



## **Module Specification**

### **Analysing Markets and Marketing**

Version: 2023-24, v2.0, 12 May 2023

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## Part 1: Information

**Module title:** Analysing Markets and Marketing

**Module code:** UMKDJ3-15-1

**Level:** Level 4

**For implementation from:** 2023-24

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**Faculty:** Faculty of Business & Law

**Department:** FBL Dept of Business & Management

**Partner institutions:** None

**Delivery locations:** Not in use for Modules

**Field:** Marketing

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** See Learning Outcomes

**Outline syllabus:** Background:

Outline history of marketing and marketing communications

Current trends in marketing and marketing communications sector

Role and function that marketing communication plays in business

Who does what?:

Structure of the marketing and marketing communications industry

Structures and roles within organisations and departments

Interactions between client and agency communications functions

Market analysis frameworks:

Market profitability – Porter’s five forces framework

Industry cost structure – Porter’s value chain model

Key economic models

Researching the industry:

Desk based research techniques

Critical analysis of secondary sources

Creating effective profiles of sectors, organisations and brands.

Graduate prospects in Marketing Communications:

Roles available to graduates in the industry

Application processes and entry requirements

Critical appreciation of the relative skill sets, knowledge base and personal characteristics need to succeed in specific graduate roles

Personal audit/initial career planning

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** In line with the tenets of 'flipped' classroom delivery, initial briefings, threshold concepts and supporting material will be accessed online.

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.

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.

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.

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.

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.

Scheduled teaching activity on this module will account for 6 hours a week.

Online logs or e-portfolios or other forms of recording will be used to record engagement and progress on the projects.

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.

Scheduled learning includes interactive learning sessions, seminars, practical classes and workshops.

Independent learning includes hours engaged with materials provided on the VLE, Library and internet searches, essential reading, case study preparation, assignment preparation and completion.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Understand the context of the marketing and marketing communications industry, current trends and developments, and the marketing roles associated with these

**MO2** Develop an economics vocabulary and ability to discuss threshold concepts in economics using real-world examples relevant to this industry

**MO3** 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

**MO4** Awareness of debates within economics and understanding of the variation in impact for individuals, firms, institutions, governments and other economic and business entities

**MO5** Effectively use desk-based research of secondary sources to create profiles of sectors, organisations and brands and be able to present information effectively

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/umkdj3-15-1.html) via the following link <https://uwe.rl.talis.com/modules/umkdj3-15-1.html>

## **Part 4: Assessment**

**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.

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.

Summative assessment on this module takes the form of 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.

**Assessment components:****Presentation (First Sit)**

Description: Individual presentation (15 minutes)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Presentation (Resit)**

Description: Individual presentation (15 minutes)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Part 5: Contributes towards**

This module contributes towards the following programmes of study: