



MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Integrated Marketing Communications				
Module Code	UMKDJ4-15-2	Level	2	Version	2
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	FBL	Field	Marketing		
Department	Business and Management	Module Type	Standard		
Contributes towards	BA (Hons) Marketing Communication Management; BSc(Hons) Business Computing				
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	28 June 2017		Revised with effect from	September 2017	

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. Analyse the communications environment 2. Formulate and prioritise communications objectives 3. Formulate segmentation, targeting and positioning strategies 4. Understand the nature of creativity 5. Select the appropriate communications mix in response to satisfy the communications objectives. 6. Formulate a detailed integrated marketing communications strategy 7. Produce a proposal document and accompanying visuals and present them effectively 8. Work effectively in groups
Syllabus Outline	<ul style="list-style-type: none"> • Introduction integrated marketing communications <ul style="list-style-type: none"> - Communications theory - Semiotics - The creation of narrative • The communications audience <ul style="list-style-type: none"> - segmenting the market, targeting and positioning - primary and secondary targets • Selecting the communications mix <ul style="list-style-type: none"> - Traditional communications mix

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	<ul style="list-style-type: none"> - Digital, social - Non-conventional (i.e. astroturfing, guerrilla marketing) • Creating a coherent communications strategy <ul style="list-style-type: none"> - Integration of media - Translation of creative across media - Timing and logistics of delivery • Identifying and measuring the success of a campaign • Writing a campaign proposal • Presenting work effectively
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 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. <p>Scheduled learning includes interactive learning sessions, seminars, demonstration, practical classes and workshops; lectures; work based learning; supervised time in studio or workshop.</p> <p>Independent learning includes hours engaged with materials provided on the VLE, Library and internet searches, essential reading, case study preparation,</p>

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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 -

Practical Exam: Group pitch presentation

Coursework: Supporting documentation

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	40%
Practical exam assessment percentage	60%
	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:-

Eagle, L., Dahl, S., Czarnecka, B., & Lloyd, J. (2014). *Marketing Communications*. Routledge.

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.

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Indicative Reading List	<p><u>Books</u></p> <p>Fill, C. (2009). <i>Marketing Communications: interactivity, communities and content</i>. Pearson Education.</p> <p>De Pelsmacker, P., Geuens, M., & Van den Bergh, J. (2005). <i>Foundations of marketing communications. A European perspective</i>. Harlow: Prentice Hall.</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>Marketing and Management</p> <p>Marketing Management</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 'pitch exercise'. On the basis of a given brief, students are expected to work in group to analyse the environment and produce a full and detailed response that satisfies all of the learning objectives of the module in the form of a 'pitch' presentation. Students will be expected to work in groups of no more than 6 people on the preparation of a marketing communications 'pitch' 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.</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 present their work as a group and to keep a record of their assessment preparation in their module e-portfolio, log or monitoring mechanism. Individual contributions to the pitch exercise will be identified through personal statements and peer assessment that should appear as part of the documentation. Hyperlinks to evidence within individual students</p>
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	<p>e-portfolios or logs supporting these statements should also be included in the personal statements.</p> <p>In the case of the referral assessment, students will be required produce and individual presentation and outline proposal and also will be required to produce a 250 word reflection on the benefits and challenges associated with producing a piece of work within a group work situation.</p>
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Identify final assessment component and element	Component A1	
% 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. Pitch presentation(Group) (15 minutes)	60%	
2. Supporting documentation (5000 words)	40%	
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. Recorded presentation(Individual) (15 minutes)	60%	
2. Supporting documentation (1250 words) plus reflective piece (250 words)	40%	
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>		

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First CAP Approval Date	1 June 2016			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>	28 June 2017	Version	2	No RIA – work log 4404