

Swansea Business School
Faculty of Management & Health

BA Business Management
LEVEL 4

Marketing Fundamentals (BMBM4005)
Ffion Cumberpatch PCET, BA, CertHe
f.cumberpatch@uwtsd.ac.uk

SEM 1
2026- 2027

Module Code	BMBM4005 / BMBM4005D
Title	Marketing Fundamentals
Date	07/06/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To explore the current activities and trends in marketing.
- To encourage students to investigate the range of possibilities and future opportunities in this field.

LEARNING OUTCOMES

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

- evaluate the role and function of marketing in driving success and delivering results;
- identify factors and trends in the marketing environment and how they affect marketing planning;
- identify the elements of the marketing mix and apply them to satisfy customer needs.

INDICATIVE CONTENT

- The Marketing Concept.
- Marketing Past, Present and Future.
- Customers and other stakeholders.
- Marketing Strategy and Planning.
- Macro and Micro Environment.
- Marketing information and research.
- Segmentation, targeting and positioning.
- Branding.
- The Marketing Mix and 7 P's.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Students will be asked to develop a tactical communication using one of a range of platforms such as a blog, poster, or social media campaign on a given theme, with a focus on marketing in practice.	1500 words or equivalent	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMBM4005 / BMBM4005D	
Module Title	Marketing Fundamentals	
Classification	Reading List entry	Electronic *
Essential	Blythe, J. and Martin, J. (2019) <i>Essentials of marketing</i> . 7 th edition. Harlow, Prentice Hall.	☒
Essential	Jobber, D. and Ellis-Chadwick, F. (2019) <i>Principles and practice of marketing</i> . 9 th edition. Maidenhead, McGraw-Hill.	☒
Essential	Kotler, P., Armstrong, G. (2019) <i>Principles of marketing</i> . 8 th edition. Harlow, Pearson.	☐
Further	Fahy J, Jobber D, (2022), <i>Foundations of Marketing</i> , 7 th Edition, Mc Graw-Hill Education, London	☐
Further	European Journal of Marketing	☒
Further	Harvard Business Review	☒
Further	Journal of Marketing	☒
Further	www.cim.co.uk	☒
Further	www.campaignlive.co.uk	☒
Further	www.digitalmarketingmagazine.co.uk	☒
Further	www.marketingweek.com	☒
Further	www.utalkmarketing.com	☒

Students will also be directed to use academic databases such as Business Source Complete and Marketline.

Scheme of Work

Week / W/C	Content Overview	Resources & Activities	Assessment Deadlines
Week 1 W/C 28/09	What is Marketing? • Definitions of marketing • Evolution of marketing • Forms of marketing • Understanding the market place • Components of a good marketing strategy • Societal marketing concept	• PowerPoint • Group Work • Class Discussion • Pair Work • Further Reading	Assignment 1: Friday 27th November 23.59 Assignment 2: Friday 8th January 23.59
Week 2 W/C 5/10	The Marketing Audit • Marketing Planning • The Marketing Audit • Macro environment (PESTLE) • Microenvironment (SWOT) • Internal environment	• PowerPoint • Group Work • Class Discussion • Pair Work • Further Reading	
Week 3 W/C 12/10	Segmentation, Targeting & Positioning • Market segmentation • STP Strategy • Niche & Micro Marketing	• PowerPoint • Group Work • Class Discussion • Pair Work • Further Reading	
Week 4 W/C 19/10	Buyer Behaviour • Customer vs Consumer • Customer Types • Decision Making • Characteristics • Influences • The Stimulus Response Model	• PowerPoint • Group Work • Class Discussion • Pair Work • Further Reading	

