



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Module Handbook

MARKETING MANAGEMENT

BMMB7012D

Semester 2

April 2023

Tutor:

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MODULE INTRODUCTION

To allow the student to assess the contribution of marketing in any organisation and critically evaluate its marketing activities.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

1. critically appraise key marketing activities and the contribution of the marketing department to the organisation.
2. anticipate and critically evaluate future developments in the field of marketing

INDICATIVE CONTENT

- The marketing concept: the changing nature of marketing, its key components and applications.
- Scanning the external and internal marketing environments.
- Market Analysis & customer insight - market forces and failure, government intervention and failure in the market, competitive, cooperative and competitive paradigms, consumer behaviour/expectations in a rapidly changing digital environment.
- Market segmentation, target marketing and positioning and their use in creating value-delivering marketing strategies and marketing plans.
- Understand how resources, assets, digital metrics, competences and capabilities support the achievement of delivering innovative strategies.
- The marketing mix concept, its relation to segmentation and designing the marketing strategy.
- Internal organisational marketing; communication of the corporate brand/reputation. Development of brand building techniques for delivering customer value/experience.
- Understanding the strategic implications of the disruptive digital marketing environment
- Internet ethics, new social contracts, global pressures, diversity of cultural mixes, managing difference and sustainable processes.
- Analysis of models of ethics in the context of commercial priorities and market forces.
- Current issues and future developments in marketing to ensure ongoing sustainability of the role of marketing as well as for organisations eg Search Engine Optimisation (SEO), Pay per Click (PPC), viral marketing, affiliate marketing and social media.

LEARNING AND TEACHING STRATEGY

Student-centred learning strategies will be employed to ensure a balance of theory and practice. The campus-based version of this module will primarily be delivered predominantly in a workshop environment allowing for both a didactic and interactive learning experience. For students on the MBA (online), online learning activities will be utilized to allow for an interactive learning experience for the student. Concepts, theories and techniques associated with assessing the business environment are provided as learning resources.

Activities will engage learners in the ideas and will allow them to participate in discussion on the application of these ideas to practical situations in their own and others contexts. Further exploration of these topics and their application to real life practical, pathway specific situations will make use of case studies both offline and online. Students will work in groups online and expand discussions in areas that are relevant to the opportunities and ideas that have been developed. Students will also have the opportunity and encouragement to apply the relevant issues to their own context or a given case organisation, and gain individual, formative feedback regarding them from their peer group.

Activities will be interactive and will involve students in practical exercises, case study analysis and discussions. This will facilitate the development of analytical, evaluation, communication, team and leadership skills through self-directed discovery and peer assisted learning. The course will be augmented by further online reviews, articles, readings, and discussions as appropriate.

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written report	3,000 words	75%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Video Presentation	Group presentation with individual assessment.	25%

INDICATIVE LECTURE / ASSESSMENT SCHEDULES

Lecture Programme

Week no	Date (w/c)	Activity
1	24 April 2023	Introduction to Marketing and the Marketing Concept
2	1 May 2023	The Marketing Environment
3	8 May 2023	The Nature of Buying Behaviour
4	15 May 2023	Segmentation, Targeting & Positioning
Assignment 1 – Assignment Workshop		
5	29 May 2023	The Marketing Mix
6	5 June 2023	Current Issues and Future Developments
7	12 June 2023	Creating Competitive Advantage & Global Marketing
Assignment 2 – Assignment Workshop		
Assignment 2 – Assignment Workshop		

Assessment Schedule

Activity	Deadline	Feedback
Assignment 1	Friday 26 May 2023	23 June 2023
Assignment 2	Friday 7 July 2023	4 August 2023

