

MM Assignment 2

by Deborah Lloyd

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Marketing Management

Assignment 2

Planning for Innovative Customer Service

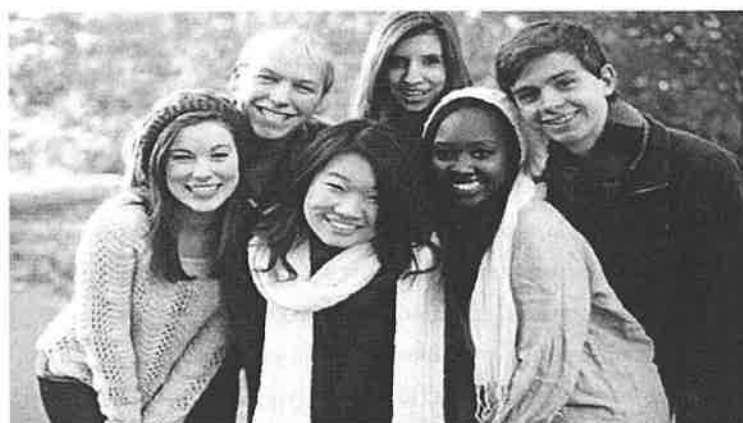
Lecturer: Jayne Williams

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



What's Your Greatness?

Swansea Business Campus: Faculty of
Business and Management Event
~~#notbusinessasusual~~
breakfast

Saturday 7 March 2020

10am-2pm

Executive Summary

Unnecessary - this is a marketing plan.

The University of Wales Trinity Saint David's (UWTSD) mission and vision statement reflects one of the characteristics of service – intangibility. This characteristic can be difficult to evaluate before 'purchasing'. The challenging task here is "to use tangible cues" to provide an indication of the service quality, as "student recruitment and retention given uncertain political and economic times", and "maintaining and improving the student experience in competition with other institutions" are key external challenges for the university. As UWTSD is a large organisation, trialling a pilot scheme across all campuses in order to meet these challenges would be too great, so the report focuses on UWTSD Swansea Business Campus. The aim is to plan a marketing strategy for innovative customer service. Research by the Higher Education Policy Institute suggests that there two key elements: 35% of students believed they were not putting enough effort in themselves and 29% criticised the amount of time they spent interacting with their cohorts. Therefore, the objectives included in this report are to recognise the shift in trends in order to address the needs and wants of the students via a student networking event based on two campaigns; the first being "The Sticky Campus"; which involves creating learning spaces for the students to interact with each other away from formal lessons and the Nike "Find your greatness" motivation campaign which encourages people to share experiences via social media. The marketing tools utilised to plan this event will be in the form of the 7P's and the promotional mix. The report concludes with marketing metrics to monitor the event and how students can be inspired to organise their own future events which may eventually lead to the 'What's Your Greatness? # not breakfast as usual' event, circulating across all of the campuses within UWTSD.

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Go straight
into the plan

1.0: Introduction

Some managers believe that selling is the most important part of marketing. However, marketing is more about understanding the needs and wants of customers to the extent that the product or service sells itself (Drucker, 2011; Kotler and Keller, 2016; Kotler and Armstrong, 2018). Organisations can easily lose touch with customer expectations by failing to identify the shift in consumer trends, and overestimating customer satisfaction (Fahy and Jobber, 2019).

These 'definitions' have been chosen as they reflect the objectives of the following report. As outlined in the video, Swansea Business Campus (SBC) is part of the UWTSD (2018). The aim of this report is to recognise the shift in student trends, thus leading to enhanced student satisfaction. And to understand their needs and wants to a degree that the service sells itself. The limitations here are being unable to forecast what will happen in terms of the external environment as it is a complex system. According to Snowden and Boon (2007) a complex system has "a large number of interactive elements making it impossible to predict what will happen". Also, customer service is a broad topic and could not possibly be covered in great detail due to wordcount and time restrictions.

1.1 The SOSTAC Planning System

This report will follow PR Smith's step by step marketing planning model 'SOSTAC'. According to the CIM (2019) 'SOSTAC' is recognised as "one of the world's top planning models" as it simplifies complex planning processes by breaking them down into six stages as shown in Figure 1.