Week 5 W/C 26/10	Reading Week		
Week 6 W/C 02/11	Guest Lecture – Louise Rengozzi Co-Founder & Director of The Cusp Marketing Agency - The Marketing Roadmap	<i>Please come prepared to present yourself professionally to Louise.</i>	
Week 7 W/C 09/11	The Marketing Mix • 4P's • 7P's • 3 Levels of Product • Product Lifecycle • Services • The Boston Matrix	• PowerPoint • Group Work • Class Discussion • Pair Work • Further Reading	
Week 8 W/C 16/11	Branding • Brand positioning • Brand identity • Taglines • Tracking	• PowerPoint • Group Work • Class Discussion • Pair Work • Further Reading	DRAFT DEADLINE: Monday 16th of November <i>(Please send drafts via email, in a word document)</i>
Week 9 W/C 23/11	Digital Marketing • Digital Marketing Funnel • Customer Lifecycle/Journey • Categories • Websites, Apps • SEO • Advertising • Social Media Marketing • RACE	• PowerPoint • Group Work • Class Discussion • Pair Work • Further Reading	Assignment 1: Friday 27th of November 23.59
Week 10 W/C 30/11	Marketing Research • Functions • Process • Sampling • Types • Data	• PowerPoint • Group Work • Class Discussion • Pair Work • Further Reading	

Week 11 W/C0 7/12	Managing the Marketing Effort • 1a. Planning • SOSTAC, Situation Analysis, SWOT • 1b. Implementation • Porters Generic Strategy Model, Ansoffs Matrix 1c. Control	• PowerPoint • Group Work • Class Discussion • Pair Work • Further Reading •	DRAFT DEADLINE: Monday 14th December <i>(Please send drafts via email, in a word document)</i> Assignment 2: Friday 8th January 23.59
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Student Support

We want you to succeed during your studies. Whether you need academic guidance, financial advice, wellbeing support, or help developing your skills, there are dedicated teams here to help. We encourage you to reach out as early as possible, you don't have to wait until you're experiencing difficulties.

Hwb Student Support

Not sure who to contact? The Hwb Team is your first point of contact for any questions about university life. They can help with a wide range of enquiries or direct you to the right support service.

- Telephone: 0300 131 3030
- Email: hwb@uwtsd.ac.uk
- Live Chat: Available through the UWTSD Hwb app

Whether you have a question about your studies, university services, wellbeing, or simply aren't sure where to start, the Hwb Team is happy to help.

Wellbeing Support

If you're feeling overwhelmed, anxious, stressed, or simply need someone to talk to, our Wellbeing Team can provide confidential advice and support.

Register for Wellbeing Support: [UWTSD Wellbeing Service](#)

Disability and Inclusive Learning Support

If you have a disability, long-term health condition, specific learning difference (such as dyslexia), mental health condition, or any other support need, the Disability Team can help ensure you have the right support in place.

Complete a Support Needs Enquiry Form: [Support Needs Enquiry Form \(Page 1 of 10\)](#)

Email disability@uwtsd.ac.uk

Money Support

If you're worried about your finances, budgeting, or Student Finance, the Money Support Team can provide advice and guidance.

Email: MoneySupport@uwtsd.ac.uk

Study Skills Support

Improve your academic confidence with free one-to-one appointments covering topics such as:

- Academic writing
- Referencing
- Critical thinking
- Time management
- Assignment preparation
- Exam and revision techniques

Online Study Skills

Email: StudySkillsDistance@uwtsd.ac.uk

In-person Study Skills

Cardiff Campus

- Afifa Zaman – afifa.zaman@uwtsd.ac.uk
- Claire Edwards – claire.edwards@uwtsd.ac.uk

Swansea Campus

- Karen Winstone – k.winstone@uwtsd.ac.uk

Student Success

Student Success can help you create a personalised Success Plan and connect you with the right university services to help you achieve your goals.

You can request either an online or in-person appointment.

Student Support Request Form: [UWTSD Student Success](#)

Email: studentsuccess@uwtsd.ac.uk

Digital Skills Support

Need help with digital tools, Microsoft 365, Moodle, AI, or other technology used during your studies? The Digital Skills Team is here to help.

Email: digitalskills@uwtsd.ac.uk

More information: [Home - DigiCentre | University of Wales Trinity Saint David](#)

Research and Referencing Support

If you need help finding reliable sources, conducting research, or referencing correctly, you can contact:

Lisa Ellis

Email: l.ellis@uwtsd.ac.uk

Remember...

