



MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Marketing Services				
Module Code	UMKD6R-15-3	Level	3	Version	1.1
Owning Faculty	FBL	Field	Marketing		
Contributes towards	BA(Hons) Marketing; BA(Hons) Marketing Communications; BA (Hons) Business Management with Marketing; BSc(Hons) Data Science				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites			Co- requisites		
Excluded Combinations	None		Module Entry requirements	Stand alone	
Valid From	September 2012		Valid to		

CAP Approval Date	QMAC Dec 11
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Part 2: Learning and Teaching	
Learning Outcomes	<p>Following successful completion of this module, students should:-</p> <ol style="list-style-type: none"> 1. Understand the distinctive nature of marketing in service contexts (A) 2. Explore the theories that underpin and explain these distinctions and how they can be integrated into business strategy. (A) 3. Understand the range of strategic, tactical and operational tasks for marketers to manage in these contexts, and their effects. (A) 4. Demonstrate an ability to synthesise this information, draw conclusions, evaluate options, develop judgments and undertake critical analysis of module concepts and integrated application of various concepts to a practical situation. (B) 5. Apply a disciplined approach to using appropriate conceptual models and tools to analyse complex business and services marketing problems and to developing solutions. (B) 6. Manage effective presentation of such analyses and solutions (B)
Syllabus Outline	<p>Introduction to Services Marketing</p> <ul style="list-style-type: none"> • Understanding service customers • Creating service offerings • Pricing services • Understanding service operations, the service delivery system and customer experience • Managing capacity and demand in service organisations • Communication strategies for service organisations

	<ul style="list-style-type: none"> • The role and behaviour of service employees • Customer relationships - classification, life cycles, portfolio management, B2B, B2C context • Measuring and evaluating service quality • Dealing with service failure and recovery strategies 																									
Contact Hours/Scheduled Hours	There is a total of 3 hours contact time which is comprised of a combination of lectures and seminars.																									
Teaching and Learning Methods	<p>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. Over the course of the module, input from the Social Market Centre at UWE will be capitalised upon.</p> <p>Students will be exposed to a variety of different learning activities which may include the following:-</p> <ul style="list-style-type: none"> - Case study analysis - 'Master classes' in service marketing practices and processes - Guest lectures - Problem-based challenges - Interactive games <p>The study time associated with the module is based on 10:1 ratio of notional student study hours to credit value.</p>																									
Key Information Sets Information	<p>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.</p> <table border="1" data-bbox="485 1234 1394 1621"> <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></td> <td></td> <td></td> <td></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;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>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</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>	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	36	114	0	150
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	Total assessment of the module:			
	Written exam assessment percentage	50%		
	Coursework assessment percentage	50%		
	Practical exam assessment percentage	0%		
				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
Students are expected to purchase or have open access to following text as it is considered core to the module:-
Palmer, A. (2011) *Principles of Services Marketing*, 6/e., McGraw-Hill

Indicative Reading List

Books
Baron, S., Harris, K., Hilton, T., (2008) *Services Marketing: Text and Cases*, Palgrave Macmillan
Lovelock, C. and Wirtz J. (2010) *Services Marketing*, 7/e Pearson
Wilson, A., Zeithaml, V.A., Bitner, M.J. and Gremler, D.D. (2008) *Services Marketing: Integrating Customer Focus Across the Firm*, McGraw-Hill

Academic and Practitioner Journals
European Journal of Marketing
Journal of Marketing Management
Journal of Services Marketing
Harvard Business Review
International Journal of Advertising
International Marketing Review
International Journal of Research in Marketing
Journal of International Business Studies
Journal of World Business
Journal of Global Ethics

Other
Any/all broadsheet newspapers

Part 3: Assessment

Assessment Strategy	The assessment methods have been selected to assess both students' understanding of the theoretical and applied dimensions of services
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	<p>marketing. Opportunities for formative assessment and interim feedback are built into module delivery (for example, in the case study based tutorials, skills workshops and tutor ‘surgeries’).</p> <p>The assessment strategy has two components:</p> <p><u>Component A</u>: is a 2 hour examination undertaken on completion of the module to assess students’ knowledge and understanding of core module concepts.</p> <p><u>Component B</u> is a 2,500 word case-based individual assignment that allows critical analysis of module concepts and integrated application of various concepts to a practical situation.</p> <p>Summative assessment is as described above. Formative feedback is built into the module design and provides opportunities for peer and tutor feedback with regard to developing thinking and approaches to assessment and working with the assessment criteria.</p> <p>The assessment criteria for components A and B elements are reviewed annually to ensure that they reflect the assessment strategy and learning outcomes.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Examination (2 hours)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Case study based Individual Assignment (2,500 words)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Examination (2 Hours)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Case study based Individual Assignment (2,500 words)	100%	
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		