Figure 1: The SOSTAC Planning System (Source: Smith, 2019)



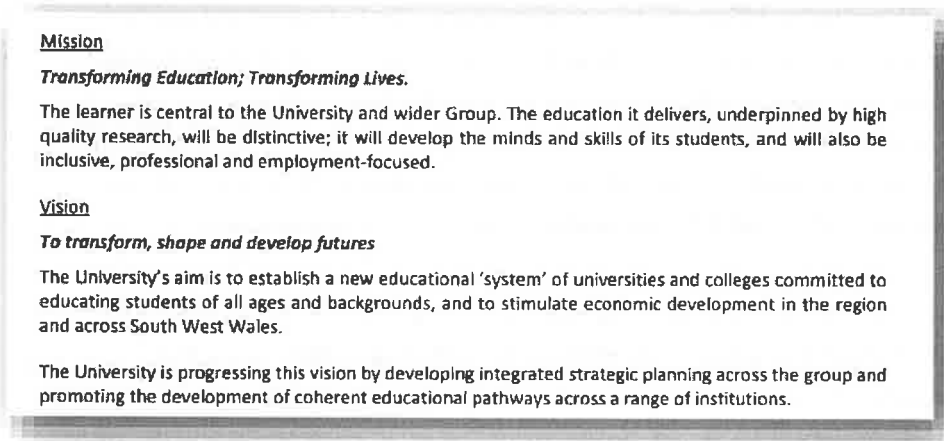
2.0: Situation Analysis

2.1 Mission and Vision Statement

UWTSD's mission and vision statement reflects one of the unique characteristics of service - intangibility as outlined in Fahy and Jobber (2019, pp.199-200), who describe how customers may find it difficult to evaluate a service before deciding to purchase due to its intangibility. The challenging task here is "to use tangible cues" to provide an indication of the service quality. The significance of service marketing will be discussed in more detail later in section 4.

The UWTSD's mission and vision statement are shown in figure 2.1.

Figure 2.1 UWTSD (2018) Mission and Vision Statement:



2.2 The General and Competitive Environment

PESTLE is an acronym for; political, economic, social, technological, legal and environmental and can be a useful tool when scanning the general environment (Henry, 2018). Porter's five forces framework is an analytic tool for assessing the competitive environment (Henry, 2018). An example of how universities can utilise this framework to assess their competitive environment is included in appendix A. Mathooko, and Ogutu, (2015),

Table 2.1 is an amalgamation of PESTLE and Porters Five Forces Framework and shows key external challenges previously mentioned in the video from the UWTSD (2018) latest consolidated report. However, another part of the Five Forces framework 'the bargaining powers of buyers' has been added to these external challenges as shown in table 2.1 and will also be discussed later in section 4. These challenges are what this report will focus on regarding planning for innovative customer service.

Just consider
key findings,
no need to
describe
frameworks

Table 2.1 PESTLE and Porters Five Forces Framework - UWTSO

PEST and Porters' Five Forces Framework	UWTSO (2018) Risks and Uncertainties (Key external challenges)	Examples
• Political • Economic	"Student recruitment and retention given uncertain political and economic times"	• Brexit and limitations - what will happen post Brexit?
• Social • Technological • Industry Competition (Rivalry among other universities) • Bargaining power of buyers	"Maintaining and improving the student experience in competition with other institutions"	• Any changes in socio-cultural factors likely to affect the university • What are our competitors doing? Are there new technologies that could enhance their products? • The person paying for the service: e.g. students, parents or employers

2.3 Performance Analysis UWTSO

Table 2.2 Key Performance Indicators and 2.3 Operating Financial Review were retrieved from the UWTSO (2018) latest consolidated report. Table 2.2 shows a change in performance (KPI 2). This was due to a reduction in student applications and enrolment while student experience (KPI 7) remains satisfactory.

One of the questions included in a survey by the Higher Education Policy Institute (HEPI) for students studying in the UK asked: "why has your experience been worse than expected"(appendix B) revealed that 35% believed they were not putting enough effort in themselves and 29% criticised the amount of time they spent interacting with their cohorts (Neves and Hillman, 2019). This will be discussed in more detail in section 4.

