

MODULE DESCRIPTOR

TITLE	Marketing Communications
SI MODULE CODE	19-5F06-00S
CREDITS	10
LEVEL	5
JACS CODE	N500
SUBJECT GROUP	Food
DEPARTMENT	Service Sector Management
MODULE LEADER	Paul Beresford

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
18		82	100

MODULE AIM

To give students a working understanding of the marketing communications mix and its relationship with the marketing mix.

To develop skills of application in a style and approach that is applicable to students named degree routes.

MODULE LEARNING OUTCOMES

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

1. understand the relationship between marketing plans and marketing communications plans as the basis for selecting and achieving a balanced marketing communications mix;
2. explain how an organization communicates with its market and publics through the marketing communications mix;
3. identify buying motivations in a given market, to ensure that marketing communications plans are correctly based;
4. design and develop effective marketing communications plans, including the management of external agencies and systems of evaluation and control.

INDICATIVE CONTENT

The indicative content includes

- The Marketing Communications Mix
- The Business and the parties involved in the marketing communications transaction. Work undertaken in advertising agencies, including media buying, creative development, executive account handling etc.
- The environment including factors influencing practices and regulation.
- Media including methods of marketing communication and the selection of appropriate mixes.
- Planning and Control including effective use of market segmentation, media planning, and scheduling.
- New trends in marketing communication and new electronic media methods.

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 and teaching strategy is designed to engage students actively with the process of investigation and with the acquisition of knowledge and key skills required to support it. The teaching and learning strategy incorporates formative assessment as a means of guiding individual students towards the attainment of the learning outcomes, which will also prepare the student for the summative assessments required. Learning Centre staff and resources combine with staff from EFHT to provide an appropriate learning environment. Teaching methods will include keynote lectures, guest speakers, interactive seminars and self-directed learning. The module will make use of a range of materials, including video cameras and editing software which will be accessible via the Learning Centre and the virtual learning environment

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	The production of a short TV advertisement in small teams, with defined individual roles throughout the task and verbal justifications	PR	100	20 minutes maximum, to include showing of the final TV adverts and verbal justification collectively and individually	N

FEEDBACK

Students will receive feedback on their performance in the following ways

Students will present their project progress on two separate occasions and receive formative feedback, both from the tutor and wider cohort. Students will meet with tutor, in teams, to review progress and make improvements and changes where necessary. Students will receive final feedback on assessed work in week 21 in written form with the opportunity to discuss any issues verbally as required.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Key Text:

Fill, C. (2009) **Marketing Communications: Interactivity, Communities and Content**, 5th edition, Pearson. **Available as an e-book**

You are expected to read the relevant section from this book to support your work. This book also gives you academic references throughout the text.

Other Useful Marketing Text

Solomon, M.R., Marshall, G.W., Stuart, E.W., Barnes, B., & Mitchell, V.W. (2009) **Marketing; Real People, Real Decisions** 1st European Edition FT Prentice Hall

Dibb, S, Simkin L, Pride, W M, and Ferrell, O C, (2006), **Marketing Concepts and Strategies**, European Edition, 5th Edition, Houghton Mifflin.

Kotler, P, Armstrong, G, Saunders, J, and Wong, V, (2008), **Principles of Marketing**, 5th European Edition, Prentice Hall.

Bareham J, (1995), **Consumer Behaviour in the Food Industry A European Perspective**, Butterworth Heinemann.

de Mooij, M , (2004), **Consumer behaviour and culture: consequences for global marketing and advertising**, Sage.

de Mooij, M K, (1997) **Global marketing and advertising: understanding cultural paradoxes** Sage Publications.

Periodicals and Internet sources

The resources included below provide you with an indication of the wealth of information available online. As you discover additional useful resources, please email the teaching team and we will continue to develop a valuable resource together.

- Marketing Week (www.marketingweek.co.uk)
- Mintel
- Campaign (www.campaignlive.co.uk)
- Media Week (www.mediaweek.co.uk)

Equipment

All equipment used in the module will be available for hire through the university technical team

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	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	Y
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	Oct 2013

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	01/01/2014	31/06/2014
Course Intake 2	DD/MM/YYYY	DD/MM/YYYY
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
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.	