

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | | | |
|-------------------------------|--|-----------------------|---------------------------|----------------|------|------|---|
| Module Title | Applied Market | ing Practice | | | | | |
| Module Code | UMKD6N-15-2 | | Level | 2 | Ver | sion | 2 |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | WBL modu | ile? | No | |
| Owning Faculty | FBL | | Field | Marketing | | | |
| Department | BBS: Business Management | and | Module Type | Standard | | | |
| Contributes towards | BA (Hons) Marketing, BA (Hons) Marketing Communications, BA (Hons) Business Management with Marketing | | | | | | |
| Pre-requisites | None | | Co- requisites | None | | | |
| Excluded Combinations | None | | Module Entry requirements | NA | | | |
| First CAP Approval Date | QMAC Decemb | per 2011 | Valid from | September 2012 | | | |
| Revision CAP Approval Date | 2 February 2016 Revised with effect from September 2016 | | | | | | |

| Review Date | September 2018 |
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| Part 2: Learning and Teaching | | | | |
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| Learning Outcomes | On successful completion of this module students will be able to: | | | |
| | Use market analysis to identify market opportunity and achieve competitive advantage. | | | |
| | 2. Competently undertake the market audit process. | | | |
| | Explore and apply the marketing mix to consumer goods markets and other contexts. | | | |
| | 4. Understand and apply the principles of segmentation, targeting and positioning to a range of marketing contexts (including consumer goods markets) in order to create marketing solutions that are both innovative and cost effective. | | | |
| | Utilise analytical techniques in order to inform and undertake the new product development process. | | | |
| | 6. Describe and apply a range of strategic marketing models. | | | |
| Syllabus Outline | The market audit process; Segmentation, targeting and positioning; Competitive analysis and strategy; Strategic marketing models; The marketing mix; including packaging and labelling ; The NPD process; Branding: Key concepts and its role as a marketing tool; | | | |

| | Ethical marketing practice. | | | | |
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| 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 | 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:- | | | | |
| | 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 | 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. | | | | |
| | Key Information Set - Module data | | | | |
| | Number of credits for this module 15 | | | | |
| | Hours to be allocated be study hours study hours study hours be study hours study hours be be allocated be be study hours study hours be be be be be b | | | | |
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| | The table below indicates as a percentage the total assessment of the module which constitutes a - 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 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: | | | | |