READING LIST

Module Code	BMMB7012 / BMMB7012D	
Module Title	Marketing Management	
Classification	Reading List entry	Electronic*
Essential	Fahy, J., and Jobber, D., (2015), Foundations of Marketing, 5th edition, London: McGraw-Hill	☐
Essential	Jobber, D., and Ellis-Chadwick, F., (2016), Principles and Practice of Marketing 7th revised edition, Berkshire: McGraw-Hill	☐
Essential	Kotler P and Chernev, A. (2014), Strategic Marketing Management, 8th edition, Cerebellum Press	☐
Essential	Lynch, R., (2015), Strategic Marketing 7th edition, Harlow: Pearson	☐
Essential	Pride, W.M., and Ferrell, O.C. (2016), Marketing: Concepts and Strategies, 7th ed, Houghton Mifflin	☐
Further	Aaker, D. (2015), Brand personalities are like snowflakes, Marketing News, 49(7), pp. 20-21. Full text available at: EBSCOhost Business Source Complete	☒
Further	Academy of Marketing Studies Journal - Full text available at: EBSCOhost Business Source Complete	☒
Further	Bieling, G., Stock, R.M. and Dorozalla, F. (2015), Coping with demographic change in job markets: how age diversity management contributes to organisational performance, Zeitschrift für Personalforschung, 29(1), p.5- 30. Full text available at: EBSCOhost Business Source Complete	☒
Further	Danciu, V. (2013), The future of marketing: an appropriate response to the environment changes. Theoretical and Applied Economics, 20(5), pp. 33-52. Full text available at: EBSCOhost Business Source Complete	☒
Further	Foreman, J. et al (2014), The performance implications of planning, implementation, and evolution of firms' customer and competitor orientations, Journal of Marketing Theory and Practice, 22(4), pp.349-366. Full text available at: EBSCOhost Business Source Complete	☒
Further	Harvard Business Review - Full text available at: EBSCOhost Business Source Complete	☒
Further	Harvard Business Review Digital Articles - Full text available at: EBSCOhost Business Source Complete	☒
Further	Journal of Marketing - Full text available at: EBSCOhost Business Source Complete	☒
Further	Kim, W.C. and Mauborgne, R. (2004), Blue ocean strategy, Harvard Business Review, 82(10), pp. 76-84. Full text available at: EBSCOhost Business Source Complete	☒
Further	Kim, W.C. and Mauborgne, R. (2014), Blue ocean leadership, Harvard Business Review, 92(5), pp. 60-72. Full text available at: EBSCOhost Business Source Complete	☒
Further	Marketing Management Journal - Full text available at: EBSCOhost Business Source Complete	☒
Further	Marketing Week (online) - Full text available at: EBSCOhost Business Source Complete	☒
Further	Shivakumar, R. (2014), How to tell which decisions are strategic, California Management Review, 56(3), pp. 78-97. Full text available at: EBSCOhost Business Source Complete	☒
Further	Sport Marketing Quarterly - Full text available at: EBSCOhost Business Source Complete	☒
Further	Udell, M. (2015), Competitive Edge. Marketing Insights, May/Jun, 27(3), p. 48. Full text available at: EBSCOhost Business Source Complete	☒
Further	Vriens, M. and Brazell, J.D. (2013), Competitive advantage, Marketing Insights, 25(3), pp. 32-38. Full text available at: EBSCOhost Business Source Complete	☒

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	MBA		
Module:	Marketing Management		
Module code:	BMMB7012	Contribution to Overall Module Assessment (%):	25%
Lecturer:	Adila Khan	Internal Verifier:	TBC
Assignment Title:	Planning for Contemporary Issues in Marketing	Word count (or equivalent):	10 minutes (+/- 10%)
Submission deadline:	26 th May 2023	Return date of provisional marks & written feedback:	23 rd June 2023
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. Penalties for late submission: Up to one week late, maximum mark of 50%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
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.		
Module Learning Outcomes (from module syllabus)			
• Critically appraise key marketing activities and the contribution of the marketing department to the organisation. • Anticipate and critically evaluate future developments in the field of marketing.			

TASK DESCRIPTION: Presentation (25%)

You are required to undertake a critical analysis of a Contemporary Issue in Marketing Management through the production of a 10-minute (+/- 10%) **Video Presentation** (VLOG). You may base your analysis on an organisation that you are familiar with or you are permitted to use the organisation that you currently work for.

Once you have decided on an organisation to use as your case study, your video presentation should address the following tasks:

Task 1: Identify a Relevant Contemporary Issue in Marketing Management

You should begin your video presentation by introducing yourself and your chosen case study organisation and inform the listener of the issue that you have identified by defining and explaining it. You should also be clear as to why this is an issue especially for the Marketing Department at your chosen case study organisation.

Issues that you may wish to investigate (but not limited to) include:

- The use of Corporate Social Responsibility (CSR) in promotional material.
- Developments in social media and its use as a marketing platform.
- The development of technology and/or artificial intelligence (AI).
- Ethics in Marketing / Marketing Research / Marketing Channels / Advertising and Promotion.
- Price vs. Quality.
- Functionality vs. Symbolism.
- Changes in consumer buying behaviour because of changes to regulations on General Data Protection (GDPR).
- Or an issue of your own identification.

