




**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Contemporary Marketing Practice				
Module Code	UMKDDS-15-M	Level	M	Version	1.1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	FBL	Field	Marketing, Events and Tourism		
Department	BBS, Business and Management	Module Type	Standard		
Contributes towards	MSc Marketing, MSc Marketing Communications				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
First CAP Approval Date	7 May 2013		Valid from	September 2013	
Revision CAP Approval Date	3 June 2015		Revised with effect from	September 2015	

<b>Review Date</b>	September 2019
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the role of marketing and the market orientation in contributing to organisational ability to deliver customer value; (Component B)</li> <li>• Demonstrate a critical appreciation of traditional marketing mix management approaches to marketing; (Component B)</li> <li>• Select and apply appropriate service marketing theory to the analysis and resolution of realistic business problems; (Components A and B)</li> <li>• Exercise intellectual skills of analysis, evaluation and synthesis appropriate to Masters level; (Components A and B)</li> <li>• Work effectively in a group (Component A)</li> <li>• Communicate ideas and arguments in a clear and logical manner. (Components A, and B)</li> </ul>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Introduction to Marketing <ul style="list-style-type: none"> <li>- The marketing concept</li> <li>- STP and marketing mix management</li> <li>- Service characteristics and the marketing challenges these create</li> <li>- The extended service marketing mix</li> <li>- Service quality, complaints and service recovery</li> </ul> </li> <li>• Differing perspectives on service marketing <ul style="list-style-type: none"> <li>- Mechanistic approaches to managing services</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Humanistic approaches to managing services</li> <li>- Service Dominant Logic (SDL)</li> <li>• Introduction to Masters level skills <ul style="list-style-type: none"> <li>- Written communication skills</li> <li>- Verbal communication skills</li> <li>- The nature and role of theory</li> <li>- Intellectual skills (application, analysis, critical evaluation and synthesis)</li> <li>- Analysing and addressing assessment briefs and assessment criteria</li> </ul> </li> </ul>																																			
Contact Hours	The module will normally be delivered over twelve, two hour sessions or equivalent. Contact time will be a mixture of tutor and student led activities. Preparation and follow-up activities will become increasingly important as the module progresses (see Teaching & Learning)																																			
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes lectures, seminars, tutorials, demonstration, practical classes, workshops, debates, student presentations.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</p>																																			
Key Information Sets Information	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></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;">24</td> <td style="text-align: center;">126</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 constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> 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> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">70%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Key Information Set - Module data					<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	24	126	0	150	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	30%	Practical exam assessment percentage	70%		100%
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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																																			

	<p>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><b>Essential reading</b></p> <p>The essential reading will be specified in the course outline and on Blackboard at the start of the module. The aim of the reading programme is to expose students to a range of different types of source in order to facilitate critical evaluation through comparison and contrast. Rather than being required to purchase a core textbook, students will be given, through blackboard, extracts from a range of textbooks and journals articles (academic, professional and popular) to read each week. These may form the basis of class activities, follow up tasks or assessed work.</p>
Indicative Reading List	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Palmer, A. (2014) <i>Principles of Services Marketing</i>, 7th edition, McGraw Hill, London</li> <li>• Lovelock, C &amp; Wirtz, (2011) <i>Services Marketing: People, Technology &amp; Strategy</i>, 7<sup>th</sup> Edition, Pearson</li> <li>• Baron, S, Harris, K and Hilton, T (2009) <i>Services marketing: Text an Cases</i>, 3<sup>rd</sup> Edition Palgrave MacMillan, New York</li> <li>• Bateson, J.E.G and Hoffman, K, D (2011) <i>Services Marketing</i>, South-Western, Cengage Learning. Mason, Ohio</li> </ul> <p><b>Academic and Practitioner Journals</b></p> <p>Journal of Services Marketing  Journal of Marketing  Management  Marketing and Management  Marketing Management  Academy of Marketing Science Review  Harvard Business Review  International journal of non-profit and voluntary sector marketing  Journal of health care marketing  The Economist  Marketing  Campaign</p> <p><b>Other</b> Any/all broadsheet newspapers</p>

<b>Part 3: Assessment</b>	
<i>Assessment Strategy</i>	<p>The assignment is designed to give students formative feedback on their academic writing and their ability to demonstrate Masters level intellectual skills in their written work. Whilst there are two separate items of assessment, the content required will be aligned to minimise the subject knowledge required, in order to reduce the workload for students and (more importantly) to emphasise the importance of intellectual and communication skills. The group assignment is designed to assess students' verbal communication and ability to select and apply theory, as well as their ability work collaboratively.</p> <p>The assignment will be submitted in weeks 4 - 6. The group presentation topic will build on students' work in the assignment and will be scheduled at the end of the assessment period. This will direct the weight of the module</p>

	<p>assessment away from that of the other semester one modules.</p> <p>Students will normally be allocated a group mark which is shared equally by all members. However, members of a group may receive different marks through the following process. All groups will be required to maintain a record of meetings, communications, tasks assigned and tasks completed and submit a group contribution assessment form which indicates the proportion of marks to be allocated to each student. Normally, this will indicate an equal mark for all members, but may be used to allocate varying marks according to different individual contributions. In the event that the group is unable to agree an allocation, the module leader will assess individual contributions on the base of the group record.</p> <p>The assessment of the module will consist of two elements:</p> <p>Component A: A group presentation</p> <p>Component B: One 1000-1500 word individual assignment</p>
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Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b> 70%	<b>B:</b> 30%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. 30 Minute Group Presentation	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. 1000-1500 word individual written assignment	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. Recorded individual presentation (20 minutes)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. 1000-1500 word individual written assignment	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.		