**ACADEMIC SERVICES**

## MODULE SPECIFICATION

| Part 1:  Basic Data | | | | | | | |
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| Module Title | Analysing Markets and Marketing | | | | | | |
| Module Code | UMKDJ3-15-1 | | Level | 1 | Version | | 2 |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | WBL module? | | No | |
| Owning Faculty | FBL | | Field | Marketing | | | |
| 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 | 22 March 2017 | | Revised with effect from | September 2017 | | | |

| 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. Understand the context of the marketing and marketing communications industry, current trends and developments, and the marketing roles associated with these<br>2. Develop an economics vocabulary and ability to discuss threshold concepts in economics using real-world examples relevant to this industry<br>3. Ability to apply simple economics concepts and tools, and key marketing analysis tools, to analyse contemporary business issues from the perspectives of consumers, producers, marketers and regulators.<br>4. Awareness of debates within economics and understanding of the variation in impact for individuals, firms, institutions, governments and other economic and business entities.<br>5. Effectively use desk-based research of secondary sources to create profiles of sectors, organisations and brands and be able to present information effectively. |
| Syllabus Outline | • Background<br>   o Outline history of marketing and marketing communications<br>   o Current trends in marketing and marketing communications sector<br>   o Role and function that  marketing communication plays in business<br>• Who does what?<br>   o Structure of the marketing and marketing communications industry<br>   o Structures and roles within organisations and departments |

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| | <ul><li>     ○ Interactions between client and agency communications functions</li><li>Market analysis frameworks<ul><li>○ Market profitability – Porter's five forces framework</li><li>○ Industry cost structure – Porter's value chain model</li><li>○ Key economic models</li></ul></li><li>Researching the industry<ul><li>○ Desk based research techniques</li><li>○ Critical analysis of secondary sources</li><li>○ Creating effective profiles of sectors, organisations and brands.</li></ul></li><li>Graduate prospects in Marketing Communications<ul><li>○ Roles available to graduates in the industry</li><li>○ Application processes and entry requirements</li><li>○ Critical appreciation of the relative skill sets, knowledge base and personal characteristics need to succeed in specific graduate roles</li><li>○ Personal audit/initial career planning</li></ul></li></ul> |
| Contact Hours | <ul><li>In line with the tenets of 'flipped' classroom delivery, initial briefings, threshold concepts and supporting material will accessed online.</li><li>Face to face contact time will total 36 hours and comprise of 6 hours per week across a six week period . Where ever possible, the majority of contact will take the form of workshops and small group teaching.</li><li>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.</li></ul>QAA guidance is available here http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx |
| Teaching and Learning Methods | <ul><li>In line with tenets of the 'flipped classroom' students will be expected to engage with independent learning both before and after attendance at any face to face taught session. Students will be guided to a range of online materials on the Blackboard VLE to prepare in advance of scheduled sessions as well as materials to consolidate learning in a post session environment.</li><li>Scheduled learning will take place largely in an interactive environment where students will be encouraged to build upon their understanding of basic concepts by engaging in the development of more complex aspects of theory and practice using a range of online and offline resources.</li><li>Using a task-focussed, problem-based approach, the delivery of the syllabus will be based around the development of extended projects or case studies on topics of interest or relevance to organisations within the sector. Within the context of a wider projects students might engage in a range of activities which include (but is not limited to) the production of shorter case study examples, group research activities and presentations.</li><li>Scheduled teaching activity on this module will account for 6 hours a week.</li><li>Online logs or e-portfolios or other forms of recording will be used to record engagement and progress on the projects.</li><li>In between scheduled sessions, students will be expected to work independently and in groups that will support their work toward their final assessment. This will account of the remainder of the hours allocated to this module.</li></ul>**Scheduled learning** includes interactive learning sessions, seminars, practical classes and workshops |

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| | **Independent learning** includes hours engaged with materials provided on the VLE, Library and internet searches, essential reading, case study preparation, assignment preparation and completion.. These sessions constitute an average time per level as indicated in the table below. |
| Key Information Sets Information | **Key Information Set - Module data**<br><br>*Number of credits for this module*  15 |

<table>
<tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td><td></td></tr>
<tr><td>150</td><td>36</td><td>114</td><td>0</td><td>150</td><td>✅</td></tr>
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The table below indicates as a percentage the total assessment of the module which constitutes a -

**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

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: | |
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| Written exam assessment percentage | 0% |
| Coursework assessment percentage | 0% |
| Practical exam assessment percentage | 100% |
| | 100% |

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| 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.<br><br>In line with the 'flipped' philosophy, students will be directed to specific resources and expected to undertake essential reading prior to each session.<br><br>**Essential reading**<br> There are no specific texts that students are required to purchase for this module.  Instead they will be guided to a range of academic and practitioner market reports and sources according to the sector, organisation and brand they choose to research<br><br>**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 |
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| Indicative Reading List | **Full reading list available at:**<br><br>https://uwe.rl.talis.com/lists/4D2F4752-E6FB-80BB-3923-9852E85EA663.html<br><br>**Key Texts**<br><br>Begg, D. & Ward. D. (2012). *Economics for Business* (4th ed.). McGraw-Hill – to reflect this change in emphasis from history to current economic perspectives<br><br>Kourdi, J. J. (Ed.). (2011). *The Marketing Century: How Marketing Drives Business and Shapes Society.* John Wiley & Sons. |

| **Part 3:  Assessment** |
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| Assessment Strategy | The Teaching and Learning Strategy on this module requires students to address the learning outcomes through a process of extended engagement with a case or issue of currency and relevance to the field.  Over the duration of the module, evidence of engagement with this activity will be recorded on an e-portfolio, log or other monitoring mechanism.<br><br>As a matter of course, formative assessment feedback will be given on an on-going basis within the taught sessions. This may take a range of forms and includes (but is not limited to) direct questioning, peer assessment and feedback. Throughout the module students will be encouraged to become independent learners. They will be required to set their own goals and use formative assessment as a tool to track their own progress against module learning outcomes.<br><br>Summative assessment on this module takes the form of Component A, an individual presentation. The presentation is intended to signify the culmination of the total work undertaken over the course of the module. Clear links with students' module-based activity may be established either through the presentation content or through direct references or hyperlinks to the individual student's e-portfolio, log or monitoring mechanism. |
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| Identify final assessment component and element | Component A | |
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| | **A:** | **B**: |
| **% weighting between components A and B** (Standard modules only) | **100%** | **N/A** |

| **First Sit** | |
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| **Component A** (controlled conditions)<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
| 1.   Individual Presentation (15 minutes) | 100% |

| **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.   Individual Presentation  (15 minutes) | 100% |

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.