University of the
West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Contemporary Issues in Marketing					
Module Code	UMKD6Y-30-3		Level	3	Version	1
Owning Faculty	FBL		Field		Marketing	
Contributes towards	BA (Hons) Marketing; BA (Hons) Marketing Communications.					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard	
Pre-requisites	none		Co- requisites	none		
Excluded Combinations	none		Module Entry requirements			
Valid From	September 2012 (revised September 2014)		Valid to			

CAP Approval Date	9 January 2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Critically reflect on current marketing issues from a business perspective (A) 2. Explore emergent marketing ideas and applications clearly making the links between scholarship and practice (A) 3. Understand marketing ideas and applications within the wider global, social and economic context (A) 4. Integrate and evaluate information and learning from a range of different sources better to understand and explore the complex nature of marketing (A, B) 5. Explore the concepts of personal development and the implications for marketing management practice (B) 6. Develop reflective self awareness and recognise the need for ongoing personal learning.(B) 7. Apply effective methodologies, tools and techniques applicable to managing contemporary projects (A, B) 8. Identify the need for personal change to achieve their preferred futures. (B)
Syllabus Outline	Contemporary Marketing Issues • Postmodern Marketing • Corporate Social Responsibility • Building Brand Cultures • Changing cultures

	• Ethical debates in Marketing • Sustainable Marketing • The Green Consumer • Social Marketing & Consumer Citizenship • The Global Consumer **Integrative Project:** • Initiating, scoping and setting up a simulated business project • Running a project effectively drawing on learning across the programme • Evaluating the project • Development planning supported by learning from the project **Personal & Professional Development:** • Personal challenges of change and resilience • Self-management and active organisational citizenship • Self-awareness and learning • Personal change and preferred futures
Contact Hours/Scheduled Hours	Module delivery will be based on an average of 3 hours of scheduled learning and teaching activities per teaching week over 24 weeks. This will consist of a mixture of formal lectures; seminars for the exploration and application of core syllabus concepts; problem-based project workshops and personal development sessions. .
Teaching and Learning Methods	**Teaching and learning methods:** Learning in the module is achieved through a combination of class-based activity, group-based activity and independent study. The taught sessions are designed to actively support the development of independent learning strategies by the students and will place an emphasis on learning as a 'life-long' journey. The sessions combine formal tutor input such as lectures and/ or lectorials with a wide range of participative activities including case studies, individual and group-problem solving activities, student-led discussions of existing research and article reviews. There will be a strong emphasis on linking learning from directed readings to their application in the workplace, including implications for leadership and management. The problem-based learning project is based on group work and provides an opportunity for students to apply their learning from modules across the programme and to develop resilient and sustainable approaches to dealing with uncertainty and complex working environments. It encourages students to engage actively with notions of organisational citizenship. Students will be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module. Students will be directed on how the resources on this site should be used to develop the skills that will underpin their studies in the module handbook and/or via Blackboard. Extensive use will be made of Blackboard to support students' learning, to facilitate interactions between students and as a repository for students' own work thereby promoting a sense of learning community.
Key Information Sets Information	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.

Key Information Set - Module data					
Number of credits for this module				30	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	✅

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

Coursework: Written assignment and portfolio
Practical Exam: Oral 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	70%
Practical exam assessment percentage	30%
	100%

Reading Strategy

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 web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Essential Reading:

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

Parson, E. & MacLaren, P. (2008) *Contemporary Issues in Marketing and Consumer Behaviour,* Butterworth-Heinemann.

Indicative Reading List

Further Reading:

Brenkery, G.G. (2008) *Marketing Ethics*, Wiley-Blackwell
Burnes, B (2009) *Managing Change* Pearson Publishing
Charter, M (2002) Marketing & Sustainability, BRASS / Centre for sustainability & Design
Maylor H. 1999. *Project Management*. Financial Times Management. London.
Tadajewski, M (2008) *Critical marketing: contemporary issues in marketing*, Wiley.

Part 3: Assessment

Assessment Strategy	The assessment is designed to provide an opportunity to reflect critically on tourism or events concepts and its implications for business practice.
	Component A is an end-of-module presentation around an integrative project.
	Component B comprises two elements:
	(1) a learning journal, compiled in relation to a series of directed learning activities, including an evaluation of the presentation; (2) a 2,500 word essay submitted during the course of the module, on a contemporary or pervasive issue in marketing.
	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.
	The assessment criteria for components A and B elements are reviewed annually to ensure that they reflect the assessment strategy and learning outcomes.
	Opportunities for formative feedback are built into the module design.

Identify final assessment component and element	**Component B1**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**30%**	**70%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Presentation (30 minutes)	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. Learning Portfolio (1500 words)	30%
2. Individual essay (2,500 words)	70%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Reflection under controlled condition (exam – 1 hour)	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. Individual Essay (3,000 words)	100%
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.	