University of the
West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Managing Business Services					
Module Code	UMKDJ7-15-2		Level	2	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	On successful completion of this module students will be able to: 1. Demonstrate an understanding of the distinctive characteristics of services and their implications for marketer and customer 2. Compare and contrast relationship versus transactional marketing and understand the relevance of relationships to the service context 3. Identify relationship drivers, analyse their interrelationships, and show how they can be managed 4. Apply appropriate theory to analyse the service encounter and to explore the role of service personnel in influencing the customer experience 5. Understand the range of strategic, tactical, and operational tasks for marketers to manage in the context of business relationships 6. Demonstrate the ability to apply concepts to a practical situation, analyse and synthesise information, evaluate options, and make recommendations

Syllabus Outline	• The nature of relationships in business: origins, structures, climate (power/dependence) • Relationship development: stages, drivers, levels (organizational and personal) • Service characteristics and qualities • Understanding and managing customers: decision-making process, value co-creation • Service encounters: service delivery, service failure and recovery, physical evidence • Managing service personnel • Internal relationship marketing • Managing capacity and demand • Pricing strategies and tactics • Communicating with customers
Contact Hours	• 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 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. QAA guidance is available here http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx
Teaching and Learning Methods	• 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 over a 6 week period 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; lectures;

	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

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	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

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:-

Wilson, A., Zeithaml, V., Bitner, MJ, and Gremler, D. (2016) *Services Marketing: Integrating Customer Focus Across the Firm*, 3/e, McGraw-Hill, Maidenhead.

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**
	Ellis, N. (2011) *Business-to-Business Marketing: Relationships, Networks & Strategies*, Oxford: Oxford University Press.
	Ford, D., Gadde, L-E., Hakansson, H., and Snehota, I. (2011) *Managing Business Relationships*, 3/e, Wiley, Chichester.
	Gronroos, C. (2011) *Service Management and Marketing: Customer Management in Service Competition*, 3/e, Wiley, Chichester.
	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
	Other
	Any/all broadsheet newspapers

Part 3: Assessment	
Assessment Strategy	The Teaching and Learning Strategy on this module requires students to address the learning outcomes through engagement with module content and active workshop participation where they will be expected undertake an extended piece of analysis or case study on an aspect of the management of business services that is of currency and relevance to the marketing communications field.
	Over the course of the module, formative assessment feedback will be given on an on-going basis within the context of the workshop activities to ensure a detailed understanding and appreciation of the nature and characteristics of business services and effective management practices within a marketing communications context. 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 Component A, an open book case study examination. This assessment represents the culmination of the total work undertaken over the course of the module where students will have interrogated and analysed a business services management case study over an extended period and responded to specific tasks and questions under controlled conditions.

Identify final assessment component and element	Component A	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**100%**	**N/A**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Open book exam (2 hours)	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. Open book exam (2 hours)	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.	