Task 2: Provide an Analysis of the Challenges Faced as A Result of your Chosen Issue

With the use of appropriate marketing tools, you should then provide an analysis of the challenges that your chosen case study organisation faces because of your identified contemporary issue. Therefore, consider breaking down the key parts of the identified issue to uncover which are the most important elements that caused the biggest challenge to your case study organisation. Within your analysis you should also be clear as to why these challenges are a result of your identified issue specifically.

Task 3: Critically Evaluate How Your Case Study Organisation Could Respond to the Challenges Presented by Your Identified Issue

Methods as to how your case study organisation should respond to the issues that you have identified should be critically evaluated in terms of their strengths and weaknesses before meaningful conclusions are drawn

Submission

You may use any video presentation software that you feel comfortable using for example, Adobe Spark, Vimeo, PowToon, Prezi Video, MS Teams. However, it is important that your video does feature you (so please make sure your camera is switched on), and you need to ensure that it is your voice that is being used to narrate your findings. A Power Point Presentation can be used as a background, and it can incorporate a combination of supporting text, images and appropriate graphics that have been used to support your discussion – but please avoid reading from slides!

A *Presentation Template* will be provided under the module documents tile on Moodle. On the template, please provide a 'working' link to your presentation and a reference list of the sources that you used to support your findings. Only this completed template should be submitted to Turnitin.

*****Please also note, that it is your responsibility as the student to ensure that the link to your video presentation does work and your assignment can be viewed for assessment and moderation purposes, therefore you may need to change any privacy settings to enable access**.***

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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 make use of scholarly reviews and primary sources, as appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *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 correctly 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: Each member of the group should demonstrate that they have engaged with 3 academic sources each (12 in total) from a variety of appropriate sources and verbally articulate these sources within the presentation. A Reference slide should be included at the end of the presentation that acknowledges all the sources used and should be presented following the Harvard Referencing Method.

2. Knowledge and Understanding Skills

At level 7, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation and insights associated with the subject area. *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 contemporary concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment: Detailed knowledge and critical understand of the industry you're your case study organisation sits within should be provided along with in-depth appreciation of the marketing environment disrupting the industry, the value creation, and the impact this disruptor is causing the marketing department. Your level of knowledge and understanding should also be informed by the latest research and consideration should also be given to any limitations of your knowledge base.

3. Cognitive and Intellectual skills:

You should be able to: evaluate critically current research and advanced scholarship in the discipline; evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. 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? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of experts within the subject area is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid, persuasive conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *Your presentation should not only provide a description of the key themes of the module, but you should also demonstrate an ability to analyse the marketing environment to enlighten the value creation and customer experience. Relevant evidence should also be obtained to support judgements and arguments made to inform realistic conclusions and appropriate recommendations.*

4. Practical Skills

At level 7, you should be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. This includes acting autonomously in planning and implementing tasks at a professional or equivalent level, originality in tackling and solving problems, and decision-making in complex and unpredictable contexts or situations. You should be able to demonstrate mastery of the leading edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating your understanding of how the boundaries of knowledge are advanced through research and/or application. 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.

Guidance specific to this assessment: *Appropriate academic theories associated with the module should be appropriately applied to your case study organisation making links between industry examples and theoretical knowledge.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for postgraduate-level employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments. This includes demonstrating: the independent learning ability for continuing professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks, projects and procedures, whether individually and/or collaboratively, to a professional level; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms for a variety of audiences; 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: Your presentation should be professional, fluent, and contain a mixture of appropriate images and text. A Presentation Template will be provided under the module documents tile on Moodle. You should work to fully complete the template and should submit the template with a working link to your video presentation and a reference list by the submission deadline.

Template which can also be found under the module documents tile on Moodle as proof of submission.

BMMB7012D – Marketing Management

Assignment 1: A Critical Analysis of a Contemporary Issue in Marketing

Please provide the link to your Video Presentation in the box below:

Please provide a Reference list of all the sources used to support your Video Presentation in the box below:

STUDENT FEEDBACK FORM : PRESENTATION

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	20	
4. Practical Application Skills	25	
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 (50% Max)		
	Over 1 week late (0%)		

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	MBA		
Module:	Marketing Management		
Module code:	BMMB7012	Contribution to Overall Module Assessment (%):	75%
Lecturer:	Adila Khan	Internal Verifier:	TBC
Assignment Title:	Future Developments in the Field of Marketing	Word count (or equivalent):	3000 words (+/- 10%)
Submission deadline:	7 th July 2023	Return date of provisional marks & written feedback:	4 th August 2023
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. Penalties for late submission: Up to one week late, maximum mark of 50%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
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.		
Module Learning Outcomes (from module syllabus)			
- critically appraise key marketing activities and the contribution of the marketing department to the whole organisation; - anticipate and critically evaluate future developments in the field of marketing.			