Asking for support is a positive step towards success. The earlier you seek help, the more we can do to support you throughout your studies.

APPENDIX GA36a

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA Business Management		
Module:	Marketing Fundamentals		
Module code:	BMBM4005	Contribution to Overall Module Assessment (%):	1,500
Lecturer:	Ffion Cumberpatch	Internal Verifier:	Gwyneth Jones
Assignment Title:	Marketing in Practice (Tactical Communication): Blog / Social Media Posts	Word count (or equivalent):	1500
Submission deadline:	27th of November 23.59	Return date of provisional marks & written feedback:	4th of January 23.59
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.		

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)
• evaluate the role and function of marketing in driving success and delivering results; • identify factors and trends in the marketing environment and how they affect marketing planning; • identify the elements of the marketing mix and apply them to satisfy customer needs.

TASK DESCRIPTION

You have been appointed as a marketing consultant for a business preparing to launch a new product. You must select **ONE** of the case studies provided by your lecturer and develop a tactical marketing communication to support the launch of your chosen product.

Each case study provides information about the company, its product and the marketing challenges it faces.

Your task is to investigate the market, identify an appropriate target audience and develop a marketing communication that addresses the needs of that audience and supports the company's commercial objectives.

You must also provide a supporting rationale explaining and justifying your marketing decisions through the application of relevant marketing principles and research.

Your submission must contain two parts.

Part A: Practical Marketing Communication

Develop ONE of the following marketing communications for your chosen case study:

Option	Required output
Promotional poster	One professionally presented promotional poster.
Social media campaign	Three connected social media posts designed for an appropriate platform.
Promotional blog	One promotional blog article written for your chosen target audience.

Your communication must demonstrate:

- A clear marketing objective and message.
- An appropriate approach for your selected target audience.
- Effective use of branding, imagery and/or written content.
- Relevant product information and benefits.
- A clear call to action.
- Consistent product positioning.

Your communication should be suitable for use by the company and realistic within the resources and constraints outlined in your chosen case study.

Part B: Supporting Marketing Rationale

Provide a written rationale explaining and justifying the marketing decisions behind your practical communication.

Area	Requirements
Marketing objective	Identify the purpose of your communication and explain how it could contribute to the company's business success. Identify appropriate ways to measure its effectiveness.
Marketing environment	Identify relevant market factors, consumer trends and/or competitor activity. Explain how these have influenced your marketing decisions.
Segmentation and targeting	Identify and justify your chosen target audience, considering its characteristics, needs and purchasing behaviour.
Positioning and marketing mix	Explain how you intend to position the product and how relevant elements of the marketing mix respond to customer needs.

Communication strategy	Justify your selected format, platform, branding and marketing message in relation to your target audience and marketing objective.
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Your rationale should apply relevant marketing concepts and be supported by appropriate academic and market research.

Submission Guidance

- Your practical communication and supporting rationale must collectively meet the assessment requirement of 1,500 words.
- Your submission should include your completed practical marketing communication, supporting rationale and Harvard-style reference list.
- All sources, including academic literature, market research and externally sourced images, must be appropriately acknowledged (even those created by AI must be referenced accordingly).
- You are expected to use the information provided alongside relevant independent research to inform your marketing decisions.
- You must not alter the core product specifications.
- There is no predetermined target audience, positioning strategy or communication platform. You are responsible for making and justifying these decisions.
- Your work will be assessed against the same assessment criteria regardless of which case study you select.

Use of Generative AI in Assessment

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.	☐

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 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: *Research competing or comparable products, considering their pricing, target customers, branding and promotional approaches. Use credible market research to justify your chosen audience rather than relying on personal assumptions. Apply relevant marketing theories to your decisions and demonstrate independent research beyond the information provided in the case study. You are required to provide 10 references to support your rationale.*

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: *Ensure your target audience, positioning, marketing message and communication platform work together to achieve your objective. Demonstrate the difference between product features and customer benefits, explaining why particular features matter to your audience. Apply marketing concepts to your chosen product rather than simply defining them.*

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: *Justify your target audience and consider why customers might choose a competitor instead. Explain why your chosen communication format, platform and message are appropriate, rather than simply stating your preferences. Identify realistic ways to measure success that directly relate to your marketing objective, such as engagement, enquiries, website visits or sales.*

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: *Produce marketing material that the company could realistically publish, rather than describing what you would create. Ensure your communication captures attention, communicates value and includes a clear call to action. Make deliberate choices about imagery, branding, layout and tone of voice. If creating a social media campaign, ensure the three posts work together rather than repeating the same message.*

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: *Treat the assessment as a real client brief and present work you would feel confident showing to a business owner. Make clear connections between your rationale and the finished communication, referring to specific creative decisions. Present your work professionally, proofread carefully and ensure all product information is accurate and consistent.*

Remember: *This is a marketing assessment, not simply a graphic design task. Stronger submissions will demonstrate that every creative decision has a clear marketing purpose.*

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		
	20	
5. Transferable Skills for Life and Professional Practice		
	10	

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%)		

APPENDIX GA36a

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA Business Management		
Module:	Marketing Fundamentals		
Module code:	BMBM4006	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Ffion Cumberpatch	Internal Verifier:	Gwyneth Jones
Assignment Title:	Essay: An Evaluation of Marketing within Business	Word count (or equivalent):	1500
Submission deadline:	8th of January 23.59	Return date of provisional marks & written feedback:	5th of February 23.59
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)**

- evaluate the role and function of marketing in driving success and delivering results;
- identify factors and trends in the marketing environment and how they affect marketing planning;
- identify the elements of the marketing mix and apply them to satisfy customer needs.

TASK DESCRIPTION

You are required to select **ONE** organisation from the shortlist provided by your lecturer and write a 1,500-word essay evaluating how its marketing activities contribute to the achievement of its organisational objectives. Your essay should investigate the organisation's current marketing approach, considering how it engages with its customers or stakeholders, responds to the marketing environment and uses the marketing mix to meet customer needs.

You should use relevant marketing theories and concepts to support your discussion, alongside evidence from academic literature, industry research and examples of the organisation's marketing activities.

Your work should move beyond describing what the organisation does and demonstrate your ability to analyse and evaluate its marketing decisions.

Requirements

Your essay must address the following areas:

Area	Requirements
Introduction	Introduce your chosen organisation, its main products, services or activities, and the market in which it operates.
Role of marketing	Evaluate how marketing contributes to the organisation's objectives, customer or stakeholder relationships, market position and overall success. Support your discussion with examples of its marketing activities.
Overview of the marketing environment	Provide a brief overview of the marketing environment. Identify and analyse one PESTLE factor within the marketing environment. Explain how these influence the organisation's marketing planning and decisions.
Segmentation, targeting and positioning	Examine the organisation's target customers and how it positions itself within the market. Consider how effectively its approach responds to their needs.
Marketing mix	Provide an overview of the marketing mix. Analyse one element of the marketing mix, using examples from the organisation. Explain how this delivers value and responds to customer needs.
Conclusion	Draw together your findings and provide an evidence-based evaluation of the organisation's marketing approach.

Suggested Essay Structure

The following word allocations are intended as guidance rather than fixed limits.

Section	Suggested words
Introduction	150
Role of marketing	300
Overview of the marketing environment	350
Segmentation, targeting and positioning	250
Marketing mix	300
Conclusion	150
Total	1,500

You should integrate relevant marketing theories and models throughout your essay rather than including separate sections that simply define them.

Organisation Selection

You must select **ONE** organisation from the shortlist provided by your lecturer.

The shortlist includes organisations from different industries and sectors, allowing you to explore how marketing approaches vary according to organisational purpose, customer needs and market conditions.

Organisation	Industry or sector
Williams F1 Team	Motorsport and international sport
Ride Like A Girl CIC	Community organisation and events
AU Vodka	Consumer products and branding
Tiny Rebel	Food and drink
Hensol Castle	Hospitality, tourism and events
Baffle Haus	Hospitality, retail and motorcycle culture
A local independent business	<i>**This must be agreed with your lecturer.</i>

You must focus your essay on your chosen organisation. You are not required to compare all organisations. You should investigate its marketing activities using publicly available information, including its website, marketing campaigns, social media, industry reports and relevant news coverage. For smaller organisations, you may use publicly available examples of events, promotional activities, partnerships and community engagement. You should still support your analysis with relevant academic literature and independent research.

Considerations for different types of organisations

- Not all organisations define success in the same way.
- For commercial businesses, marketing may contribute to sales, customer acquisition, brand awareness, market share and customer loyalty.
- For community organisations and CICs, marketing may also contribute to event participation, community engagement, fundraising, sponsorship and the achievement of wider organisational objectives.

Your evaluation should reflect the purpose and activities of your chosen organisation.

Submission Guidance

- Your essay must be 1,500 words and presented in an appropriate academic format.
- Use relevant marketing theories and models to support your discussion.
- Include specific examples of your chosen organisation's marketing activities.
- Support your arguments with credible academic, organisational and industry sources.
- Use Harvard referencing throughout and provide a complete reference list.
- Avoid relying solely on the organisation's own website or promotional materials.
- All sources, including AI-generated content where permitted, must be appropriately acknowledged in accordance with University guidance.
- You are not required to contact the organisation or undertake primary research.
- Your work should be analytical rather than purely descriptive. Explain not only what the organisation does, but why its marketing decisions matter and how they contribute to its objectives.

Remember: This assessment requires you to evaluate an organisation's existing marketing activities. You are not required to create a new marketing campaign or develop a marketing plan.

Use of Generative AI in Assessment

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.	☐

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

6. 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 combination of academic literature and credible industry sources to investigate your chosen organisation. Look beyond its website and social media by exploring relevant market research, competitor activity and independent reporting. Use marketing theories to support your evaluation, rather than simply describing the organisation's promotional activities. Provide 12 Harvard References to support.

7. 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 how marketing concepts operate within your chosen organisation. Make clear connections between its objectives, target customers, positioning and marketing mix. Select theories and models that are relevant to your discussion and apply them to real examples rather than simply providing definitions.

8. 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: Consider why the organisation has adopted particular marketing approaches and how effectively these respond to its market and customers. Examine relevant external influences, competitors and alternative approaches where appropriate. Support your judgements with evidence and recognise that successful marketing may be measured differently across commercial and community organisations.

9. 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 models and frameworks to real examples from your chosen organisation. For instance, use PESTLE to investigate relevant environmental influences, STP to examine its customer approach, or the marketing mix to analyse how it delivers value. Avoid including models simply to demonstrate that you know them; use them to develop meaningful findings.*

10. 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:

Present a coherent academic essay that develops a clear argument from introduction to conclusion. Use specific examples to support your discussion and ensure each section contributes to answering the assessment task. Avoid lengthy company histories, unsupported opinions and excessive description. Your conclusion should draw together your findings rather than introduce new information.

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 in order 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	Major gaps in knowledge and understanding of the basic	Gaps in knowledge of the basic underlying concepts and	Limited knowledge and understanding of the basic	Knowledge of the basic underlying concepts and	Competent knowledge of the basic underlying concepts and	Excellent knowledge and understanding of the basic	Exceptional, detailed knowledge and understanding of

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%
basic underlying concepts and principles of a subject.)	underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	underlying concepts and principles within the subject area. Some elements may be missing.	principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	principles. Exhibits very good understanding.	underlying concepts and principles of the subject.	the basic underlying concepts and principles
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.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but	An adequate awareness and mostly appropriate application of basic methods, materials, tools	A good and appropriate application of basic methods, materials, tools and/or techniques.	A very good application of a range of basic methods, materials, tools and/or techniques.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques.	Exceptional levels of application and deployment skills in particular practical

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	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 there may be errors.	Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
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	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	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	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.

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%
		skills for employment requiring the exercise of some personal responsibility.	personal responsibility, with some areas of minor weakness.	some of minor weakness.			