



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Market Insight for Maximum Effectiveness				
Module Code	UMKDJ6-15-2	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	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the fundamental psychological, sociological, structural and cultural factors that influence consumer behaviour and their potential impact on consumers' responses to marketing communications. 2. Understand some of the factors that influence the consumer decision-making processes to develop effective communications campaigns which target specific market segments. 3. Discuss relevant consumer behaviour theory and its ability to provide real insights into the behaviour of potential customers and their responses to communications. 4. Critically appraise the role that marketing communications plays in the lives of consumers. 5. Demonstrate the importance of understanding consumer psychology to maximise the effectiveness of B2B and B2C communications campaigns. 6. Analyse marketing environments, identifying factors that enhance or disrupt the ability of the target market to successfully engage with communication and propose strategies for maximum communication effectiveness.
Syllabus Outline	<ul style="list-style-type: none"> • Understanding Consumer Processing <ul style="list-style-type: none"> ○ Consumer Perception ○ High & Low Involvement Processing ○ Consumer Motivation

	<ul style="list-style-type: none"> ○ Consumer Attitudes ○ Consumer Learning ○ The Self ○ Individual and Group Decision Making Processes ○ Group Influence ● Understanding Consumers' Environments <ul style="list-style-type: none"> ○ Culture ○ The effect of changing technology on consumers ○ Globalisation ● Understanding and Identifying Audiences <ul style="list-style-type: none"> ○ Consumer market research- how concepts such as behavioural segmentation, consumer 'lifestyle' segmentation, and consumer values can be analysed to produce insights into consumers processing of communications materials. ○ 'Mindful consumption'- how consumers concerns regarding environmental protection and sustainability impact consumer decision making.
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 accessed online. ● Face to face contact time will total 36 hours and comprise of 3 hours per week across a twelve 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 over a 12 week period will account for 3 hours a week. ● Online logs or e-portfolios or other forms of recording will be used to record engagement and progress on student 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 for the remainder of the hours allocated to this module.

Scheduled learning includes interactive learning sessions, seminars, demonstration, practical classes and workshops; lectures; supervised time in studio/workshop.

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				
<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

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

Coursework: Business Report

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	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy

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.

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>Essential reading Students are expected to purchase or have open access to following text as it is considered core to the module:-</p> <p>Solomon, M., Bamossy, G., Askegaard, S., & Hogg, M. (2013). <i>Consumer Behaviour, A European Perspective</i>. Prentice Hall.</p>
Indicative Reading List	<p><u>Books</u> Evans, M., Jamal, A., & Foxall, G. R. (2006). <i>Consumer Behaviour</i>. Chichester: John Wiley & Sons. Blythe, J (2013) <i>Consumer Behaviour</i>, Sage Publications Ltd, London Cova, B., Kozinets, R., & Shankar, A. (2012). <i>Consumer Tribes</i>. Routledge.</p> <p>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</p> <p><u>Other</u> Any/all broadsheet newspapers</p>

Part 3: Assessment	
Assessment Strategy	<p>This assessment is expected to represent the cumulative learning of students over the course of this module. In response to a current and relevant issue around consumer insight, students will be expected to draw upon their accrued learning in order to produce a well-researched, reasoned and evidenced business report.</p> <p>In this report, students will be expected to demonstrate their ability to analyse a given market situation and identify and distinguish between market segments. They should demonstrate an understanding of the cultural and environmental factors that influence the behaviour of individual segments and the psychological factors that affect consumer choice processes. Within the context of a particular market insight challenge, they should then be able to use their analysis to make recommendations as to a particular course of action.</p>

	<p>Students will be expected to work on aspects of their report over the duration 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 taught sessions. This may take a range of forms and includes (but is not limited to) direct questioning and peer assessment. 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 module e-portfolio, log or monitoring mechanism. The reports can then be evidenced on the basis of the students' own work using hyperlinks or direct references.</p>
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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. Business Report (2500words)	100%	
Component B Description of each element	Element weighting (as % of component)	
2. 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. Business Report (2500 Words)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. N/A	N/A	
<p>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.</p>		