MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Real Live Case					
Module Code	UMSDJ9-15-2		Level	2	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No	
Owning Faculty	FBL		Field	Strategy and International Business		
Department	Business and Management		Module Type	Project		
Contributes towards	BA (Hons) Marketing Communication Management					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	n/a		
First CAP Approval Date	1 June 2016		Valid from	September 2017		
Revision CAP Approval Date			Revised with effect from			

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Analyse a business situation 2. Identify and prioritise the primary challenges facing a given organisation 3. Formulate a set of objectives and a strategy in response to the brief 4. Respond effectively to changes in the business environment and/or client requirements **5.** Produce a professional presentation and associated proposal documentation 6. Work as an effective member of a team and be able to reflect upon what supports and what impedes effective team working
Syllabus Outline	1. Effective briefing practices 2. Apportioning roles and working in teams 3. Situational analysis 4. Formulating and prioritising objectives 5. Creating an effective strategy 6. Managing change 7. Presenting work effectively 8. Reflection to improve future performance
Contact Hours	• In line with the tenets of 'flipped' classroom delivery, initial briefings, threshold concepts and supporting material will accessed online. • Face to face contact time will total 36 hours and comprise of an average of 3

	hours per week across a 12 week period . Where ever possible, the majority of contact will take the form of workshops and small group teaching.
	• In addition to face to face contact, ongoing contact will be maintained with students through 'office hours' discussion boards on the University's virtual learning environment (VLEs) and other technology-aided means. QAA guidance is available here http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx
Teaching and Learning Methods	• In line with tenets of the 'flipped classroom' students will be expected to engage with independent learning both before and after attendance at any face to face taught session. Students will be guided to a range of online materials on the Blackboard VLE to prepare in advance of scheduled sessions as well as materials to consolidate learning in a post session environment. • Scheduled learning will take place largely in an interactive environment where students will be encouraged to build upon their understanding of basic concepts by engaging in the development of more complex aspects of theory and practice using a range of online and offline resources. • Using a task-focussed, problem-based approach, the delivery of the syllabus will be based around the development of extended projects or case studies on topics of interest or relevance to organisations within the sector. Within the context of a wider projects students might engage in a range of activities which include (but is not limited to) the production of shorter case study examples, group research activities and presentations. • Scheduled teaching activity on this module over a 12 week period will account for an average of 3 hours a week. • Online logs or e-portfolios or other forms of recording will be used to record engagement and progress on the projects. • In between scheduled sessions, students will be expected to work independently and in groups that will support their work toward their final assessment. This will account of the remainder of the hours allocated to this module. **Scheduled learning** includes interactive learning sessions, seminars, project supervision, practical classes and workshops; fieldwork; lectures; work based learning; **Independent learning** includes hours engaged with materials provided on the VLE, Library and internet searches, essential reading, case study preparation, assignment preparation and completion.. These sessions constitute an average time per level as indicated in the table below.
Key Information Sets Information	**Key Information Set - Module data**

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	✅

The table below indicates as a percentage the total assessment of the module which

constitutes a -

Coursework: Supporting documentation
Practical Exam: Group 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
There are no set texts for this module. Students will be encouraged to engage with market reports, academic journals and other business-related data sources. |
|---|---|
| Indicative Reading List | **Databases**

World Advertising Research Centre

Academic and Practitioner Journals

Academy of Marketing

European Journal of Advertising

European Journal of Marketing

International Journal of Advertising

Journal of Marketing Communications

Journal of Advertising Research

Journal of Interactive Advertising

Journal of Communications Management

Journal of Marketing

Journal of Consumer Behaviour

Management

Marketing and Management |

	Marketing Management
	Science Review
	Harvard Business Review
	The Economist
	Marketing
	Campaign
	Other
	Any/all broadsheet newspapers

Part 3: Assessment

Assessment Strategy	This assessment allows students to work on a real brief and engage in activities that are conventionally associated with work on a piece of professional consultancy. On the basis of the brief given, the summative assessment on this module requires students to respond with a well-researched, evidenced and reasoned strategic response in presentation form and with supporting documentation. This is a group assessment and students are required to work in groups of no more than six members.
	Students will be expected to work on aspects of their presentation and over the course of the module and record their work in a module e-portfolio, log or monitoring mechanism. During this time students will be given formative feedback on the work generated within context of scheduled sessions. This may take a range of forms and includes (but is not limited to) direct questioning, peer assessment and feedback. Students will be encouraged to develop their skills as independent learners through personal and group goal setting and critical reflection t as a tool to track personal and group progress
	This assessment requires students to demonstrate all of the specified learning outcomes for the module. Individual contributions will be identified through personal statements and peer assessment that should appear as part of the supporting documentation. Hyperlinks to evidence within individual students e-portfolios or logs supporting these statements should also be included in the personal statements.

Identify final assessment component and element	Component A	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**100%**	**N/A**

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Group Presentation (15mins)	50%
2. Supporting documentation (5000 words)	50%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. N/A	N/A

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions)	**Element weighting**

Description of each element	(as % of component)
1. Recorded Individual Presentation (15 mins)	50%
2. Supporting documentation and reflection (1250 words)	50%
Component B **Description of each element**	**Element weighting** (as % of component)
1. N/A	N/A
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	