


ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Market Research and Analytics				
Module Code	UMKDJ5-15-2		Level	2	Version1
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 2018	
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. Be able to write a detailed research proposal in response to a given research brief in which they able to: 2. Analyse a given situation with a view to identifying an appropriate research question and research objectives. 3. Select an appropriate research epistemology and methodology 4. Collect and analyse data using robust methods 5. Draw and report conclusions and make recommendations 6. Work effectively in groups
Syllabus Outline	<ul style="list-style-type: none"> - Introduction to market research - The role of research in marketing communication management - Introduction to research philosophy - The structure and components of an effective briefing document - Formulating objectives - Selecting the most appropriate research methodology and method - Research methodology and method - Quantitative research methods - Qualitative research methods - Pre and post testing

	<ul style="list-style-type: none"> - Tracking and longitudinal data collection - Data analysis and drawing conclusions - Presentation of results and writing effective research reports
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 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. <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 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 an average of 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. <p>Scheduled learning includes interactive learning sessions, seminars, demonstration, practical classes and workshops; lectures; work based learning;</p> <p>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.</p>

Key Information Sets Information	Key Information Set - Module data																												
	Number of credits for this module					15																							
	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																								
	150	36	114	0	150																								
<p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>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</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> <table><tr><td colspan="2">Total assessment of the module:</td><td></td><td></td></tr><tr><td colspan="2"></td><td></td><td></td></tr><tr><td colspan="2">Written exam assessment percentage</td><td colspan="2">0%</td></tr><tr><td colspan="2">Coursework assessment percentage</td><td colspan="2">100%</td></tr><tr><td colspan="2">Practical exam assessment percentage</td><td colspan="2">0%</td></tr><tr><td colspan="2"></td><td colspan="2">100%</td></tr></table>						Total assessment of the module:								Written exam assessment percentage		0%		Coursework assessment percentage		100%		Practical exam assessment percentage		0%				100%	
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Practical exam assessment percentage		0%																											
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Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include 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.</p> <p>Students will be directed and expected to undertake essential reading throughout the module. However, depending upon specific topics addressed over the course of the module, students will be expected to undertake additional reading for themselves. 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.</p> <p>Essential reading Students are expected to purchase or have open access to following text as it is considered core to the module:-</p> <p>Bradley, N. (2007). <i>Marketing research: tools & techniques</i>. Oxford University Press.</p>																												
Indicative Reading List	<p>Books</p> <p>Hague, P. N., Hague, N., & Morgan, C. A. (2013). <i>Market Research in Practice: How to get greater insight from your market</i>. Kogan Page Publishers.</p> <p>McGivern, Y. (2013). <i>The Practice of Market Research: An Introduction</i>. Pearson</p>																												

	<p>Higher Ed.</p> <p>Poynter, R. (2010). <i>The Handbook of Online and Social Media Research: Tools and techniques for market researchers</i>. John Wiley & Sons.</p> <p>Academic and Practitioner Journals</p> <p>Academy of Marketing</p> <p>European Journal of Advertising</p> <p>European Journal of Marketing</p> <p>International Journal of Advertising</p> <p>Journal of Marketing Communications</p> <p>Journal of Advertising Research</p> <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>This assessment is expected to represent the cumulative learning of students over the course of this module and takes the form of a market research report.</p> <p>Students will be expected to work in groups of no more than 6 people on an extended piece of market research activity for the duration of the module and record the work of the group and their individual contributions in a module e-portfolio, log or monitoring mechanism. The task will take students from the point of briefing to the final presentation of results; the latter being the piece of work submitted for summative assessment.</p> <p>Throughout the module 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>This piece of assessment has been identified as Component A as students will be required to keep a record of their assessment preparation in their</p>

	module e-portfolio, log or monitoring mechanism. Individual contributions will be identified through personal statements and peer assessment that should appear as part of the final report. Hyperlinks to evidence within individual students' e-portfolios or logs supporting these statements should also be included in the personal statements.
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Identify final assessment component and element	Component A	
% 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. Market Research Report (Group) (5000 words)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. 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 Market Research Report (1250 words) plus reflective piece on the role of group work (250 words)	100%
Component B Description of each element	Element weighting (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.	