



University of the  
West of England

### MODULE SPECIFICATION

Part 1: Information			
Module Title	Economics for Events and Marketing		
Module Code	UMEDGW-15-1	Level	1
For implementation from	September 2017		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	FBL	Field	Economics
Department	Accounting, Economics and Finance		
Contributes towards	BA (Hons) Marketing Communications; BA (Hons) Business Management with Marketing; BA (Hons) Business and Events Management;		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	Economic Principles in a Contemporary Context UMED8D-15-1; Understanding the Business and Economic Environment (variants): UMED8A-15-1 UMED8E-15-1		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Module overview:</p> <p>This module introduces students to basic economic principles with relevance to marketing and events, through the use of case studies uncovering contemporary issues, trends and challenges. The course will expose students to the ways in which economic concepts can be used to analyse and understand the different interests, needs and roles of individuals, enterprises, institutions and other business/economic entities. The central theme is around the notion of information. Teaching and assessment are designed in order to enable students to develop both awareness as well as practical analytical skills.</p> <p>On successful completion of this module students will be able to demonstrate the following:</p> <ul style="list-style-type: none"> <li>• Possession of an extensive economics vocabulary and ability to discuss threshold concepts in economics using real-world examples. (A,B)</li> <li>• Ability to apply simple economics concepts and tools to analyse contemporary business issues from the perspectives of consumers, producers, marketers and regulators. (A,B)</li> <li>• Awareness of debates within economics and understanding of the variation in impact for individuals, firms, institutions, governments and other economic and business entities. (A,B)</li> <li>• Ability to interpret, manipulate and analyse both graphical and tabular business and economic data. (A,B)</li> </ul>

The module will also equip students with the practical and analytical skills and tools to understand and discuss key economic and business issues. These will include but not be restricted to the following.

- Searching and interpreting data in different forms (graphs, tables, diagrams). (A,B)
- Identifying a range of economic and business viewpoints within different styles of written sources (academic, media, policy, corporate, institutions etc.) (A,B)
- Positioning economic/business concepts and debates within a particular context (geographical, institutional, policy, economic etc.) (A,B)

In addition, the education experience may explore, develop, and practice but not formally discretely assess the following.

- Ability to reference and draw on different sources of information to support their argument (e.g. academic, corporate, media, institutions, government etc.) (B)
- Ability to engage in discussion about key economic issues as discussed in the media/academic debates (A,B)
- Ability to work in a team, manage time, and present/discuss findings (A)

Key themes covered include (non-exhaustive list):

- Consumer operations and perspective
- Producer operations and perspective
- Different role and conceptualization of information and data
- The importance and variation of context (business, institutional, macroeconomic, geographical, political etc.)
- Impact of trends and changes in the business/economic environment and modes of operation

The course will introduce core concepts and terminology including (but not restricted to):

- Supply and demand
- Equilibrium, optimization, elasticity
- Price mechanism
- Information/data
- Core assumptions (e.g. imperfection, role of individual, efficiency)
- Role of institutions (structure, infrastructure, rules, regulations)
- Specific subthemes within economics e.g. behavioural economics, institutional economics

These key themes, concepts, underlying assumptions, basic terminology, mechanisms and economic/business entities will be explored through the use of selected case studies that highlight different aspects of the debates. These case studies are chosen to reflect current affairs and prominent issues across consumption, production, institutions and policy. The case studies will cover different aspects of economic and business behaviour including manufacturing, services, environment, regulation/policy and will draw on the research activities of the teaching staff.

Module delivery will be based on 3 hours of scheduled learning and teaching activities per week. These are made up of 1 lecture, 1 lectorial and 1 workshop. In addition, staff will be available during the semester during their office hours (2 hours a week) for face-to-face meetings. Queries and extended discussions with staff can also be raised through blackboard or e-mail. Extensive use will be made of Blackboard (see below) for weekly guided case study preparation; to support students' learning; to facilitate interactions between students and to provide feedback on formative and summative assessments. Students will also be directed towards the UWE Library online Study Skills resources and Careers resources and a number of e-learning resources will also be used.