Table 2.2 Key Performance Indicators UWTSD

Key performance Indicators

The University measures itself against Key Performance Indicators (KPIs) annually and reports on this to Council in March of each year. The latest KPI report was for the 2016/17 year and the assessed performance against the KPIs was as follows:

Super KPI	Performance	
	2015/16	2016/17
KPI 1. Institutional Sustainability	Medium Risk	Medium Risk
KPI 2 Academic Profile and Market Position	Satisfactory	Medium Risk
KPI 3 Embedding Sustainability	Good	Good
KPI 4 Establishing an International Profile	Satisfactory	Satisfactory
KPI 5 Pure and Applied Research	Medium Risk	Medium Risk
KPI 6 Culture and Heritage	Good	Satisfactory
KPI 7 Student Experience	Satisfactory	Satisfactory
KPI 8 Teaching and Learning	Satisfactory	Satisfactory
KPI 9 Estates and Infrastructure	Medium Risk	Medium Risk
KPI 10 Staff	Satisfactory	Satisfactory
KPI 11 Governance	Good	Good

Table 2.3 Operating and Financial Review UWTSD

OPERATING AND FINANCIAL REVIEW

The assessment criteria was:

Assessment	Description
Good	Good performance, low risk and no issues identified.
Satisfactory	Broadly on track with some issues being actively addressed.
Medium risk	Some concerns that need to be addressed.
Problematic	Poor performance, high risk and significant issues identified.

The change in assessed performance on Academic Profile and Market Position (KPI 2), primarily reflects a reduction in student applications and enrolments in 2016-17. The change in assessed performance on Culture and Heritage (KPI 6), primarily reflects a reduction in the number of students undertaking studies through the medium of Welsh.

The University is currently undertaking its assessment for 2017/18 and this will be reported to Council next year.

2.4 SWOT Analysis Swansea Business Campus

A SWOT analysis is a study of an organisation's internal strengths and weaknesses where it has control, and external opportunities and threats where the organisation has less control. (Fahy and Jobber, 2019). Table 2.4 is a SWOT Analysis of UWTSD Swansea Business Campus (SBC).

Table 2.4 SBC SWOT Analysis

Strengths: • 1st in UK for student satisfaction and teaching quality in business studies • 1st in the UK for overall postgraduate taught satisfaction in Business & Administrative Studies (out of 81 participating HEIs). Resources • Spacious lecturer studios • Spacious canteen area with PCs Situated in High Street with easy access to: • Train station • Town Centre • Beaches (Swansea Business Campus, 2019a)	Weaknesses: • Unoccupied area (Appendix C). • Named Swansea Business Campus but often referred to as Swansea Business School (Swansea Business Campus, 2019b). • "Maintaining and improving the student experience in competition with other institutions" (UWTSD, 2018).
Opportunities: • The subject area with the highest number of students is Business & administrative studies, accounting for around 1 in every 7 students (HESA, 2018). • 3% rise in business and administrative studies in comparison to 1.5% the previous year HESA, 2018). • Improve the student experience in competition with other institutions". • Increase recruitment and retention through augmented differentiation. • Utilise unoccupied area for activities.	Threats: • "Student recruitment and retention given uncertain political and economic times". • "Maintaining and improving the student experience in competition with other institutions". • A lower score in overall ranking history than 'competitors' Treforest Business Campus and Swansea University (The Complete University Guide, 2019). (UWTSD, 2018)

2.5 TOWS Analysis

TOWS provides a more robust analysis to SWOT as it allows managers to make "strategy formulation clearer by combining internal strengths and weaknesses opportunities and threats" (Henry, 2018, p. 95). Table 2.5 is a TOWS Analysis of SBC, relevant to the key challenges aforementioned in table 2.1

Table 2.5 TOWS Analysis

		Internal Factors	
		Strengths (S)	Weaknesses (W)
External Factors	Opportunities (O)	(SO) Strategic Options: Awards for satisfaction in teaching. Opportunity to enhance satisfaction levels in interaction and integration.	(WO) Strategic Options: Make use of obsolete resources to enhance the student experience.
	Threats (T)	(ST) Strategic Options: Use internal strengths to enhance quality of offerings.	(WT) Strategic Options: Minimise weaknesses with consistent messages and collaborate working to aid retention and increase awareness for student enrolment.

2.6 Ansoff's Matrix

Ansoff's Matrix is a framework that organisations can utilise to analyse different strategies while considering the relationship between strategic direction and marketing strategy (Brassington and Pettitt, 2012; Henry, 2018; Ansoff, 1998). Table 2.6 shows product-market options for SBC:

Table 2.6 Ansoff's Matrix

		Product and Service	
		Present	New
Market	New	Market Penetration Increase promotion to increase market share through existing resources	Product Development Compete with competitors' business networking events to better meet the needs of students and exceed their expectations
	Present	Market Development	Diversification

2.7 Competitors Analysis

2.7.1. Competitive advantage

Competitive advantage is the characteristic that allows an organisation to meet customer needs better than their competitors. This can include differentiating their products or services to an extent where they are difficult to imitate due to being highly valued by their customers (Porter, 1985;

Henderson, 1989; Henry, 2018). However, due to a dip in confidence caused by current economic influences such as Brexit, 80% of organisations have frozen or cut their budgets (Parsons, 2017). Conversely, Fahy and Jobber (2019) argue that regardless of economic conditions the cost of doing nothing and waiting to see what happens before deciding on what action to take is not sustainable. In agreement, Ancona (n.d, p.12) states that:

"The evidence is clear: Companies that make changes during economic down-turns, that offer new products or services for a new set of circumstances, and that prepare for the moment when things will change in a more positive direction are the ones that not only survive but prosper."

2.7.2. Who are SBC's competitors?

The limitation here was retrieving information from all three universities' annual reports as the information was not transparent enough to be able to compare and contrast student profiles in specific areas.

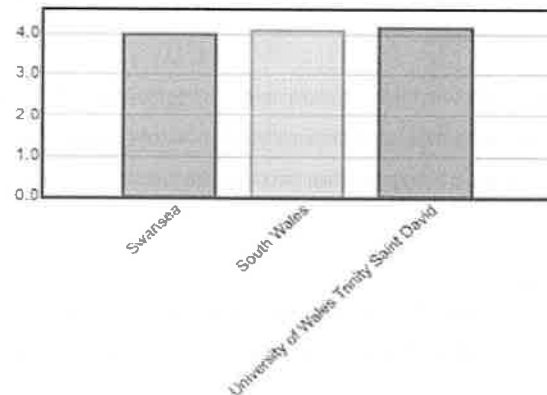
Figure 2.2 Business and Management Studies Ranking History (The Complete University Guide, 2019)



You're reiterating rather than summarising key findings from question 1 Assignment i.e. the marketing audit.

Figure 2.3 2019 Business and Management Studies Student Satisfaction (The complete University Guide, 2019)

Student Satisfaction



Although SBC is lower in ranking history than its competitors, it has the edge over student satisfaction. The aim being to not only maintain but to increase these levels, taking into consideration the results of the HEPI survey aforementioned in 2.3 of this report.

As previously outlined in Ansoff's Matrix product development, USW (2019) and Swansea Bay (2019) are holding networking events so that the students have the opportunity to engage with local businesspeople. Swansea Bay state that this will be of great benefit to their 111 new business students.

Scenario 1: Swansea Bay, USW original idea

- New business students mingle with businesses to develop professional skills.

Scenario 2: SBC product development

- All students are given the opportunity to network with each other over breakfast, followed by activities to include hobby sharing and entrepreneurial ideas - Swansea Business Campus
not breakfast as usual - Swansea Business Campus: Paving the way for augmented differentiation.

2.7.3 Augmented Differentiation

According to Fahy and Jobber (2019) organisations are increasingly putting greater efforts into intangible elements as opposed to features to gain sustainable competitive advantage as they are difficult to imitate.

2.8 Customer Analysis

Successful organisations are those who recognise the ever-changing needs of the customer and by adopting an outside in approach strategy they can truly understand what the customer values. (Drucker, 1999; Day and Moorman, 2010; Fahy and Jobber, 2019). According to research by Eduventures Prospective Students' Mindsets, 20% of students consider the social environment to be of "high importance" in deciding where to enroll (Readers Digest, 2019). (Appendix D)

2.8.1. AIDA Model

The AIDA Model (awareness, interest, desire, action) can be used to identify four stages the customer goes through before making a decision (CFI, 2019) The following examples are based on the AIDA Model and amalgamated with Social Focus from the Eduventures Prospective Students' Mindset (Readers Digest, 2019).

- Awareness: Student is aware of what is important. SBC works on creating awareness of their brand through social interaction and integration
- Interest: Generate interest via university touch points encouraging them to research further
- Desire: Organise event to change student behaviour by encouraging them to move from 'I like' to 'I want'
- Action: Students to engage with SBC and discuss their journey

Examples of question to ask students during discussion:

- What outcomes do you expect from your university?
- What experiences do you want to have?
- How do you plan to make your enrolment decision?

(Readers Digest 2019).

