Description: Marketing Your Educational Organisation

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<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<tbody>
<tr>
<td>EDU</td>
<td>8319</td>
<td>48260</td>
<td>3, 2005</td>
<td>EXT</td>
<td>1.00</td>
<td>Toowoomba</td>
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**Academic group:** FOEDU  
**Academic org:** FOE003  
**Student contribution band:** National Priority Teaching  
**ASCED code:** 079999

**STAFFING**  
Moderator: Frank Crowther

**RATIONALE**

Marketing as a concept has undergone significant transformation in its meaning and application. Marketing increasingly performs a broader and more critical function in the management of modern organisations and in shaping their strategic directions and operations. In this sense, ‘marketing’ means more than the popular traditional ‘managerial’ concerns of advertising, promotion and personal selling. Today, marketing is increasingly understood as a philosophical position which places the customer or client at the centre of organisational strategy and operations. Applied to the education context, which may be regarded as a professional service, marketing is generally at a much earlier stage in practical evolution and literature development. However, there is significant synergy between the contemporary meaning and applicability of marketing, and the context under which educators now operate at both a policy framework and practical level. This subject explores the application of marketing concepts and perspectives to education settings.

**SYNOPSIS**

The first module sets the context for the course, exploring the broader evolution and contemporary meaning of marketing. The question of how marketing can relate to education settings, and current applications of marketing concepts to education, is then explored from both a theoretical and practical standpoint. Approaching marketing planning, implementation and evaluation from a strategic viewpoint is then introduced as the starting point for an institution wide marketing effort. A range of concepts will be explored from the strategy perspective, and a framework for an education setting to develop a strategic approach to marketing is part of this investigation. Consideration of organisational culture as a means of enacting educational change toward a marketing orientation is then examined. Following this, implementation and application of various marketing concepts and strategies pertinent to an education setting are examined. Established marketing concepts and strategies such as customer service, relationship marketing, internal marketing, promotional or external marketing, and marketing evaluation are explored to provide a practical and balanced perspective on implementation and evaluation of marketing in education settings. IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational
teachers, industry educators) working with children under the age of 18, in the state of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc..) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html. *If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.

OBJECTIVES

On completion of this course students will be able to:

1. understand and justify the applicability of marketing to education settings in a changing environment;
2. provide the modern education worker with the skills and competencies to practice and integrate marketing concepts at both management and operational levels in educational institutions;
3. develop a working familiarity with key marketing concepts and, additionally, examine a range of marketing issues and their relevance to general educational management and leadership;
4. formulate and implement an organisational-wide perspective to marketing to maximise marketing orientation and effectiveness.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. The conceptual evolution of marketing and the marketing concept in education</td>
<td>10.00</td>
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<tr>
<td>2. Strategy and marketing</td>
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</tr>
<tr>
<td>3. Assessing and changing culture to a marketing orientation</td>
<td>30.00</td>
</tr>
<tr>
<td>4. Integrating, implementing and evaluating marketing concepts</td>
<td>30.00</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at http://bookshop.usq.edu.au click 'Semester', then enter your 'Course Code' (no spaces).

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Students should also consult the wide range of marketing journals such as the following: Journal of Marketing; Journal of Marketing Management; Journals of Consumer Research; Journal of Marketing Research; Harvard Business Review.


STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
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<tr>
<td>Directed Study</td>
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<tr>
<td>Private Study</td>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
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<tbody>
<tr>
<td>ASSIGNMENT 1</td>
<td>50.00</td>
<td>50.00</td>
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<tr>
<td>ASSIGNMENT 2</td>
<td>50.00</td>
<td>50.00</td>
<td>27 Jan 2006</td>
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IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
   There are no attendance requirements for this course. However, it is the students’ responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

2 Requirements for students to complete each assessment item satisfactorily:
   To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.

3 Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a penalty of 20% of the total marks available for the assignment will apply for each week late.

4 Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade a student must achieve at least 50% of the available weighted marks for the aggregate of the summative assessment items.

5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.

6 Examination information:
There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
here will be no Deferred or Supplementary examinations in this course.

8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL http://www.usq.edu.au/corporateservices/calendar/part5.htm or in the current USQ Handbook.

ASSESSMENT NOTES

1 The due date for an assignment is the date by which a student must despatch the assignment to USQ. The onus is on the student to provide proof of the despatch date, if requested by the examiner.

2 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the examiner.

3 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.

4 In the event that a due date for an assignment falls on a local public holiday in their area, such as a show holiday, the due date for the assignment will be the next day. Students are to note on the assignment cover the date of the public holiday for the examiner's information.

5 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade of IM (Incomplete - Make-up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.

6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time, may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded: IDS (Incomplete - Deferred Examination), IDM (Incomplete - Deferred Make-up), IDM (Incomplete - Both Deferred Examination and Deferred Make-up).

7 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

8 The Faculty will normally only accept assessments that have been written, typed or printed on paper=based media, except for ONLINE courses.

9 Marking criteria are provided in course materials as mark sheets/guides or as part of assignment specifications.

10 All assessment items must be submitted.

11 Summative assessment items will receive a numerical score.
OTHER REQUIREMENTS

1. Students will require access to e-mail and Internet access to USQConnect for this course.

2. IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc..) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT ‘BLUE CARD’. For further information: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html. *If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.