TASK DESCRIPTION: REPORT (75%)

You are now required to produce a 3000-word (+/- 10%) report that critically evaluates the role and activities of the marketing department within the same organisation that you researched for assignment 1 that will outline their future developments (what their marketing plan will be) to address the earlier identified challenges.

To achieve this, the following tasks should be considered:

Task 1: Provide a critical evaluation of your chosen organisation's marketing activity

You should identify whether marketing activities within your chosen case study organisation were effective, giving sound justification for your decisions. You should use evidence/examples to support your points (this can include links to examples of adverts or other marketing activity, where appropriate).

You should consider the following:

- The concept and importance of marketing: what resources are invested in marketing by your chosen organisation?
- The macro and micro marketing environment of the organisation: How have these influenced marketing strategy?
- Target market(s): who is the main audience for the organisation: why/how was this decided; what material is used to capture the target market (use examples); is this effective? Consider market segmentation, targeting, differentiation and positioning, and the marketing mix.
- Selection of media: what are the key channels/methods of communication used for marketing (social media/networking/email/search engine optimisation...); are these appropriate/effective; why/why not?
- Measuring success: how is the effectiveness of campaigns assessed; what are the measurement metrics? Is the marketing strategy effective / ineffective, how do they control marketing following this?

Task 2: Provide a conclusion addressing the shortcomings of your chosen organisation's marketing strategy

It is important the conclusions drawn are based on your prior discussion. The conclusion should not introduce new material, nor should the conclusions be 'surprising' based on what has been evaluated up to this point.

Task 3: Based on the conclusions drawn in Task 2, provide recommendations as to how your chosen organisation's marketing strategy could be improved

These recommendations should be based on the conclusions provided for Task 2. Recommendations not based on the conclusions drawn could be considered inappropriate. You should give due attention to the feasibility of the recommendations you make: i.e., are these realistic within the budget and resource-limitations of your organisation?

Please note the following when completing your report:

- **Format:** Report that contains a Title Page, Executive Summary, Content Page, Introduction, Main Findings, Conclusion, Recommendations, References, Appendices (If Appropriate)
- **Length:** 3000 words (+/- 10%) – However, please note that your word count starts at your Introduction and finishes with your Recommendations. Everything that is included before and after these sections do not form part of the word count.
- **Writing:** Written in UK English in an appropriate business / academic style and in the third person.
- **Formatting:** Your report should be typed using a legible font such as Times New Roman, Ariel or Calibri with a font size 12 for the main body and font size 14 for Headings and Sub-Headings. Headings and Sub-Headings from the Introduction to the Recommendations sections should be numbered appropriately.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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 make use of scholarly reviews and primary sources, as appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *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 correctly 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: *You should show a wide level of reading from a variety of sources including textbooks, academic journals, academic and corporate websites, and academic databases. A minimum of 30 credible sources should be used and all sources should be acknowledged using the Harvard Referencing Method including your Reference page.*

2.Knowledge and Understanding Skills

At level 7, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation and insights associated with the subject area. *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 contemporary concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment: *Throughout your report you should demonstrate a sound level of knowledge and critical understanding of a variety of future developments in the field of marketing which should be informed by the latest research. You should also consider any limitations to your knowledge base.*

3.Cognitive and Intellectual Skills

You should be able to: evaluate critically current research and advanced scholarship in the discipline; evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. 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? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of experts within the subject area is crucial to you providing a reasoned and

informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid, persuasive conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *Throughout your report evidence should be provided of your ability to critically evaluate and analyse current research that has been used to support your customer care programme.*

4. Practical Skills

At level 7, you should be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. This includes acting autonomously in planning and implementing tasks at a professional or equivalent level, originality in tackling and solving problems, and decision-making in complex and unpredictable contexts or situations.

You should be able to demonstrate mastery of the leading edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating your understanding of how the boundaries of knowledge are advanced through research and/or application. 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.

