MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Practical Marketing Skills 2					
Module Code	UMKDK3-15-2		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: 1. Be able to produce a high quality briefing document 2. Construct a professional proposal document 3. Understand the concepts of critical thinking and creativity and put them into practice 4. Write copy in response to a brief 5. Be able to work and reflect upon how costings should be covered in fees and remuneration. 6. Understand what comprises a solid business case and be able to construct one 7. Produce good visual material to illustrate key concepts 8. Critically appraise what constitutes creativity 9. Reflect on the use of practical marketing skills in their other modules
Syllabus Outline	• Marketing Briefs and Proposals - What constitutes a good briefing document - What constitutes a good proposal in response to a brief • Creativity and Critical Thinking - What is 'creativity' in marketing and marketing communications? - Manifestations of creativity • Creating a solid business foundation - Costing work correctly

	- Writing a good business case
	• Copywriting and Visual representation
	     - Writing copy
	     - Creating visuals
	     - Critically appraising creative output

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 an average of 1.5 hours per week across a 24 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. • The syllabus content will reflect the academic and management skills required for successful completion of modules and assessment across the students' programme of study. • Scheduled teaching activity on this module will account for an average of 1.5 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, 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

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 -

Coursework: Portfolio

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	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:- Attea ,T (2008)The Secrets of Successful Creative Advertising, Really Helpful Books, London **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	**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	
	Students are required, over the course of the module, to compile a portfolio of evidence that demonstrates their proficiency in a range of practical marketing skills outlined by the module's Learning Outcomes. Within scheduled sessions, students will have the opportunity to practice and improve their skill level but evidence of proficiency can also be drawn from any of the modules studied and also from extracurricular activities.
	Students will be encouraged to identify their personal areas of development and to set their own goals. They will then use formative assessment within this module and from modules across the programme as a tool to track their progress and reflect upon what actions have yet to be taken.

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. Professional Skills Portfolio	100%
Component B **Description of each element**	**Element weighting** (as % of component)
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. Professional Skills Portfolio	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
N/A	N/A