module learning outcomes, they will be assessed and to give students the opportunity to set their own goals.</p>

Identify final assessment component and element	<b>Component B</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	50%	50%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Presentation board and progress report	100%	
<b>Component B :</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Individual Extended Essay (1500 words)	100%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Individual report (1,500 words)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Individual Extended Essay (1500 words)	100%	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		