

| | | |
|--|---|--------------------|
| MODULE PROFORMA – | | |
| Full module title: Innovative Marketing | | |
| Module code: 4MARK011W | Credit level: 4 | Length: 1 semester |
| UK credit value: 20 | ECTS value: 10 | |
| College and School: Westminster Business School, School of Management and Marketing | | |
| Module Leader(s): Nicky Selby & Yasmin Kulasi | | |
| Extension: | Email: n.selby@westminster.ac.uk y.kulasi@westminster.ac.uk | |
| Host course and course leader: BA Business Management (Marketing) Course Leader Nicky Selby | | |
| Status: Core BA Business Management | | |
| Subject Board: UG Management and Marketing | | |
| Pre-requisites: NONE | Co-requisites: NONE | |
| Study abroad: Yes | | |
| Special features: NONE | | |
| Access restrictions: NONE | | |
| Are the module learning outcomes delivered, assessed or supported through an arrangement with an organisation(s) other than the University of Westminster: NO | | |
| Summary of module content (approximately 400 characters) | | |
| <p>This module aims to provide students with an introduction to the role of marketing in the organisation and the key concepts that underpin the activities of the marketer. It aims to provide students with an understanding of the marketing environment and the importance of gathering appropriate information to inform marketing decision-making. It considers the marketing process; examining consumer behaviour and decision-making and understanding the marketing mix and its application and adaptation within different marketing contexts to be able to satisfy customer needs and business goals in a constantly evolving environment.</p> | | |

Learning outcomes

By the end of the module the successful student will be able to:

LO1 Identify the ways that the marketing knowledge base is changing, and explain how these changes are affecting marketing practice

LO2 Identify how marketing can contribute to ethical and responsible practices in society, and consider how business ethics compare with your personal values and beliefs

LO3 Identify a business problem, and use a defined range of methods to collect data from a variety of sources and present it in formats that are appropriate to the problem and the audiences

LO4 Reflect on your own development, as an individual and in relation to group tasks and, under guidance, develop a plan that will effectively support you to prepare for work-based learning

Course outcomes (CLOs) the module contributes to

CL4.2 Investigate and evaluate the interrelationships between internal and external pressures on organisations within a global context.

CL4.3 Demonstrate an awareness of ethical and sustainability issues and responsible management concepts within the business management domain.

CL4.6 Research and analyse business information from a range of authoritative and reliable sources and use analysis to make judgements and develop a coherent argument.

CL4.7 Communicate effectively and persuasively using a variety of media to a range of audiences in a business context.

CL4.8 Take personal responsibility for learning and progress and to prepare for work-based learning.

Indicative syllabus content

- Marketing analysis: macro and micro environmental forces
- Marketing research: importance and role in marketing planning, process of conducting marketing research and data analysis, overview of different data collection methods
- Buyer behaviour: consumer and organisational decision-making process
- Segmentation, targeting and positioning
- Products & services including new product development
- Branding
- Pricing
- Marketing communications
- Distribution
- Contemporary issues in marketing: e.g. digital, global, ethical and other areas, as appropriate for the course in which the module is being delivered.

Teaching and learning methods

Different methods of complementary instruction will be used: interactive student-focused lectures, demonstrating and collaborating (through discussion and participation). Additionally, various teaching and learning approaches will be adopted within a lecture and seminar structure (pre-recorded videos, workshops, on-line discussion boards, in-class exercises, Blackboard online resources).

Lectures will focus on knowledge sharing by discussing the various marketing concepts, theories, tools and frameworks that form the basis of an introduction to the themes in the marketing environment.

Seminars will serve as a space to apply the learning from the lecture and independent study through practical group activities, interactive critical discussion and case studies. There will also be sessions for formative assessment to provide support with coursework.

Students are expected to take responsibility for their own learning. It is emphasised that lecture materials posted to Blackboard will constitute an overview of the main themes relating to a given area. It is essential that lectures are supplemented by reading and that

students participate in classes, workshops, tutorials and discussions and the online learning tools that are provided.

| Activity type | Category | Student learning and teaching hours* |
|--|-------------|--------------------------------------|
| Lecture | Scheduled | 12 |
| Seminar | Scheduled | 18 |
| Tutorial | Scheduled | |
| Project supervisor | Scheduled | |
| Demonstration | Scheduled | |
| Practical Classes and workshops | Scheduled | 12 |
| Supervised time in studio/workshop | Scheduled | |
| Fieldwork | Scheduled | 4 |
| External visits | Scheduled | 2 |
| Work-based learning | Scheduled | |
| Total Scheduled | | 48 |
| | | |
| Placement | Placement | |
| Independent study | Independent | 152 |
| Total student learning and teaching hours | | 200 |

*the hours per activity type are indicative and subject to change.

Assessment rationale

The assessment for this module consists of two components:

1. Group presentation (15 minutes) and group written summary (1500 words) (LOs 1, 3)
2. Individual coursework portfolio - Biweekly reflections on BB Learning Journal (250 words max) Personal Development Plan, Podcast (video/audio)(5 minutes) (LOs 2, 4)

Assessment one is designed to assess students' understanding of and ability to apply the marketing concepts and principles covered in the module and their application to the marketing management process. The assessment is also designed to evaluate students' ability to structure and communicate marketing information effectively both orally and in writing; this reflects workplace practice in real-life organisations.

