



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Applied Marketing Communications				
Module Code	UMKDJT-15-1	Level	1	Version	1
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			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"> <li>1. Demonstrate an understanding of the range of marketing communications tools available</li> <li>2. Recognise the relative strengths and limitations that communications tools have individually or in combination</li> <li>3. Recognise that different communications tools are appropriate for different target audiences</li> <li>4. Explore how different communications tools combine to achieve different communications objectives</li> <li>5. Reflect on the logistical challenges of using multiple communications tools</li> </ol>
Syllabus Outline	<ol style="list-style-type: none"> <li>1. Planned versus unplanned communication – ‘touchpoints’</li> <li>2. The components of the marketing communications tool box</li> <li>3. The relative strengths and limitations of each of the marketing communications tools</li> <li>4. Combining communications tools to achieve specific objectives</li> <li>5. Choosing the appropriate tool(s) for specific target audiences</li> </ol>
Contact Hours	<ul style="list-style-type: none"> <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 3 hours per week across a 12 week period . Where ever possible, the majority of contact will</li> </ul>

	<p>take the form of workshops and small group teaching.</p> <ul style="list-style-type: none"> <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> <p>QAA guidance is available here  <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx</a></p>																				
Teaching and Learning Methods	<ul style="list-style-type: none"> <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 over a 12 week period will account for 3 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> <p><b>Scheduled learning</b> includes interactive learning sessions, seminars, practical classes and workshops; lectures; supervised time in workshop.</p> <p><b>Independent learning</b> 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.</p>																				
Key Information Sets Information	<table border="1"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> </thead> <tbody> <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> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>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>	<b>Key Information Set - Module data</b>					<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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**Written Exam:** Open book written 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:			
Written exam assessment percentage		100%	
Coursework assessment percentage		0%	
Practical exam assessment percentage		0%	
		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:-

Eagle, L., Dahl, S., Czarnecka, B., & Lloyd, J. (2014). *Marketing Communications*. Routledge

**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**

Fill, C. (2009). *Marketing Communications: interactivity, communities and content*. Pearson Education.

De Pelsmacker, P., Geuens, M., & Van den Bergh, J. (2005). *Foundations of Marketing Communications. A European perspective*. Harlow: Prentice Hall.

**Academic and Practitioner Journals**

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

	Journal of Marketing Journal of Consumer Behaviour Management Marketing and Management Marketing Management Science Review Harvard Business Review The Economist Marketing Campaign <u>Other</u> Any/all broadsheet newspapers
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**Part 3: Assessment**

Assessment Strategy	<p>This assessment is expected to represent the cumulative learning of students over the course of this module. In this assessment, students will be expected to draw upon the research, analysis and learning accrued over the course of the module in order to produce a reasoned and evidenced communications proposal within a controlled open book exam context.</p> <p>Students will be expected to work on aspects of their proposal over the course of the module and record their work in a module e-portfolio, log or monitoring mechanism. During this time students will be given formative feedback on the work generated within context of scheduled sessions. This may take a range of forms and includes (but is not limited to) direct questioning, peer assessment and feedback. Students will be encouraged to develop their skills as independent learners through personal goal setting and personal reflection and will use formative assessment as a tool to track their own progress against module learning outcomes.</p> <p>Within the context of an open book exam context, students will be given an organisational or market challenge and will be required to offer an appraisal of the relevance and relative value of the respective communication channels, media and vehicles within given a business context and in respect to the target market in question. They are then required offer a reasoned and evidenced communications solution.</p>
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Identify final assessment component and element	<b>Component A</b>	
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100%</b>	<b>N/A</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Open book exam (2 hours)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. N/A	N/A	

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Open book exam (2 hours)	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. 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.	