



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Applied Marketing Practice | | | | |
| Module Code | UMKD6N-15-2 | Level | 2 | Version | 1.3 |
| Owning Faculty | FBL | Field | Marketing | | |
| Contributes towards | BA (Hons) Business Studies with Marketing, BA (Hons) Marketing and BA (Hons) Marketing Communications. | | | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | Module Type | Standard |
| Pre-requisites | None | | Co- requisites | None | |
| Excluded Combinations | None | | Module Entry requirements | | |
| First CAP Approval Date | QMAC December 2011 | | Valid from | September 2012 | |
| Revision CAP Approval Date | 3 February 2015 | | Revised with effect from | September 2015 | |

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| Review Date | September 2018 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will:</p> <ol style="list-style-type: none"> 1. Be able to apply market analysis to techniques to identify market opportunity and achieve competitive advantage. 2. Be able to competently undertake the market audit process 3. The explore the marketing mix using the 4Cs customer centric approach 4. Understand and be able to apply the principles of segmentation, targeting and positioning within a range of marketing contexts (regional, national and international) in order to create marketing solutions that are both innovative and cost effective. 5. To utilise analytical techniques in order to inform and undertake the new product development process. 6. Investigate the role and application of key marketing models (i.e. PLC, BCG, Ansoff and Porters Five Forces) |
| Syllabus Outline | <p>The market audit process (macro, micro, TOWS, CSF) Segmentation, targeting and positioning Applied marketing models: their value and application The 4C's customer centric approach The NPD process</p> |

| | The role of brand architecture Ethical marketing practices | | | | | | | | | | | | | | | | | | | | |
|-----------------------------------|--|-----------------------------------|-----------------------|-----------------|--|--|-----------------------------------|--|--|--|----|-----------------------|---|-------------------------|-----------------------|-----------------|-----|----|-----|---|-----|
| Contact Hours/Scheduled Hours | Contact will be through three hours of lectures and seminars each week. Students will be expected to prepare for the seminar activity and guidance will be given on the content of that preparation | | | | | | | | | | | | | | | | | | | | |
| Teaching and Learning Methods | <ul style="list-style-type: none"> 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. 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. Students will be exposed to a variety of different learning activities which may include the following:- <ul style="list-style-type: none"> Case study analysis Marketing 'master classes' Guest lectures Problem-based challenges Interactive games The study time associated with the module is based on 10:1 ratio of notional student study hours to credit value. | | | | | | | | | | | | | | | | | | | | |
| 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> <table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <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> <tr> <td>150</td> <td>36</td> <td>114</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> <p>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:</p> | 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 | 36 | 114 | 0 | 150 |
| Key Information Set - Module data | | | | | | | | | | | | | | | | | | | | | |
| Number of credits for this module | | | | 15 | | | | | | | | | | | | | | | | | |
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| Practical exam assessment percentage | | 0% | | | | | | | | | | | | | | | | | | | |
| | | 100% | | | | | | | | | | | | | | | | | | | |
| Reading Strategy | <p>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.</p> <p>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.</p> <p>Essential reading Students are expected to purchase or have open access to following text as it is considered core to the module:-</p> <p>Kotler, Armstrong, Wong & Saunders (2008) <i>Principles of Marketing</i> 5th Edn, Pearson/ Prentice Hall</p> | | | | | | | | | | | | | | | | | | | | |
| Indicative Reading List | <p>Further reading</p> <p>Books</p> <p>Baines, P., Fill C. and Page K. (2010) <i>Marketing</i>, Oxford University Press, Oxford</p> <p>Jobber, D. (2009) <i>Principles and Practice of Marketing</i>, 6/e, McGraw-Hill, London</p> <p>Academic and Practitioner Journals</p> <p>Journal of Marketing Management</p> <p>European Journal of Marketing</p> <p>Marketing and Management</p> <p>Marketing Management</p> <p>International Journal of Advertising</p> <p>European Journal of Advertising</p> <p>Journal of Marketing Communications</p> <p>Journal of Advertising Research</p> <p>Journal of Interactive Advertising</p> <p>Journal of Communications Management</p> <p>Journal of Marketing Management</p> <p>Journal of Consumer Behaviour</p> <p>Academy of Marketing</p> | | | | | | | | | | | | | | | | | | | | |

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| | Science Review Harvard Business Review The Economist Marketing Campaign <u>Other</u> Any/all broadsheet newspapers |
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Part 3: Assessment

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| Assessment Strategy | <p>The assessment strategy comprises summative pieces designed to test the student's knowledge, understanding and implementation of the marketing planning process.</p> <p><u>Component A</u> (Group Presentation) allows the students to demonstrate their market analysis skills as well as their ability to evaluate a variety of marketing concepts and ideas in the generation of relevant marketing solutions (LO: 1,2,3,4). Individual contributions demonstrated via peer assessment, reflective evaluation and through questioning at presentation.</p> <p><u>Component B</u> (on line test series) allows the students to demonstrate their wider knowledge across the syllabus context (LO: 2,3,4)</p> <p>Formative Assessment strategies, such as 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> |
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| Identify final assessment component and element | Component B | |
| % weighting between components A and B (Standard modules only) | A: 70% | B: 30% |

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| First Sit | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) |
| 1. Group presentation: New Product Development | 100% |
| Component B Description of each element | Element weighting (as % of component) |
| 1. Online test series | 100% |

Resit (further attendance at taught classes is not required)

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| Component A (controlled conditions) Description of each element | Element weighting (as % of component) |
| 1. Exam (1 Hours) | 100% |
| Component B Description of each element | Element weighting (as % of component) |
| 1. Individual Report (2500 words +/- 10%) | 100% |

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.