University of the West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Strategic Communications Management					
Module Code	UMKDK5-15-3		Level	3	Version	1
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	On successful completion of this module students will : 1. Be able to articulate the difference between regional, national and international communications markets 2. Understand the relative benefits and challenges associated with running regional, national and international campaigns 3. Be able to analyse market conditions and identify the opportunities and challenges facing marketers managing communications strategies across regional, national and international boundaries 4. Recognise and understand the extent to which organisations might need to modify their structures, business practices and communications strategies in line with cultural norms 5. Be able to formulate strategies that extend over boundaries and timeframes (short, medium and long-term)
Syllabus Outline	 - Creating coherent strategies over extended timeframes - Managing the execution of long-term strategies - How communications strategies vary regionally, nationally and internationally o Plus ways of analysing regional, national and international environments - Communicating across regional, national and international borders - The process of coordinating regional and international satellites - Cultural and legal challenges - Evaluation of strategic success across borders and timeframes
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 an average of 6 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, lectures; supervised time in workshops. **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** *Number of credits for this module* 15 The table below indicates as a percentage the total assessment of the module which

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	✅

	constitutes a - **Coursework**: Business report 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		100%
Practical exam assessment percentage		0%
		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:- Mahoney, J. S. (2013). *Strategic Communication: Principles and Practice*. Oxford University Press **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	**Books** Fill, C. (2013). *Marketing Communications*. Pearson Johnson, G., Scholes, K. and Whittington, R. (2013). *Exploring Corporate Strategy: Text and Cases*. Prentice Hall Küng, L. (2008). *Strategic Management in the Media: Theory to Practice*. Sage. Lampel, J. and Mintzberg, H. (2013). *The Strategy Process: Concepts, Contexts, Cases*. Pearson. Küng, L. (2008). *Strategic Management in the Media: Theory to practice*. Sage. **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	The summative assessment represents the cumulative learning on this module and takes the form of a written assignment. For the duration of the module, it is anticipated that students will engage in an extended piece of enquiry into a subject of currency and relevance to the field, the summation of which will take the form of a business report
	Students will be expected to work directly or indirectly aspects of their business report over the course of the module and record their work in a module e-portfolio, log or other 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 goal setting and personal reflection and will use formative feedback as a tool to track their own progress against module learning outcomes.
	Within the context of the business report, students will address directly or indirectly all of the specified learning outcomes. Where the learning outcomes have been indirectly addressed, the use of hyperlinks to the students' e-portfolios or logs may be used as supporting evidence.
	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. The work presented can then be evidenced as the students' own work by using hyperlinks or direct references.

Identify final assessment component and element	Component A

% weighting between components A and B (Standard modules only)	A: 100%	B: N/A

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1. Business Report (2500 words)	100%
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) **Description of each element**	**Element weighting (as % of component)**
1. Business Report (2500 words)	100%
Component B **Description of each element**	**Element weighting (as % of component)**
2. 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.	