Guidance specific to this assessment: *All underlying theoretical concepts and principles within the context of the field of study should be made applicable to your Chosen Case Study Organisation with clear links made between theory and practice.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for postgraduate-level employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments. This includes demonstrating: the independent learning ability for continuing professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks, projects and procedures, whether individually and/or collaboratively, to a professional level; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms for a variety of audiences; 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: *Your customer care programme should be professionally presented and written in an appropriate business/ academic style following a recognised marketing planning tool of no more than 3,000 words. Your final proposal should be typed using either Times New Roman or Ariel font in size 12 with at least 2.5-centimetre space at each edge, double lined spacing and pages numbered. Marks will also be awarded for your level of engagement to online tasks set out on Moodle.*

STUDENT FEEDBACK FORM: REPORT (75%)

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 7

In accordance with the Framework for Higher Education Qualifications, at the end of Level 7 students should be able to demonstrate: a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline or area of professional practice; a comprehensive understanding of techniques applicable to their own research or advanced scholarship; originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. They will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level to continue to advance their knowledge and understanding, and to develop new skills to a high level. They will develop the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations/professional environments; and the independent learning ability required for continuing professional development.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including current research, 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 very limited range of relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding (A systematic, conceptual understanding of knowledge, and a	Major gaps in knowledge and understanding of the subject matter is not systematic. Substantial	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies	Limited knowledge and systematic understanding of the concepts and principles within the	Knowledge is accurate and reasonably detailed. A systematic understanding of the field of study	Knowledge has a well-defined focus, which is reasonably extensive, coherent and detailed, with a	Excellent mastery of a complex and specialised area of knowledge. A systematic, excellent	Exceptional mastery of a complex and specialised area of knowledge. An exceptionally critical

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critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the discipline; a comprehensive understanding of techniques applicable to their own research)	inaccuracies. No awareness of current problems, insights or the latest research and/or advanced scholarship within the discipline.	and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.	subject area, which to some marginal extent, is informed by current research and scholarship. Some critical awareness of current problems and/or new insights, but often under-developed.	informed by, to some extent, current research and scholarship. A critical awareness of current problems and/or new insights though this may be under-developed occasionally.	critical awareness of current problems and/or new insights. Exhibits good understanding of the breadth and depth of contemporary and established views, and the work is, at least in part, well-informed by current research and scholarship.	understanding of the concepts of the subject informed by current research and scholarship. Highly critical awareness of current problems and/or new insights. A critical, awareness of how the boundaries of knowledge are advanced through research.	awareness of current problems and/or new insights. An outstanding understanding of the concepts of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.
Cognitive and intellectual skills (Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound judgements in the absence of complete data.)	Wholly or almost wholly descriptive work. Little or no evaluation or critique or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without	Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak development of hypotheses and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated	Limited attempt at critical evaluation/ critique of current research and methodologies, tending towards description. Limited attempt to propose new hypotheses. Can deal with complex issues but not systematically or creatively. Some evidence to support	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places, Proposes adequate but limited new hypotheses, where relevant. Can deal with complex issues but not fully systematically or creatively. Ability	Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some creativity. Ability to make sound judgements based on data	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically and creatively. Ability to investigate contradictory or incomplete	Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and creative synthesis of complex issues. Ability to investigate

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	use of credible evidence.	opinions. Ideas sometimes illogical and contradictory.	emerging judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. May assert rather than argue a case.	to make judgements based on data (that may be incomplete) but with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	(that may be incomplete)	information and make strong, persuasive, arguments and sophisticated judgements.	contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal publication or doctoral research.
Practical skills (Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable professional situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in	An awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques, with occasional errors. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic	An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of originality and creativity.	An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify complex problems and propose excellent solutions. An excellent grasp of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and	Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions. An outstanding application of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and

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		complex and unpredictable contexts.	solutions without fully appreciating the complexity of unpredictable contexts.	unpredictable contexts, with elements of originality.		techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.	techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of self-direction, autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences; fluency of expression; systematic approach; clarity and effectiveness in presentation and organisation.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in professional, postgraduate employment.	Communication medium is poorly designed and/or not suitable for the audience. 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. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates some but not all of the basic skills required in professional, postgraduate	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised 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 required in professional, postgraduate employment, with some areas	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with a good contribution to group activities. Demonstrates comprehensive professional, postgraduate employment skills.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent	Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary professional, postgraduate employment skills and a strong appetite

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		required in professional, postgraduate employment.	employment, with some areas of minor weakness.	of strength and some of minor weakness.		professional, postgraduate employment skills and a strong appetite for further development.	for further development.

