

## ACADEMIC SERVICES

### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Business to Business Communications				
Module Code	UMKDK9-15-3		Level	3	Version1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	FBL		Field	Marketing	
Department	BBS: Business and Management		Module Type	Standard	
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	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the concept of content marketing in a B2B context</li> <li>2. Explore the application of key account management theory and practice</li> <li>3. Evaluate the traditional verses transformative B2B business generation approaches.</li> <li>4. Compare and contrast customer needs analysis verses business needs analysis to generate a WIN-WIN approach.</li> <li>5. Consider the role of social media in the content marketing context as part of the broader B2B communications mix</li> <li>6. Be able to work as a team to prepare, formulate and execute a business pitch' presentation that utilizes appropriate theory in addressing client needs and overcomes client's concerns</li> <li>7. Critically appreciate and assess the implications of decisions made.</li> </ol>

Syllabus Outline	<ul style="list-style-type: none"> <li>• The nature of B2B communications</li> <li>• Application of content marketing within a B2B context</li> <li>• Theory and practice of key account management</li> <li>• Traditional verses transformative B2B business generation</li> <li>• Customer needs analysis</li> <li>• FAB &amp; SPIN Frameworks</li> <li>• Social Media integration</li> <li>• Business Generation Pitch: Identifying, addressing &amp; overcoming customer requirements / concerns</li> </ul>
Contact Hours	<ul style="list-style-type: none"> <li>• In line with the tenets of 'flipped' classroom delivery, initial briefings, threshold concepts and supporting material will accessed online.</li> <li>• Face to face contact time will total 36 hours and comprise of 6 hours per week across a six week period . Where ever possible, the majority of contact will take the form of workshops and small group teaching.</li> <li>• 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.</li> </ul> <p>QAA guidance is available here  <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx</a></p>
Teaching and Learning Methods	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Scheduled teaching activity on this module over a 6 week period will account for 6 hours a week.</li> <li>• Online logs or e-portfolios or other forms of recording will be used to record engagement and progress on the projects.</li> <li>• 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.</li> </ul> <p><b>Scheduled learning</b> includes interactive learning sessions, seminars, demonstration, practical classes and workshops; lectures.</p> <p><b>Independent learning</b> 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.</p>

## Key Information Sets Information

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:** 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:

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

## Reading Strategy

Students will be encouraged to engage with a wide range of academic and practitioner literature. They will be encouraged to make full use of the print and electronic resources available to them through membership of the University which include (but are not limited to) 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.

In line with the 'flipped' philosophy, students will be directed to specific resources and expected to undertake essential reading prior to each session.

### Essential reading

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

Jobber, D. and Lancaster, G. (2012) *Selling and Sales Management*, 8th edn London: Prentice Hall .

**Further reading** – Students will also be actively encouraged to seek out and engage with additional reading and resources to supplement their knowledge. 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.

Indicative Reading List	<p><b><u>Books</u></b></p> <p>Anderson and Dubinsky (2004) <i>Personal Selling</i>, London, Houghton Mifflin.</p> <p>Belch and Belch (2003) <i>Integrated Marketing Communications</i> (Ed 5), London, McGraw- Hill/Irwin.</p> <p>Carnegie (2006) <i>How To Win Friends And Influence People</i>, London, Sage.</p> <p>Fisher (2003) <i>Getting to Yes: Negotiating Agreement Without Giving In</i>, London, Sage.</p> <p>Ober (2004) <i>Contemporary Business Communication</i>, London, Houghton Mifflin.</p> <p>Ober (2004) <i>Contemporary Business Communication</i>, London, Houghton Mifflin.</p> <p>Pickton and Broderick (2001) <i>Integrated Marketing Communications</i>, London, Pearson.</p> <p>Rackham (2004) <i>SPIN Selling</i>, New York, Prentice Hall.</p> <p>Sklar, B. (2013) <i>Digital Communications: Fundamentals and Applications 2<sup>nd</sup> Edn</i>, Pearson</p> <p><b><u>Academic and Practitioner Journals</u></b></p> <p>Academy of Marketing</p> <p>European Journal of Advertising</p> <p>European Journal of Marketing</p> <p>International 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</p> <p>Marketing and Management</p> <p>Marketing Management</p> <p>Science Review</p> <p>Harvard Business Review</p> <p>Marketing</p> <p>Campaign</p> <p><b><u>Other</u></b></p> <p>Any/all broadsheet newspapers</p>
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Part 3: Assessment	
Assessment Strategy	<p>This assessment is expected to represent the cumulative learning of students over the course of this module and takes the form of a group presentation and supporting literature</p> <p>Students will be expected to work in groups of no more than 6 people on aspects of their business presentation for the duration of the module and record the work of the group and their individual contributions in a module e-portfolio, log or monitoring mechanism.</p> <p>Throughout the module 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 goal setting and personal reflection and will use formative assessment as a tool to track their own progress against module learning outcomes.</p> <p>This piece of assessment has been identified as Component A as students will be required to keep a record of their assessment preparation in their module e-portfolio, log or monitoring mechanism. Individual contributions will be identified through personal statements and peer assessment that should appear as part of supporting documentation. Hyperlinks to evidence within individual students' e-portfolios or logs supporting these statements should</p>

	<p>also be included in the personal statements.</p> <p>In the case of the referral assessment, students will be required to produce a 1250 word reflection which should include some consideration of the benefits and challenges associated with producing a piece of work within a group work situation.</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>	
	<b>100%</b>	
<b>First Sit</b>		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Recorded Group Presentation (15 mins)	50%	
2. Supporting documentation (5000 words)	50%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Individual Reflective Essay ( 1,500 words)	100%
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.	