

MODULE DESCRIPTOR

TITLE	Relationship Marketing
SI MODULE CODE	44-7931-00S
CREDITS	15
LEVEL	7
JACS CODE	N550
SUBJECT GROUP	SG-44012 Marketing
DEPARTMENT	<i>Management</i>
MODULE LEADER	<i>Mark Godson</i>

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
36		114	150

MODULE AIM

The aim of this module is to introduce students to the concepts of Relationship Marketing and promote a critical understanding of its potential application in different types of organisations and markets. This will entail:

- Encouraging students to reflect upon different theories of relationship marketing and apply these directly to business scenarios.
- Developing an awareness of the opportunities and challenges facing organisations in managing relationships through modern media.
- Promoting an understanding of the role of Integrated Networks in delivering customer satisfaction, retention and customer management efficiency.
- Encouraging students to take a holistic view of strategic stakeholder relationships within and around the organisation.

The module will provide a practical marketing underpinning for managing relationships across a number of different areas which the modern marketing manager might find themselves in, including not for profit, the service sector and IT based environments.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

1. Critically evaluate the role of customer relationship management within the overall context of marketing management.
2. Recognise and evaluate the significance of effective relationship management in different marketing situations.
3. Critique and Apply the principles of relationship marketing, including value added through the supply chain and integrated networks, within a dynamic, customer-facing environment.
4. Propose and evaluate a relationship marketing strategy in order to facilitate effective customer value management and long term profitable relationships.

INDICATIVE CONTENT

- Background, context and theories of relationship marketing.
- The nature of business relationships - scope, extent and viability.
- Value added through relationships.
- The significance of customer retention.
- Service quality.
- Managing loyalty.
- Customer relationship management (CRM).
- Electronic relationships.
- External relationships.
- Relationships in the supply chain.
- Internal relationships.

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways

The learning philosophy aims to encourage students to develop analytical, evaluative and critical patterns of thought. As such, the module will combine traditional teaching methods with student centred learning consisting of:

- Lecture input used to introduce concepts and provide frameworks for analysing particular issues.
- Individual and group work in seminars, including case study work, presentations, and short exercises, requiring the students to apply and integrate their learning from the various subject areas covered by the unit and to develop their analytical and problem solving skills.
- Group discussions enabling students to present their views, critically discuss specific issues and explore topics in depth. The groups will also act as learning sets in which to consider the experience of other members of the group and reflect on lessons that have been learnt during the module.

The student centred approach will allow the participant to germinate areas of expertise in Relationship Marketing and Communication and develop them through specifically directed readings and investigations.

The module will be assessed through a single piece of individual coursework based upon the unit learning outcomes and divided into two parts. This coursework will be individual (not group work) and will make up 100% of the assessment for this module. The work will be both reflective and applied in nature, and will relate to an organisation known to the student, thus allowing the application of cognitive skills and subject understanding to an actual situation.

The first part of the work will assess the student's ability to contextualise the subject and the second will be to assess the student's ability to apply it. The weighting of marks between the two parts will be 30% (first part) 70% (second part) but as this represents one piece of work, an overall mark of 40% is required to pass the module. The first part will include an element of formative assessment as well as summative. The second part will be summative for this module.

Assessment will be carried out by the Module Tutor and will be internally and externally moderated in line with University regulations. Students not achieving a pass mark will have one chance to resit the module at a later date, but in-module retrieval will not be available.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Coursework	CW	100%	5000 words	N

FEEDBACK

Students will receive feedback on their performance in the following ways

- Written feedback will be given by the Module Leader, against the assessment criteria
- Feedback (both summative and formative) will provide guidance aimed at improving the student's performance on subsequent assignments on the course.
- Feedback will be given within the University's timing guidelines.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Taught session resources:

- Classroom VCR and AV equipment and PowerPoint.
- Whiteboard and Flip-chart.

Student directed learning:

- Blackboard as a virtual learning environment to provide additional direction, stimulate thinking and to provide alternative core learning materials/approaches
- Research methods texts. E.g. Kent, R (2007): Marketing Research, approaches, methods and applications in Europe. Thomson publishing or Wilson, A (2006): Marketing Research an Integrated Approach. 2nd Edition. FT Prentice Hall
- Marketing and business journals.
- Sector specific texts and journals. E.g. Godson, N (2009): Relationship Marketing. Oxford University Press
- Paper-based and online databases of market and company information.
- Current and contemporary news media.
- Access to a PC and printer.

SECTION 2 MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	N
EXISTING MODULE - NO CHANGE	Y
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	N/A

MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

	Module Begins	Module Ends
Course Intake 1	27/01/2014	11/05/2014
Course Intake 2	30/09/2014	20/12/2014
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
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If yes, please give details of the employer institution(s) below

What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	
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MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
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If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 1
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NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.	
NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance notes.	