

# University of the West of Scotland

## Module Descriptor

### Session:

<b>Title of Module: Marketing Communications Mix</b>			
<b>Code: MARK09016</b>	<b>SCQF Level:</b> Choose an item. <b>(Scottish Credit and Qualifications Framework)</b>	<b>Credit Points:</b> <b>20</b>	<b>ECTS: 10</b> <b>(European Credit Transfer Scheme)</b>
<b>School:</b>	School of Business & Creative Industries		
<b>Module Co-ordinator:</b>	Rong Li		
<b>Summary of Module</b>			
<p>This module provides a deep understanding of concepts, theoretical frameworks, and practice focusing on marketing communications, communication tools (e.g., advertising, social media and digital marketing, sponsorship, public relations), and integrated marketing communications (IMC). The module equips students with skills of analysing the market and business environment, effectively applying theoretical frameworks to the marketing practice in the real business world, and justifying the marketing communication tools adopted by organizations, commensurate with a future career in the marketing area. Tutorials focus on case studies, designed to promote group discussion, build teamwork ethos, develop analytical and critical thinking, and practice an elevator pitch.</p> <p>Upon completion of this module, students will learn how to develop an effective IMC campaign, including market analysis, setting communication objectives, considering budgets and factors affecting the campaign, developing creative marketing ideas, selecting and integrating effective communication tools, and measuring the effectiveness of tools.</p> <p>Students should complete an introductory marketing module prior to taking Marketing Communications Mix.</p>			

<b>Module Delivery Method</b>					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

Campus(es) for Module Delivery						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Effectively apply theoretical frameworks and IMC to the real business world.
L2	Demonstrate the ability to develop an effective and creative marketing communication campaign
L3	Critically evaluate theoretical frameworks and concepts focusing on Integrated marketing communications
L4	Justify the integration of marketing communication tools applied such as advertising, social media and digital marketing, public relations, sponsorship.

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level <b>9</b></p> <p>Demonstrate a critical understanding of the key theories and frameworks related to marketing communications.</p> <p>Display comprehension of the theories and development of integrated marketing communications.</p>
Practice: Applied Knowledge and Understanding	SCQF Level <b>9</b>

	<p>Establish practical creative skills related to marketing campaign development.</p> <p>Develop skills of applying marketing communications tools to the real cases.</p>	
Generic Cognitive skills	<p>SCQF Level 9</p> <p>Demonstrate analytical and critical thinking of concepts, theories and literature related to marketing communications.</p> <p>Evaluate and synthesize theories and literature related to integrated marketing communications.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 9</p> <p>Exhibit fluency in verbal and written communication.</p> <p>Employ electronic material to aid research.</p> <p>Analyse and report relevant industry data.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 9</p> <p>Display the ability to work in peer groups.</p> <p>Demonstrate the ability to conduct research independently.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b> MARK08009	<b>Module Title:</b> CONTEMPORARY CONSUMER BEHAVIOUR
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

### Learning and Teaching

The module aims to combine lectures and class-based interactive tutorials, augmented by the provision of electronic material via Aula, such as recommended PDF articles, video material and practical communications material. The module will offer student-centred tutorials, including group participation in devising marketing communication campaigns, analysis of international case studies, practical

interactive sessions on, but not limited to, media analysis, and practical exercises in creative writing.

**In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.**

<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Asynchronous Class Activity	24
Independent Study	140
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	200 Hours Total

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Batra, R., & Keller, K.L. (2016). Integrating Marketing Communications: New findings, New Lessons, and New Ideas. *Journal of Marketing*, 80(6), 122-145.

De Pelsmacker, P., Geuens, M., & Van Den Bergh, J. (2021), *Marketing Communications – A European Perspective*, Pearson, UK, 7<sup>th</sup> Edition.

Fill, C. & Turnbull, S. (2016), *Marketing Communications: Discovery, Creation and Conversations*, Pearson, UK, 7<sup>th</sup> Edition.

Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via Aula.

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Click or tap here to enter text.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(\*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)

### **Attendance and Engagement Requirements**

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

**Free Text – to add detail**

### **Equality and Diversity**

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

### **Supplemental Information**

<b>Divisional Programme Board</b>	Marketing, Innovation, Tourism & Events
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

<b>School Assessment Board</b>	Marketing, Innovation, Tourism & Events
<b>Moderator</b>	Xiuli Guo
<b>External Examiner</b>	E. Tsougkou
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	

**Assessment: (also refer to Assessment Outcomes Grids below)**

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

**NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.**

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc ) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 – **Marketing Campaign Portfolio (40%)**

Assessment 2 – **Individual Report (60%)**

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

### Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Marketing Campaign Portfolio	X	X				40	

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Individual Report			X	X		60	

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
<b>Combined Total for All Components</b>						<b>100%</b>	<b>0 hours</b>

#### Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)