**Blackboard** – This module is supported by Blackboard, where students will be able to find all necessary module documentation, including guidance on further reading and discussion questions to prepare. These will be detailed in the module handbook/outline. Direct links to information sources and other resources will be provided from within Blackboard.

**UWE Libraries** – Engagement with various manual and e-resources available through the library will be a core requirement of this module. This includes resources such as mySkills/Skills zone (workshops for information retrieval, referencing, evaluation skills and literature reviewing) and the Skills4Study (academic reading/note making/writing, critical thinking, referencing and plagiarism).

#### E-learning resources

- The MySkills Study Skills website: [www.uwe.ac.uk/library/resources/hub/](http://www.uwe.ac.uk/library/resources/hub/)
- Skills4study (s4s) as part of the MySkills resource: [www.skills4study.com](http://www.skills4study.com)
- Learn Higher: [www.learnhigher.ac.uk/Students.html](http://www.learnhigher.ac.uk/Students.html)
- Espresso Maths: [www.cems.uwe.ac.uk/mslc/](http://www.cems.uwe.ac.uk/mslc/)

- iSkillzone: [iskillzone.uwe.ac.uk](http://iskillzone.uwe.ac.uk)
- Careers: <http://myfuture.uwe.ac.uk/RenderPages/RenderHomePage.aspx>

The syllabus is taught through three different forms of contact.

1. Lectures will introduce core concepts, mechanisms, terminology, assumptions and highlight context and debates.
2. Lectorials will present the case studies, identify key issues, discuss context, explore the strengths and limitations of the underlying analytical frameworks / economic concepts.
3. Workshops will link concepts and terminology to the cases, engage students in critical thinking and to build skill set around analytical approaches (e.g. introducing diagrams, interpreting trends data in graph/table format, identifying relationships/tensions between business and economic entities).

### Part 3: Assessment

This module deploys a mix of formative and summative assessment. Their aim is to evaluate the student's skill in understanding and applying a range of economic concepts applicable to the individual, the firm and the economic environment (nationally and globally).

The teaching will be geared towards engaging students in connecting the conceptual framework, the evidence, and using select analytical tools.

Students will be assessed through a mix of formative and summative assessments. The objective is to evaluate the students' ability to understand and apply core economic concepts to contemporary issues relevant to consumers, producers, policy and regulation, and arising from changes within the broader economic and business context.

#### Formative assessment :

This takes various forms and will occur throughout the course in the form of feedback on workshop discussions/presentations. Students are expected to participate in one formative individual or group presentation on a set topic during the workshops. This assists in preparing them for the summative presentation and written assessment. Students will be given guidance on the expected structure and content.

#### Summative assessment A and B:

##### Component A

At the end of the module students are expected to develop a group presentation that covers the key conceptual aspects as well as applies these to evidence (e.g. a case study). This activity also provides the students an opportunity to receive feedback on their presentation skills. Students will be given guidance on the expected structure and marking scheme. The presentations will be evaluated by a panel composed of teaching staff. The marking allocation will take into account the students' own assessment of input and effort of each member of their team.

##### Component B

Students write a 1,500-word essay or other individual written work on a contemporary business/economic issue.

The written work allows the students to show their understanding of the core concepts and the analytical framework and to apply these to a contemporary scenario, case, evidence or question. This exercise will assess their ability to display and interpret evidence as well as to write academic text with appropriate structure, style, and referencing. The written individual work precedes and serves as background and practice to the final presentation.

Plagiarism checks using standard platforms will be carried out on the written individual work.

Identify final timetabled piece of assessment  
(component and element)

#### Component A

% weighting between components A and B (Standard modules only)

A:

40%

B:

