University of the
West of England
BRISTOL

**CORPORATE AND ACADEMIC SERVICES**

## MODULE SPECIFICATION

| Part 1:  Basic Data | | | | | |
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| 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 | | | Co- requisites | | |
| Excluded Combinations | | | Module Entry requirements | | |
| Valid From | September 2012 | | Valid to | | |

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

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|  | - Changing cultures<br>- Ethical debates in Marketing<br>- Sustainable Marketing<br>- The Green Consumer<br>- Social Marketing & Consumer Citizenship<br>- The Global Consumer<br><br>**Integrative Project:**<br>- Initiating, scoping and setting up a simulated business project<br>- Running a project effectively drawing on learning across the programme<br>- Evaluating the project<br>- Development planning supported by learning from the project<br><br>**Personal & Professional Development:**<br>- Personal challenges of change and resilience<br>- Self-management and active organisational citizenship<br>- Self-awareness and learning<br>- Personal change and preferred futures |
| Contact Hours/Scheduled Hours | Module delivery will be based on 6 hours of scheduled learning and teaching activities per teaching week over 12 weeks. This will consist of:<br><br>- A weekly one hour lecture for the delivery of core syllabus concepts<br>- A weekly two hour seminar for the exploration and application of core syllabus concepts, more often within the specialist context of the student's programme of study<br>- A weekly two hour problem based learning project workshop facilitated by tutors and external mentors who act in a coaching/consultancy role to project groups.  The project will be group-based and provide an opportunity for students to focus on a contemporary issue whilst drawing on aspects of their learning throughout the programme.<br>- A weekly one hour personal managing Individual Change session (incorporating GDP + Employability e.g. Graduate Futures, resilience)<br>. |
| Teaching and Learning Methods | **Teaching and learning methods:**<br>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.<br><br>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.<br><br>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.<br><br>The Degree Conference provides students with an experience of presenting their projects and project learning outcomes and develops and evidences personal resilience, team-working and organisational citizenship.<br><br>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.<br><br>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. |
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| Reading Strategy* | **Reading Strategy**<br><br>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.<br><br>**Essential Reading:**<br><br>Students are expected to purchase or have open access to the following text as it is considered core to the module:-<br><br>Parson, E. & MacLaren, P. (2008) *Contemporary Issues in Marketing and Consumer Behaviour,* Butterworth-Heinemann. |
| Indicative Reading List | **Further Reading:**<br><br>Brenkery, G.G. (2008) *Marketing Ethics*, Wiley-Blackwell<br>Burnes, B (2009) *Managing Change* Pearson Publishing<br>Charter, M (2002) Marketing & Sustainability, BRASS / Centre for sustainability & Design<br>Maylor H. 1999. *Project Management*. Financial Times Management. London.<br>Tadajewski, M (2008) *Critical marketing: contemporary issues in marketing*, Wiley. |

| Part 3: Assessment | |
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| Assessment Strategy | **Assessment**<br>The assessment strategy has two components:<br>　　A)　which is a 2 hour examination on completion of the module;<br>　　B)　Course Work which comprises<br>　　　　B1: A project / personal learning log ( log incorporates GDP activities and presentation at Degree Conference);<br>　　　　B2: A 3,000 word essay submitted during the course of the module on a contemporary marketing issue.<br><br>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.<br><br>The assessment criteria for components A and B elements are reviewed annually to ensure that they reflect the assessment strategy and learning outcomes. |

| Identify final assessment component and element | **Component A** | |
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| | **A:** | **B**: |
| **% weighting between components A and B** (Standard modules only) | **40%** | **60%** |

**First Sit**

| Component A (controlled conditions)<br>Description of each element | Element weighting<br>(as % of component) |
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| 1. Exam (2 hours) | 100% |
| Component B<br>Description of each element | Element weighting<br>(as % of component) |
| 1. Individual essay (3,000 words) | 60% |
| 2.Project / personal Learning Log ( 1,500 words) | 40% |

| Resit (further attendance at taught classes is not required) | |
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| Component A  (controlled conditions)<br>Description of each element | Element weighting<br>(as % of component) |
| 1. Reflection under controlled conditions | 100% |
| Component B<br>Description of each element | Element weighting<br>(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. | |