Assessment two enables students to demonstrate their understanding of the relationship between marketing and ethical and responsible business practices and evaluate their personal and professional development through the module. The assessment is also designed to evaluate students' ability to use reflection as a tool in their development as marketing professionals; helping to prepare them for work experience which is then assessed at level 5.

Discussions will be carried out in seminars on the progress of coursework to give students formative feedback throughout the semester.

The assessment for this module has been designed in the full expectation that formative assessment is completed, as directed, by the module leader; failure to do so is likely to impact on the student's ability to pass the module.

Assessment criteria

Assessment One

- The extent to which the student evidences their ability to identify the ways that the marketing knowledge base is changing (LO1)
- The extent to which the student is able to explain how these changes are affecting marketing practice (LO1)
- Clarity in identification of a business problem, and evidence of using a defined range of methods to collect data from a variety of sources (LO3)
- The degree of competence in presenting this information in formats that are appropriate to the problem and the audiences (LO3)

Assessment Two

- Evidence of the depth of exploration to identify how marketing activities can contribute to ethical and responsible practices in business and society (LO2)
- The extent to which the student explores ethics in business activity and reflects on how this aligns or not with their own values and beliefs (LO2)
- The student's depth of reflection on own development, as an individual and in relation to group activities (LO4)
- The extent to which the student is able to use guidance to develop a plan that will effectively support them to prepare for work-based learning (LO4)
- The level of creativity demonstrated in finding opportunities to support personal development and work-based learning (LO4)

The group presentation and written summary address LOs 1, 3 and the individual coursework portfolio addresses LOs 2, 4.

Assessment criteria for all assessments on the module relate to the University Grade Descriptors

Generic Grade Descriptors at Level 4

80-100

An outstanding piece of work: All assessment criteria have been met at an exceptionally high standard

- Critically analyses application of relevant knowledge/techniques.
- Shows exceptional knowledge, insight and understanding of key concepts and principles.
- Uses terminology and disciplinary knowledge confidently to communicate excellent level of understanding.
- Demonstrates critical awareness of wider context/reading and implications for subject/practice
- Undertakes independent research drawing upon a range of authoritative sources.
- Communicates effectively using appropriate format and presentation.

70-79

An excellent piece of work: All assessment criteria have been met at a high standard.

- Applies relevant knowledge/techniques with clarity and confidence.
- Shows extensive knowledge, insight and analysis of key concepts and principles.
- Uses terminology and disciplinary knowledge effectively to communicate understanding.
- Undertakes independent research drawing upon a range of authoritative sources.
- Communicates effectively using appropriate format and presentation.

- 60-69 A good piece of work: All assessment criteria have been met at a good standard.
- Applies appropriate range of relevant knowledge/techniques.
 - Demonstrates understanding and application of key concepts and principles.
 - Uses a good range of terminology or disciplinary knowledge.
 - Undertakes independent research drawing upon a range of authoritative sources.
 - Communicates work effectively using appropriate format and presentation.
- 50-59 A sound piece of work: All assessment criteria have clearly been met.
- Applies limited range of relevant knowledge/techniques.
 - Demonstrates understanding of key concepts and principles.
 - Uses reasonable range of terminology or disciplinary knowledge.
 - Undertakes research primarily from given sources from within the module.
 - Communicates work using appropriate format and with some weaknesses of presentation.
- 40-49 An adequate piece of work: All assessment criteria have just been met.
- Applies relevant knowledge/techniques.
 - Demonstrates descriptive understanding of key concepts and principles.
 - Uses a limited amount of terminology or disciplinary knowledge.
 - Uses relevant information sources from within the module to inform work.
 - Communicates adequately using appropriate format with some weaknesses of presentation.
- 30-39 FAIL: An inadequate piece of work: One or more relevant assessment criteria are not met
- Applies relevant knowledge/techniques and/or information with some weaknesses/omissions.
 - Demonstrates limited understanding of key concepts and principles.
 - Uses a limited range of relevant information from within the module.
 - Communicates ineffectively with a poor standard of presentation.
- 0-29 FAIL: A poor piece of work: Most of the relevant assessment criteria area not been met.
- Omits and/or misunderstands relevant knowledge/techniques.
 - Demonstrates a significant lack of understanding of key concepts and principles.
 - Uses inadequate information and research from within the module.
 - Communicates with insufficient clarity of presentation to convey understanding.

Assessment methods and weightings

| Assessment name | Weighting % | Qualifying mark % | Qualifying Set | Assessment type |
|---|-------------|-------------------|----------------|--|
| Group presentation and written summary | 50 | | n/a | Group presentation (15 minutes) and individual written summary (1500 words) |
| Individual Coursework Portfolio | 50 | | n/a | Biweekly reflections on BB Learning Journal (250 words max.) Personal Development Plan, Podcast (video/audio) (5 minutes) |

Sources

[Link to the online reading list](#)

Additional reading will be posted on Blackboard