




ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Building a Marketing Business				
Module Code	UMSDJW-15-1	Level	1	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	FBL	Field	Strategy and International Business		
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	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Conduct a market and competitive analysis 2. Select an appropriate competitive position and customer offer 3. Create and use competitive vignettes 4. Understand the significance of location 5. Understand the role of networks and networking 6. Develop group working skills
Syllabus Outline	<ul style="list-style-type: none"> • Understanding the market and competitive landscape: <ul style="list-style-type: none"> ○ <i>Including nature and size of the market, significant market segments, and key competitors</i> • Selecting an appropriate competitive position and customer offer <ul style="list-style-type: none"> ○ <i>Including understanding basics of competitive positioning, and making an appropriate customer offer</i> • Creating and using competitive vignettes <ul style="list-style-type: none"> ○ <i>Including how to access, research, create and use vignettes of exemplar competitors</i> • The significance of location <ul style="list-style-type: none"> ○ <i>Understanding the significance of location, both in terms of networks and networking, as well as hygiene factors such as rent / communications infrastructure etc.</i>

	<ul style="list-style-type: none"> Understanding the role of networks and networking <ul style="list-style-type: none"> <i>Understanding the role of networks and networking in accessing customers and other key resources.</i> 																				
Contact Hours	<ul style="list-style-type: none"> 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 of 3 hours per week across a twelve 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. <p>QAA guidance is available here http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx</p>																				
Teaching and Learning Methods	<ul style="list-style-type: none"> In line with tenets of the ‘flipped classroom’ students will be expected to engage with independent learning prior to attendance at any face to face taught session. Students will be guided to a range of online materials on the Blackboard VLE. It is anticipated that this preparation should take no longer than one hour in total. Scheduled learning will take place largely in small group settings where students will have the opportunity to build upon their understanding of basic concepts by engaging in the development of more complex aspects of theory and practice .This can take the form of case studies, group research activities and other short projects. Scheduled teaching activity on this module will account for 6 hours a week. Following from schedule sessions, students will be expected to work independently to apply their learning to an ongoing project that will form the basis of their assessment. This will account of the remainder of the hours allocated to this module. <p>Scheduled learning includes interactive learning sessions, seminars, practical classes and workshops; lectures; supervised time in workshop</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. 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>																				
Key Information Sets Information	<table border="1" data-bbox="459 1518 1369 1906"> <thead> <tr> <th colspan="5"><u>Key Information Set - Module data</u></th> </tr> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">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> </thead> <tbody> <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 style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Coursework: Written report ,</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	36	114	0	150
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Practical Exam: Oral assessment/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		60%	
Practical exam assessment percentage		40%	
		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:-

Evans, V. (2011) Financial Times Essential Guides Writing a Business Plan: How to win backing to start up or grow your business (FT)

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

Barringer, B. R., and Ireland, D. R. (2012) *Entrepreneurship: Successfully Launching New Ventures*. 4th ed., Upper Saddle River, New Jersey: Pearson Education Inc.

Academic and Practitioner Journals

International Journal of Entrepreneurship and Innovation

Journal of Entrepreneurship

Strategic Entrepreneurship

Journal of Entrepreneurship, Management and Innovation

European Journal of Advertising

European Journal of Marketing

International Journal of Advertising

Journal of Marketing Communications

Journal of Advertising Research

	<p>Journal of Interactive Advertising</p> <p>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><u>Other</u></p> <p>Any/all broadsheet newspapers</p>
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Part 3: Assessment	
Assessment Strategy	<p>Students will be required to work in groups of a maximum of 6 people to develop a new communications business proposal. Formative feedback will be given on an on-going basis over the course of the module within the context of activities in the workshop sessions through direct questioning, peer assessment and feedback. This will enable the module leader to identify the progress of each group on their specific task and facilitate the requirements of controlled conditions.</p> <p>The summative assessment will consist of a group presentation and a group report and will represent the cumulative learning on the module. The assessment will satisfy all of the learning outcomes. Evidence of student engagement with the assessment will be facilitated through the workshop feedback and the requirement for students to record completed stages of their unique business proposal.</p> <p>In the case of the referral assessment, students will be required produce and individual presentation and outline proposal and also will be required to produce a 250 word reflection on the benefits and challenges associated with producing a piece of work within a group work situation.</p>

Identify final assessment component and element	Component A2	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	N/A
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Group presentation (20 mins)	40%	
2. Group business proposal (5000 words)	60%	
Component B Description of each element	Element weighting (as % of component)	
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. Individual recorded presentation (10 mins)	40%	
2. Individual outline new business proposal (1250 words) plus individual reflection (250 words)	60%	
Component B Description of each element	Element weighting (as % of component)	
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.		