



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Introduction to the Principles of Marketing				
Module Code	UISV5S-15-1		Level	1	Version 1
UWE Credit Rating	15	ECTS Credit Rating		WBL module?	No
Owning Faculty	Hartpury College		Field	Sport Science	
Department	Sport		Module Type	Standard	
Contributes towards	BA (Hons) Equine Business Management BA (Hons) Equine Business Management (SW) BA (Hons) Sports Business Management FdA Sports Business Management				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
First CAP Approval Date	20 January 2016		Valid from	01 September 2016	
Revision CAP Approval Date			Revised with effect from		

<b>Review Date</b>	01 September 2022
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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. Explore the principles and concepts of marketing. (A)</li> <li>2. Understand the importance of market orientation as a cross-functional activity relating to business operations. (A)</li> <li>3. Investigate the value of a marketing plan in achieving organisational objectives. (A)</li> <li>4. Appreciate the premise of the marketing audit concept and its use within organisations. (A)</li> <li>5. Analyse the difference between the 'product' mix (4Ps) and the 'service' marketing mix (7Ps). (A)</li> </ol>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Definitions of marketing</li> <li>• Market orientation: examine the role of the consumer (for profit, non-profit,</li> </ul>

	<p>product and service, non-conventional areas i.e. social marketing)</p> <ul style="list-style-type: none"> <li>• Location marketing within the context of business and in relations to other business functions</li> <li>• Introduce the market audit concept and its value in achieving organisational objectives</li> <li>• Principles of the Marketing Mix (4Ps &amp; 7Ps)</li> <li>• Marketing plan, content and structure</li> </ul> <p>The above subjects will be discussed using a broad range of examples including those relevant to the students' programme of study.</p>																				
Contact Hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>Lectures, guided learning, seminars, tutorials</td> <td>33</td> </tr> <tr> <td>Self-directed study</td> <td>12</td> </tr> <tr> <td>Independent learning</td> <td>105</td> </tr> <tr> <td><b>TOTAL HOURS</b></td> <td><b>150</b></td> </tr> </table>	Lectures, guided learning, seminars, tutorials	33	Self-directed study	12	Independent learning	105	<b>TOTAL HOURS</b>	<b>150</b>												
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Teaching and Learning Methods	<p>This module is delivered using large group learning sessions and opportunities for small group work. Additionally essential and recommended reading and exercises will be introduced to guide students through the core syllabus.</p> <p><b>Scheduled Learning</b> includes lectures, seminars, tutorials, assessment supervision, external visits; guest lectures</p> <p><b>Independent Learning</b> includes hours engaged with essential reading, case study preparation, assessment preparation and completion. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p><b>Virtual Learning Environment (VLE)</b> is an online resource where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.</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 1384 1374 1742"> <thead> <tr> <th colspan="5"><u>Key Information Set - Module data</u></th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td>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>150</td> <td>45</td> <td>105</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Coursework:</b> Written assignment or essay  <b>Practical Exam:</b> Oral Assessment and/or presentation</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>	<u>Key Information Set - Module data</u>					<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	45	105	0	150
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Reading Strategy	<p><b>Essential readings</b> Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Further readings</b> Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p><b>Access and skills</b> Formal opportunities for students to develop their library and information skills are provided within the induction period and study skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.</p>																				
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide.</p> <p><b>Books:</b> Baines, P., Fill C. and Page K. (Current Edition) <i>Marketing</i>. Oxford: University Press Oxford. Jobber, D. (Current Edition) <i>Principles and Practice of Marketing</i>. London: McGraw-Hill. Kotler, Armstrong, Wong and Saunders (Current Edition) <i>Principles of Marketing</i>. London: Pearson/ Prentice Hall.</p> <p><b>Journals:</b> 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</p>																				

	<p>Journal of Marketing</p> <p>Journal of Consumer Behaviour</p> <p>Management</p> <p>Marketing and Management</p> <p>Marketing Management</p> <p>Science Review</p> <p>Harvard Business Review</p> <p>The Economist</p> <p>Marketing</p> <p>Campaign</p> <p><b>Other:</b></p> <p>Any/all broadsheet newspapers</p>
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<b>Part 3: Assessment</b>	
Assessment Strategy	<p>Groups of no more than five students will create an infographic.</p> <p>Students will choose an appropriate brand and undertake a market audit supported by industry data and academic theory to summarise the critical success factors. Students will analyse the marketing environment and marketing mix, stating how they can apply this theory to their chosen brand. Marks will be awarded individually based on contributing and presentation performance.</p> <p>The module will be supported by providing formative feedback as students will be required to post to a blog, relating to various aspects of the module.</p> <p>In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.</p>

Identify final assessment component and element	<b>Group Infographic Presentation</b>	
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b> 100%	<b>B:</b> 0%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Group Infographic presentation (20 minutes) with an individual mark.	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions)	<b>Element weighting</b> (as % of component)

Description of each element	
1. Individual Infographic presentation (10 minutes)	100%
Component B Description of each element	Element weighting (as % of component)
<p>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.</p>	