60%

First Sit																										
Component A (controlled conditions) Description of each element	Element weighting (as % of component)																									
1. Prepared group presentation (15 Mins)	100%																									
Component B Description of each element	Element weighting (as % of component)																									
1. 1,500 word essay / written assignment (individual)	100%																									
Resit (further attendance at taught classes is not required)																										
Component A (controlled conditions) Description of each element	Element weighting (as % of component)																									
1. Prepared individual presentation (15 Mins)	100%																									
Component B Description of each element	Element weighting (as % of component)																									
1. 1,500 word essay / written assignment (individual)	100%																									
Part 4: Teaching and Learning Methods																										
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate the following:</p> <ul style="list-style-type: none"><li>• Possession of an extensive economics vocabulary and ability to discuss threshold concepts in economics using real-world examples.</li><li>• Ability to apply simple economics concepts and tools to analyse contemporary business issues from the perspectives of consumers, producers, marketers and regulators.</li><li>• Awareness of debates within economics and understanding of the variation in impact for individuals, firms, institutions, governments and other economic and business entities.</li><li>• Ability to interpret, manipulate and analyse both graphical and tabular business and economic data.</li><li>• Ability to discuss contemporary questions and connect these to relevant debates, frameworks and tools</li></ul> <p>Assessment component A and B will cover the above learning outcomes. Assessment A will focus on presentation as the output. Assessment B will use a written exercise as the output.</p>																									
Key Information Sets Information (KIS)	<table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5">Number of credits for this module</td></tr><tr><td colspan="4"></td><td>15</td></tr><tr><th>Hours to be allocated</th><th>Scheduled learning and teaching study hours</th><th>Independent study hours</th><th>Placement study hours</th><th>Allocated Hours</th></tr><tr><td>150</td><td>36</td><td>114</td><td>0</td><td>150</td></tr></table>	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
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																						
Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test</p>																									

Total Assessment	<b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)	
	Written exam assessment percentage	0%
	Coursework (written) assessment percentage	60%
	Practical (presentation) assessment percentage	40%
	100%	
Reading List	<p>There is no set textbook and the course is taught through evidence relevant to the case studies. All students will be encouraged to make use of the print and electronic resources available to them through membership of the University. Students will be taught to identify and review multiple sources and use/reference these appropriately in their discussions, presentations and written work.</p> <p>Students will be provided specific sources to read for each week/topic. These will cover key analytical concepts, terminology as well as provide further information about the specific case study under investigation. Sources can include academic journals, media sources (e.g. websites, The Economist, daily newspapers), corporate reports and websites, reports, briefings and other information from government, other institutions, non-governmental and international organisations.</p> <p>Students will be directed through the reading and expected to read/review 1-4 essential sources in preparation for the individual topics covered across the three delivery modes (lecture, lectorial and workshop). Depending upon specific topics addressed over the course of the module, students will be expected to undertake additional reading for themselves. A list of essential reading (multiple sources) and further reading will be set for each week/topic.</p> <p><b>Essential &amp; Further Reading</b></p> <p>The essential reading will be specified in the module handbook and on Blackboard at the start of the module. This is potentially subject to change at short notice and students should not purchase any text without the guidance of the module leader. Examples of the essential reading for this module may include for example:</p> <ul style="list-style-type: none"><li>• Newspaper or trade articles (e.g. Economist)</li><li>• Websites (services, products, corporate, institutions, NGO, industry associations etc.)</li><li>• Select academic journal articles relevant to the case or associated theory</li><li>• Corporate or government reports, policy briefings, industry reports</li></ul> <p>There is no set textbook though the conceptual aspects of the course will be supported by the following undergraduate reference texts on basic economic theory. These are relevant for students who are not familiar with core economic concepts and as additional reading for students who wish to strengthen their understanding of theory and debates. The core theoretical and conceptual frameworks, terminology and mechanisms will be introduced during lectures, lectorials and discussed in workshops.</p> <p>The reading list can be found by clicking the link below. <a href="https://uwe.rl.talis.com/users/668DBB5C-B98E-E167-AB4A-EE771800184A/lists.html">https://uwe.rl.talis.com/users/668DBB5C-B98E-E167-AB4A-EE771800184A/lists.html</a></p>	

## FOR OFFICE USE ONLY

First CAP Approval Date	15 <sup>th</sup> December 2016 Version 1 <a href="#">link to the RIA</a>			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	2	<a href="#">Link to RIA</a>
Revision CAP Approval Date		Version	3	<a href="#">Link to RIA</a>
Revision CAP Approval Date		Version	4	<a href="#">Link to RIA</a>