| | Controlled conditions assessment percentage | 75% | | | |
|----------------------------|---|---|---|--|--|
| | Coursework assessment percentage | 25% | | | |
| | Practical exam assessment percentage | 0% | | | |
| | | 100% | | | |
| | | | | | |
| Reading Strategy | All students will be encouraged to make full use of the print a resources available to them through membership of the Univ a range of electronic journals and a wide variety of resource websites and information gateways. The University Library to access to subject relevant resources and services and to the Many of these resources can be accessed remotely. Studen with opportunities within the curriculum to develop their infor evaluation skills in order to identify such resources effectivel Students will be directed and expected to undertake essentia the module. However, depending upon specific topics addres of the module, students will be expected to undertake addition themselves. A list of indicative textbooks and relevant journ but students are expected to recognise that these may be st that they should extend their reading as widely as is necessar comprehensive knowledge. Essential reading Students are expected to purchase or have open access to considered core to the module:- Jobber, D., Ellis-Chadwick, F. (2013) <i>Principles and Pra</i> edition) McGraw-Hill Higher Education. | versity. Th s available web pages e library ca nts will be p mation retr y. al reading essed over onal readin als is provi arting poin ary to dem | ese include through provide talogue. oresented rieval and throughout the course g for ded below ts only and onstrate a | | |
| Indicative Reading List | Further reading | | | | |
| | Books Baines, P., Fill C. and Page K. (2010) <i>Marketing</i> , Oxford University Press, Oxford | | | | |
| | | niversity Pr | ess, Oxford | | |
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| | Baines, P., Fill C. and Page K. (2010) <i>Marketing</i> , Oxford Ur | - | | | |
| | Baines, P., Fill C. and Page K. (2010) <i>Marketing</i> , Oxford Ur Jobber, D. (2009) <i>Principles and Practice of Marketing</i> , 6/e, Academic and Practitioner Journals | - | | | |
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| | Baines, P., Fill C. and Page K. (2010) <i>Marketing</i> , Oxford Ur Jobber, D. (2009) <i>Principles and Practice of Marketing</i> , 6/e, Academic and Practitioner Journals Journal of Marketing Management European Journal of Marketing Marketing and Management | - | | | |
| | Baines, P., Fill C. and Page K. (2010) <i>Marketing</i> , Oxford Ur Jobber, D. (2009) <i>Principles and Practice of Marketing</i> , 6/e, Academic and Practitioner Journals Journal of Marketing Management European Journal of Marketing Marketing and Management Marketing Management | - | | | |
| | Baines, P., Fill C. and Page K. (2010) <i>Marketing</i>, Oxford Ur Jobber, D. (2009) <i>Principles and Practice of Marketing</i>, 6/e, Academic and Practitioner Journals Journal of Marketing Management European Journal of Marketing Marketing and Management Marketing Management International Journal of Advertising | - | | | |
| | Baines, P., Fill C. and Page K. (2010) <i>Marketing</i> , Oxford Ur Jobber, D. (2009) <i>Principles and Practice of Marketing</i> , 6/e, Academic and Practitioner Journals Journal of Marketing Management European Journal of Marketing Marketing and Management Marketing Management International Journal of Advertising European Journal of Advertising | - | | | |
| | Baines, P., Fill C. and Page K. (2010) <i>Marketing</i>, Oxford Ur Jobber, D. (2009) <i>Principles and Practice of Marketing</i>, 6/e, Academic and Practitioner Journals Journal of Marketing Management European Journal of Marketing Marketing and Management Marketing Management International Journal of Advertising European Journal of Advertising Journal of Marketing Communications | - | | | |
| | Baines, P., Fill C. and Page K. (2010) <i>Marketing</i>, Oxford Ur Jobber, D. (2009) <i>Principles and Practice of Marketing</i>, 6/e, Academic and Practitioner Journals Journal of Marketing Management European Journal of Marketing Marketing and Management Marketing Management International Journal of Advertising European Journal of Advertising Journal of Marketing Communications Journal of Advertising Research | - | | | |
| | Baines, P., Fill C. and Page K. (2010) <i>Marketing</i>, Oxford Ur Jobber, D. (2009) <i>Principles and Practice of Marketing</i>, 6/e, Academic and Practitioner Journals Journal of Marketing Management European Journal of Marketing Marketing and Management Marketing Management International Journal of Advertising European Journal of Advertising Journal of Marketing Communications Journal of Interactive Advertising | - | | | |
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| Harvard Business Review |
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| The Economist |
| Marketing |
| Campaign |
| <u>Other</u> |
| Any/all broadsheet newspapers |

| Part 3: Assessment | | | | |
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| Assessment Strategy | | ategy comprises summative pieces designed to test the , understanding and application of the marketing planning | | |
| | <u>Component A (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, 5, 6). Individual contributions to the group tasks will be monitored via peer assessment.</u> <u>Component B</u> (individual written reflection) allows the students to reflect on their contribution to the task and their use of marketing theory to support the new product created in component A (LO: 1, 2, 3, 4, 5, 6) | | | |
| Formative assessment strategies, such as direct questioning and peer assessment and feedback, will be utilised throughout the module delivery to assist student understanding of the module learning outcomes. | | | | |
| Identify final assessment component and element Component B | | | | |
| A: B: | | | | |
| % weighting between components A and B (Standard modules only) 75% 25% | | | 25% | |

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

| Resit (further attendance at taught classes is not required) | |
|---|--|
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) |
| 1. Exam (1.5 hours) | 100% |
| Component B Description of each element | Element weighting (as % of component) |
| Individual written reflection on feedback for first attempt and contribution of theory to new product development (500-750 words) | 100% |
| If a student is permitted a retake of the module the assessment will be that indicate Description at the time that retake commences. | ed by the Module |