



Module Specification

Market Insight for Maximum Effectiveness

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

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Part 1: Information

Module title: Market Insight for Maximum Effectiveness

Module code: UMKDJ6-15-2

Level: Level 5

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: Understanding Consumer Processing:
Consumer Perception.

High and Low Involvement Processing.

Consumer Motivation.

Consumer Attitudes.

Consumer Learning.

The Self.

Individual and Group Decision Making Processes.

Group Influence.

Understanding Consumers' Environments:

Culture.

The effect of changing technology on consumers.

Globalisation.

Understanding and Identifying Audiences:

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.

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 3 hours per week across a twelve week period. Wherever 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 project 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.

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

MO1 Understand the fundamental psychological, sociological, structural and cultural factors that influence consumer behaviour and their potential impact on consumers' responses to marketing communications.

MO2 Understand some of the factors that influence the consumer decision-making processes to develop effective communications campaigns which target specific market segments.

MO3 Discuss relevant consumer behaviour theory and its ability to provide real insights into the behaviour of potential customers and their responses to communications.

MO4 Critically appraise the role that marketing communications plays in the lives of consumers.

MO5 Demonstrate the importance of understanding consumer psychology to maximise the effectiveness of B2B and B2C communications campaigns.

MO6 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.

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/umkdj6-15-2.html) via the following link <https://uwe.rl.talis.com/modules/umkdj6-15-2.html>

Part 4: Assessment

Assessment strategy: 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.

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.

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.

This piece of assessment has been identified as Task 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.

Assessment components:

Report (First Sit)

Description: Business report (2500 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Report (Resit)

Description: Business report (2500 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Part 5: Contributes towards

This module contributes towards the following programmes of study: