



BA (Hons) Hospitality & Hotel Management
Module Handbook Autumn Term 2026
Marketing Essentials
BMIH4009
Level 4

Module Lead:
Natalie Brailsford
n.brailsford@uwtsd.ac.uk

Marketing Essentials Autumn Term 2026

Welcome to Marketing Essentials. This is a level 4, 20 credit module, taught to Level 4 HHM students within the academic discipline of Hospitality and Tourism Management.

It should be read in conjunction with supplementary information and materials available on Moodle and your Teams page together with information and instructions delivered by your module tutor.

To get the best out of this module it is vital that you engage with the themes explored as well as both the online and offline activities during tutorial sessions, which are designed to enrich the learning experience as well as to encourage self-directed study together with collaboration and interaction with your peer group.

AIM(S)

- To introduce the students to the business discipline of marketing, the core elements from which marketing activities develop and current trends and developments in marketing.

INDICATIVE CONTENT

- The nature and scope of marketing
- Identify the different strategies of the marketing plan and how they are produced
- Explain the role of the marketing mix
- Understand the implication of a macro analysis
- Overview the macro environment
- Elements of the internal analysis. Identify the methods used for segmenting, targeting and positioning within markets.
- The need for a marketing information system
- The role of databases in information management
- Digital marketing; role of social media technology
- The nature of marketing research, methodologies and tools
- The importance of stakeholders for marketing
- Sustainable marketing
- Communication Mix activities including social media

Study Time Allocation

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Marketing Plan	1500 Words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	10 Minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMIH4009/BMIH4009D	
Module Title	Marketing Essentials	
Classification	Reading List entry	Electronic*
Essential	Kotler, P., Armstrong, G. & Opresnik, M.O., (2018) Principles of Marketing Seventeenth, global., Pearson, London.	☒
Essential	Blythe, J (2019) Essentials of Marketing, 7 th ed., Pearson Education	☒
Essential	Kotler P, Armstrong G, Harris, LC, Piercy N (2019), Principles of Marketing, 8 th ed., Pearson, London	☒
Essential	www.instituteofhospitality.org	☒
Further	Baack, D,W, Czarnecka, B and Baack, D,E (2018), International Marketing, 2 nd ed., SAGE Publications Ltd	☐
Further	Benzo, R, Mohsen, M,G and Fourali, C (2017) Market Research: Planning, Process, Practice. SAGE Publications	☐
Further	Bowie,D. Buttle,F. Brookes,M & Mariussen,A (2017), Hospitality Marketing 3 rd ed, Routledge, London	☐
Further	Burgess, C. Burgess, M (2020) The NEW Marketing, How to win in the digital age. SAGE Publications, London	☐
Further	Blythe, J., (2013) Principles and practice of marketing 3 rd ed Thomson Learning: London	☐
Further	Clow, K & Baack, D (2013), Integrated Advertising, Promotion and Marketing Communications 6 th ed., Pearson, London	☒
Further	De Mooij, M. (2019) Global Marketing & Advertising, understanding cultural paradoxes. 5 th Ed, SAGE Publications, London	☐
Further	Egan, J, (2011) Relationship Marketing: Exploring Relationship Strategies in Marketing. 4 th ed., Pearson	☒
Further	Egan, J, (2011) Relationship Marketing: Exploring Relational Strategies in Marketing. Financial Times/Prentice Hall: Harlow	☒
Further	Fill, C and Turnbull, S (2019) Marketing Communications: Touchpoints, Sharing and Disruption, 8e Pearson	☐
Further	Frochot I. and Batat W., (2013) Marketing and Designingthe Tourist Experience. Goodfellow, Oxford	☐
Further	Housden M (2010), Marketing Research & Information, Butterworth Heinemann, Oxford	☒
Further	Hudson, S and Hudson, L (2017) Marketing for Tourism, Hospitality and Events: A Global and Digital Approach, SAGE Publications	☐
Further	Hulten, B. (2020) Sensory Marketing, an introduction.SAGE Publications, London	☐
Further	Jobber D & Fahy J (2019), Foundations of Marketing, McGraw Hill, London	☐
Further	Jobber D & Ellis-Chadwick F (2019) Principles and Practice of Marketing, McGraw Hill 7 th ed., London	☐
Further	Kingsnorth, S (2019), Digital Marketing Strategy: An Integrated approach to Online Marketing, 2e Keegan Page	☐
Further	Kotler, P. and Armstrong, G. (2020), Principles ofMarketing, 18 th Ed, Pearson: Harlow	☒
Further	Kotler,P and Kartajaya, H. Marketing 4.0 Moving from Traditional to Digital (2017) Wiley. New York	☒
Further	Middleton V, Fyall A, Morgan M, (2009) Marketing in Travel and Tourism, Butterworth Heinemann, Oxford.	☐

Further	Tresidder R. and Hirst C., (2012) Marketing in Food, Hospitality, Tourism and Events. Goodfellow, Oxford	☐
Further	Smith PR & Zook ZE (2020) Marketing Communications. 7 th Ed, Kogan Page, London	☐
Further	Wilson, A, (2012) Marketing Research: An Integrated Approach, 2 nd Ed. Pearson: Harlow	☐
Further	Journal of Hospitality Marketing and Management	☒
Further	International Journal of Contemporary Hospitality Management	☐
Journals	European Journal of Marketing	☒
Journals	Journal of Marketing	☒
Journals	Journal of Marketing Management	☒
Journals	Journal of Marketing Research	☒
Journals	Journal of Strategic Marketing	☒
Journals	Also advisable to read a weekly publication or Marketing Week and the Monthly Marketer magazine from the Chartered Institute of Marketing.	☐

Level 4 Marketing Essentials: Scheme of Work Autumn Term 2026

WK	Date	Time	Lecture Theme	Key content
1	29/09/2026	9am-1pm	What is Marketing? The Evolution of Marketing	Definition of marketing, selling vs marketing, evolution from product focus to experience focus
2	06/10/2026	9am-1pm	Understanding Hospitality Customers, The Marketing Environment	Needs, wants and demands, consumer behaviour, customer journey, value creation, Internal and external influences, hospitality trends, competitors
3	13/10/2026	9am-1pm	Branding and Emotional Marketing	identity, brand image, brand loyalty, emotional marketing, customer perceptions 07/
4	20/10/2026	Time TBC	Fieldtrip: TBC	
	27/10/2026	Reading Week: No Lectures		
5	03/11/2026	9am-1pm	Industry Briefing for assignment	Briefing and assignment workshop
6	10/11/2026	9am-1pm	Marketing Research and Customer Insight, Segmentation, Targeting, Positioning	Secondary research, customer feedback, online reviews, information systems, Segmentation, targeting and positioning, understanding customer groups
7	17/11/2026	9am-1pm	Products, Services and Experiences, Sustainable Marketing, Stakeholders & Campaigns	Hospitality products, services, guest experiences, customer journeys, Sustainability, ethics, stakeholder management, CSR
8	24/11/2026	9am-1pm	The Hospitality Marketing Mix	Applying the 7Ps within hospitality contexts
9	01/12/2026	9am-1pm	Marketing Communications & Storytelling Guest speaker TBC	Advertising, PR, sales promotion, integrated communications
10	08/12/2026	9am-1pm	Digital Marketing & social media	

				Social media, content marketing, influencers, online reputation, email marketing
	15/12/2026 22/12/2026 29/12/2026 05/01/2027	Winter Break: No Lectures		
11	12/01/2027	9am-1pm	Industry Showcase & Client Pitches	Professional presentation skills, campaign evaluation, reflection
12	19/01/2027	Time TBC	Field Trip: ICC Newport	

LEVEL 4 ASSESSMNT SPECIFICATION

Student name:		Student ID number:	
Programme:	Hospitality and Hotel Management		
Module:	Marketing Essentials		
Module code:	BMIH4009	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Natalie Brailsford	Internal Verifier:	Lola Villard-Coles
Assignment Title:	Marketing Plan	Word count (or equivalent):	1500 +/- 10%
Submission deadline:	11/12/2026 23:59Hrs	Return date of provisional marks & written feedback:	29/01/2027 23:59Hrs
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure: - You write clearly and concisely. - All students complete the assessment on an equal basis.		

If You Go Over the Word Limit

If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module.

Amount Over Limit	Penalty Applied
Up to 10% over	No penalty
10%–25% over	5 mark deduction or reduction to the capped mark (whichever is the smaller penalty)
26%–50% over	10 mark deduction or reduction to the capped mark (whichever is the smaller penalty)
Over 50%	Mark capped at the pass mark

Examples (Undergraduate):

- A mark of **44%** would be reduced to the pass mark of **40%** if the work is 10–25% over.
- A mark of **49%** would be reduced by 5 marks to **44%**.
- A mark of **47%** at 25–50% over would be reduced to **40%**.
- A mark of **55%** at 25–50% over would be reduced by 10 marks to **45%**.

If You Are Under the Word Limit

If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes.

Feedback

If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.

**Module Learning Outcomes
(from module syllabus)**

- Define and assess the development of marketing in creating value for customers, identify relevant stakeholders and assess its impact within strategic and operational practice.
- Understand the process and stages of marketing planning, including the role of the marketing mix, marketing research and the marketing mix.

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

ASSEMENT DESCRIPTION

Live Industry Marketing Plan and Pitch

Throughout this module, students will work with a hospitality industry partner on a live marketing project. The industry partner will visit the university to present a real-world marketing challenge involving the potential launch of a new product, service, or concept. Students will be provided with a project brief outlining the partner's vision and objectives and will be expected to develop a marketing solution based on the information provided.

Drawing upon the marketing theories, models, and practical tools introduced throughout the module, students will produce a professional marketing plan and present their recommendations directly to the industry partner.

The assessment is designed to enable students to apply key principles of hospitality marketing, including customer analysis, branding, marketing research, segmentation, targeting and positioning, the hospitality marketing mix, marketing communications, storytelling, and digital marketing within an authentic industry context.

Industry Engagement

The industry partner will introduce the project during Week 5 and provide an overview of the opportunity, business objectives, and desired outcomes. Students will then develop their marketing plans throughout the remainder of the module, supported by weekly workshops and lectures covering key marketing concepts. The module culminates in an Industry Showcase event in Week 11, where students will pitch their ideas directly to the client and receive professional feedback.

This assessment provides students with an opportunity to work on an authentic industry project, develop employability skills, and gain experience of presenting marketing recommendations to external stakeholders in a professional setting.

TASK ONE DESCRIPTION

Assessment One: Marketing plan (1500 words +/- 10%)

Students are required to develop a marketing plan that responds to the live industry brief. The plan should demonstrate the application of marketing theory to support strategic and practical recommendations.

Word counts are provided as guidance only and may vary according to the requirements of the industry brief. Students should ensure that sufficient emphasis is placed on the application of marketing theory, analysis, and the justification of recommendations rather than descriptive content.

The marketing plan should include:

- Professional cover page
- Introduction to the proposed product, service, or concept **(100 words)**
- Situational and market analysis **(200 words)**
- Customer and target market analysis **(150 words)**
- Segmentation, Targeting and Positioning (STP) **(150 words)**
- Branding and value proposition **(100 words)**
- Marketing objectives **(100 words)**
- Application of the Hospitality Marketing Mix (7Ps) **(250 words)**
- Marketing communications and promotional strategy **(300)**
- Digital marketing considerations **(200 words)**
- Implementation recommendations and measures of success **(150 words)**
- Reference page

Further guidance regarding the specific requirements of each section will be provided following the launch of the live industry brief on week five. This will ensure that the assessment remains aligned with the objectives, expectations, and context of the industry partner's project. Students will be expected to use the information provided within the brief, alongside relevant marketing theory, market research, and industry evidence, to develop a professional and well-justified marketing plan that addresses the identified business opportunity.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASK ONE

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: Use a range of relevant academic, industry, and market research sources to support your marketing plan. Recommendations should be evidence-based and correctly referenced throughout as per the Harvard style of referencing. A minimum of 15 references should be included within your marketing plan.

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: Demonstrate your understanding of key marketing concepts, models, and theories covered in the module, and apply them appropriately to the live industry brief.

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: Analyse information and justify your decisions rather than simply describing them. Explain why your chosen target market, marketing strategies, and promotional activities are appropriate using evidence and theory.

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real-world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment: Apply marketing tools and frameworks, such as market analysis, STP, and the 7Ps, to develop realistic and commercially viable recommendations for the industry project.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: Produce a professional, well-structured marketing plan that demonstrates effective communication, research skills, commercial awareness, and the ability to develop recommendations for a real industry client.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

LEVEL 4 ASSESSMENT TWO SPECIFICATION

Student name:		Student number:	ID
Programme:	Hospitality and Hotel Management		
Module:	Marketing Essentials		
Module code:	BMIH4009	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Natalie Brailsford	Internal Verifier:	Lola Villard-Coles
Assignment Title:	Live Presentation	Word count (or equivalent):	10 minutes +/- 10%
Submission deadline:	Presentation slides to be submitted by 23:59Hrs on 11/01/2027 Ready for Live presentations on 12/01/2027	Return date of provisional marks & written feedback:	08/02/2027 23:59Hrs
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure:		

- You write clearly and concisely.
- All students complete the assessment on an equal basis.

If You Go Over the Word Limit

If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module.

Amount Over Limit	Penalty Applied
Up to 10% over	No penalty
10%–25% over	5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
26%–50% over	10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
Over 50%	Mark capped at the pass mark

Examples (Undergraduate):

- A mark of **44%** would be reduced to the pass mark of **40%** if the work is 10–25% over.
- A mark of **49%** would be reduced by 5 marks to **44%**.
- A mark of **47%** at 25–50% over would be reduced to **40%**.
- A mark of **55%** at 25–50% over would be reduced by 10 marks to **45%**.

If You Are Under the Word Limit

If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes.

Feedback

If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.

Module Learning Outcomes (from module syllabus)

- Define and assess the development of marketing in creating value for customers, identify relevant stakeholders and assess its impact within strategic and operational practice.
- Understand the process and stages of marketing planning, including the role of the marketing mix, marketing research and the marketing mix.

TASK TWO DESCRIPTION

Assessment Two: Industry Pitch Presentation

Students will deliver a professional live presentation to the industry partner, outlining a proposed campaign, launch strategy, or promotional plan developed from their marketing plan.

- The presentation should:
- Clearly communicate the proposed marketing strategy
- Demonstrate creativity and commercial awareness
- Justify recommendations using marketing theories and concepts
- Showcase a campaign or launch idea suitable for the industry brief
- Be delivered professionally to an industry audience

Further guidance on the presentation format, duration, assessment criteria, and submission requirements will be provided following the release of the live industry brief on week 5. This will ensure that the presentation requirements are aligned with the specific objectives and expectations of the industry partner. Students are expected to draw upon the research, analysis, and recommendations developed within their marketing plan to create a professional and persuasive pitch that addresses the needs of the client.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASK TWO

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: Your presentation should be informed by appropriate academic, industry, and market research. Key recommendations should be supported by evidence drawn from relevant marketing literature, hospitality industry reports, customer insights, and market trends. Any visual materials should clearly demonstrate how research has informed your proposed campaign, launch strategy, or promotional activities.

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: You should demonstrate an understanding of key marketing concepts and theories covered within the module and apply them appropriately to the industry brief. Your presentation should show how these concepts have informed your recommendations.

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: You will be expected to apply marketing frameworks and tools to develop a realistic and commercially viable campaign or launch strategy. Your presentation should demonstrate how marketing principles can be used to solve a real business challenge and deliver value to the industry partner.

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real-world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment: Your presentation should demonstrate clear analysis and justification of your proposed strategy. Rather than simply describing your campaign idea, you should explain why your recommendations are appropriate for the product, target market, and business objectives. Decisions should be supported by evidence, logical reasoning, and relevant marketing theory.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: This presentation simulates a professional client pitch. You should demonstrate effective communication, professionalism, commercial awareness, and presentation skills. Content should be clearly structured, visually engaging, and delivered confidently to an industry audience. Students should communicate their ideas persuasively while responding appropriately to questions and feedback from the industry partner.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	15	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	25	
4. Practical Application Skills		
	25	
5. Transferable Skills for Life and Professional Practice		
	15	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	Substantial inaccuracies.	and/or irrelevant material.		depth and/or breadth.			
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		in particular contexts.	there may be errors.	proposes mostly appropriate solutions.	proposes appropriate solutions.	contexts and proposes appropriate solutions.	
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.