

## MODULE DESCRIPTOR

<b>TITLE</b>	Service & Retail Marketing
<b>MODULE CODE</b>	44-5797-00S
<b>LEVEL</b>	5
<b>CREDITS</b>	20
<b>FACULTY</b>	Sheffield Business School
<b>DEPARTMENT</b>	Department of Management
<b>SUBJECT GROUP</b>	Marketing
<b>MODULE LEADER</b>	Andrew Constable
<b>DATE OF APPROVAL</b>	16 <sup>th</sup> and 17 <sup>th</sup> October 2014

## MODULE AIM

The aims of this module are to:

- Provide the students with an understanding of the service and retail sectors and of the processes that are shaping it;
- Demonstrate the ways in which these changes should be reflected in service and retail marketing tactics and strategy; and
- Develop the skills required to evaluate and choose between different service and retail strategies.

## MODULE LEARNING OUTCOMES

<b>LO</b>	<b>Learning Outcome</b>
1	Critically evaluate and analyse information, concepts and processes and be capable of communicating the synthesised essential aspects of ideas and information which support the area of service and retail marketing.
2	Work as an effective and enterprising member of a team to produce creative solutions to service and retail issues and problems.
3	Select, apply and critique marketing knowledge with respect to a range of marketing problems.

## INDICATIVE CONTENT

- Developing a retail and service strategy
- Understanding the consumer
- Retail location
- Store planning, layout and design
- Merchandising
- Service principles and design
- Delivering the service
- Use of digital in service and retail (including the impact of big data)
- Contemporary issues

**LEARNING, TEACHING AND ASSESSMENT STRATEGY AND METHODS**

- Lectures
- Seminars
- Group exercises
- Industry practitioners
- Student-led presentations for formative feedback

**ASSESSMENT DESCRIPTION**

Assessment is by coursework comprising two tasks.

- The first task is to work as a group to develop a new retail concept covering which will incorporate service and retail theory and practice.
- The second task is to write an individual essay, using relevant academic theory supported by real world examples.

**ASSESSMENT PATTERN - TASK INFORMATION (STANDARD ASSESSMENT MODEL)**

Task No.*	Description of Assessment Task	Task Weighting %	Word Count or Exam Duration**	Sub-tasks Y/N <sup>+</sup>	IMR <sup>^</sup> Y/N	Final Task Y/N
1	Group Presentation (Peer Assessment)	40	20 minute presentation	N	N	N
2	Essay	60	3,000	N	N	Y

**ANY ADDITIONAL REQUIREMENTS FOR THIS MODULE**

None

**FEEDBACK TO STUDENTS**

Students will receive feedback on their performance in the following ways:

- The module tutor will provide written formative feedback on an initial group presentation; this will allow the student's to improve their performance in their final assessed presentation.
- The module tutor will provide written feedback against the assessment criteria
- Wherever possible, feedback 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)**

- Wilson, Alan et al. (2012). *Services Marketing: Integrating Customer Focus Across the Firm*. 2<sup>nd</sup> ed., Maidenhead, McGraw-Hill.
- McGoldrick, Peter. (2002). *Retail Marketing*. 2<sup>nd</sup> ed., London, McGraw-Hill

**RESEARCH MODULES ONLY: DOES MODULE REQUIRE APPROVAL OF FACULTY RESEARCH ETHICS COMMITTEE? NO**

**MODULE STUDY HOURS (KEY INFORMATION SET)**

<b>Module Study Hours - Breakdown of Hours by Type</b>		
<b>Scheduled Learning and Teaching Activity type*</b>	<b>Hours by type</b>	<b>KIS category</b>
Lecture	12	Scheduled L&T
Seminar	24	Scheduled L&T
<b>Scheduled Learning and Teaching Activities sub-total</b>	<b>36</b>	
<b>Guided Independent Study</b>	164	Independent
<b>Total Number of Study Hours (based on 10 hours per credit)</b>	<b>200</b>	

**CHECKED**

<b>Date</b>	<b>Reason</b>
June 2015	Checked Against SI - correct

**REVISIONS**

<b>Date</b>	<b>Reason</b>