MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Marketing for Managers					
Module Code	UMKDLC-15-1		Level	1	Version	1
UWE Credit Rating	15	ECTS Credit Rating	15	WBL module?	Yes	
Owning Faculty	FBL		Field	Marketing		
Department	BBS: Business and management		Module Type	Standard		
Contributes towards	BA(Hons) Leadership and Management Practice					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	n/a		
First CAP Approval Date	14 July 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. Explain the role of marketing within a business management context.(A,B) 2. Understand and describe the importance of market orientation for those working within a business management context as a cross-functional activity relating to all business functions.(A,B) 3. Explore the value of a marketing plan in achieving and evaluating organisational objectives.(A,B) 4. Demonstrate an understanding of core marketing concepts, including the the market audit concept, and the marketing mix.(A,B) 5. Evaluate the difference between the 'product' marketing mix (4Ps) and the 'service' marketing mix (7Ps).(A,B) 6. Demonstrate their ability to work in a team (A)
Syllabus Outline	• Definitions of marketing • Market orientation: examine the role of the consumer (for profit, non-profit, product and service, non-conventional areas i.e. social marketing) • Locating marketing within the context of business and in relation to other business functions. • Introduce the market audit concept and its value in achieving organisational objectives • Principles of the Marketing Mix (4Ps and 7Ps) • Marketing plan, content and structure
Contact Hours	The module will typically be studied on a day release basis, although employer preference may dictate a different delivery pattern. Contact time per module will

	equate to 3 hours per week over a 12 week teaching block. There is a focus on flipped delivery supported by technology, here the delivery of core theoretical concepts moves from the classroom into the online space and face to face sessions focus on collaborative learning, sense making and sharing of experiences. Post session (face to face) online activities help the student to apply their learning to the context of their organisation and personal and professional development.
Teaching and Learning Methods	This module is centred on students 'learning by doing' and the emphasis is located on problem-posing learning rather than rote teaching The specific teaching and learning methods of this module are grounded in the principles and practice of action learning. The approach will be developmental and students will be expected to make a substantial contribution to the content and conduct of the module. Teaching and learning methods are focused around a problem posing pedagogy that draws on student and peer experiences. Lectures will have blended material embedded within them and may be presented as podcasts on BB for students to follow at any time. Students will be exposed to the more complex technical, organisational and social concepts through seminars and workshops. Workshops offer the opportunity to apply the theory accrued in both lectures and private study primarily through the use of case studies and the critical appraisal of 'live' cases and issues. Cases and issues will be drawn from the students own working environment. The workshop programme explores and applies core syllabus concepts within a broad marketing arena and within the specialist context of the student's working practice. **Scheduled learning** includes on-line materials such as lectures, seminars, tutorials, workshops. **Independent learning** includes hours engaged with essential reading, data collection in own organisation or case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are

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: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical 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				
Coursework assessment percentage			50%	
Practical exam assessment percentage			50%	
			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 on 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 necessary to demonstrate a comprehensive knowledge. **Essential reading:** Students are expected to purchase or have open access to the following text as it is considered core to the module: Baines, P., Fill, C. and Page, K. (2013) *Essentials of Marketing*. Oxford: Oxford University Press.
Indicative Reading List	**Further reading:** **Books:** Baines, P., Fill, C. and Page, K. (2014) *Marketing* (third edition). Oxford: Oxford University Press. Jobber, D. (2013) *Principles and Practice of Marketing* (sixth edition). London: McGraw-Hill Kotler, P., Armstrong, G., Harris, L.C. and Piercy, N. (2013) *Principles of Marketing* (sixth European edition). Harlow: Pearson Education. **Academic and Practitioner Journals** 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 Harvard Business Review The Economist Marketing Campaign

	Other Broadsheet newspapers

Part 3: Assessment

Assessment Strategy	Component A: Creation of a presentation board/infographic (50%) This is a group activity where students undertake a market audit and present the results in the form of a concept board/infographic (no larger than A2) that depicts the market audit process, highlights key elements of market data and academic theory and identifies, prioritises and summarises the critical success factors. Progress is monitored through the use of timed/dated blogs. Component B: Production of a business report (50%) An individual report. Using the evidence collected over the course of the market audit and on the basis of the critical success factors identified, students make substantiated recommendations as to how a brand's marketing mix should be altered/developed and, for key stakeholder groups, explain why and how these changes should be best communicated. Formative assessment strategies, such as direct questioning, peer assessment and feedback, will be utilised throughout the module delivery to assist students to have a clear understanding of the module learning outcomes, how they will be assessed and to give students the opportunity to set their own goals.

Identify final assessment component and element	**Component B**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**50%**	**50%**

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Presentation board and progress report (30 mins incl. Q&A)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Individual extended essay (1500 words)	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Individual report (1500 words)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Individual extended essay (1500 words)	100%

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.