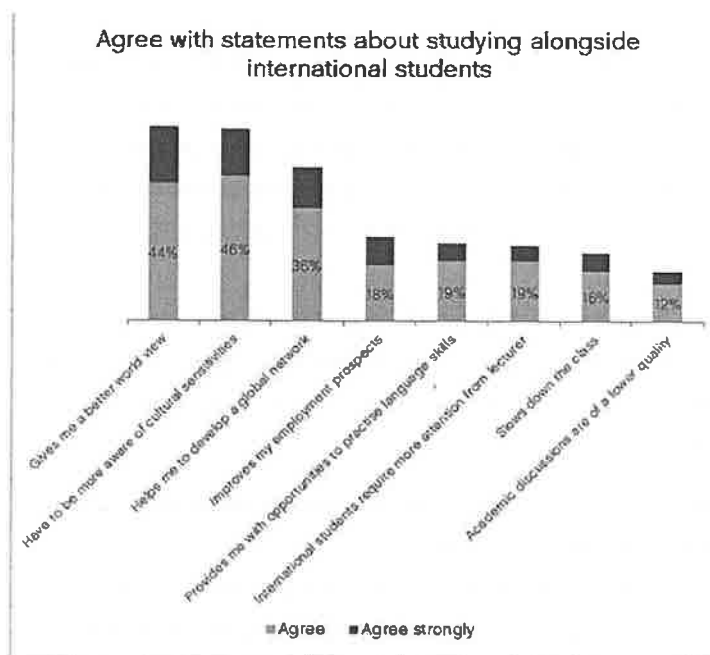
2.8.2. Student Profile

As outlined in the video, 5% of students studying at UWTSD are international. The Student Academic Experience Survey (Neves and Hillman, 2018) revealed that "applicants believe their own education will be improved by studying alongside students from other countries". Figure 2.4 shows the results from the survey:

Figure 2.4 The Student Academic Experience Survey (Neves and Hillman, 2018)

So far you've written way too much + are not getting to the requirements of the brief.

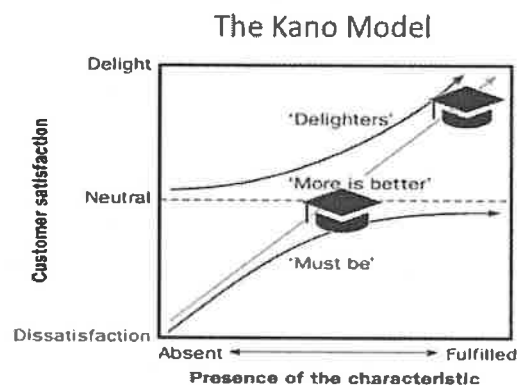
Part of Tactics / Action?



Base: UK-domiciled students (n=197).

The aim here is to understand what students are looking for regarding social satisfaction and then exceeding those expectations so that the overall student experience (Table 2.2) improves from satisfactory to excellent as shown in figure 2.5 The Kano Model (Source: Joiner, 1994).

Figure 2.5 The Kano Model – Overall Student Experience SBC



3.0: Marketing Objectives:

The following objectives are linked to the definitions aforementioned in the introduction.

~~Marketing objectives~~

Just state
SMART obj's. i.e.
what they are

3.1 SMART Objective

For successful planning and to set realistic targets the objectives should be SMART (Fahy and Jobber, 2019). After a discussion with the SBC marketing department (SBC, 2019b) it was decided that 470 students would be targeted for the event, aiming for 40% in attendance. The students will be asked to confirm attendance to include 1 guest, with a deadline put on all correspondence (see section 5.0).

Objective 1: Recognising the shift in student trends, leading to student satisfaction:

- Specific – A networking event to increase student retention and recruitment by 5%
- Measurable – Social media likes and comments before, during and after event
- Achievable – Create action plan and promote, 12 weeks prior to event
- Realistic time frame for event to take place in March 2020. Resources are available to include staff and equipment.
- Timed – Measure recruitment and enrolment activity after event to check for increase in applications ready for new semester taking place in September 2020

is this one of
the over-arching strategy
to be met by the
following objectives?

3.1.1 The 5S's

Objective 2: Understanding the needs and wants of students to the extent that the service sells itself

Although the 5S's framework is generally used for digital goal setting (Smith and Zook, 2016) it will be utilised here for objective 2.

- Sell: Free breakfast for students and guests during event
- Speak: Offer a free prize draw to gather data of what students/potential students expect/desire from the university
- Serve: Students who complete a quality of service online survey after the event will receive a 10% discount to spend in university canteen
- Save: Use UWSTD social media platforms and free press to advertise event
- Sizzle: Following the event, encourage students to keep in touch with their cohorts online by posting images and sharing any entrepreneurial ideas or new hobbies they have developed since the event. Inspire students to promote their own events via student Union (2019) about starting a new club or society.

4.0: Strategy

4.1 The Strategy Design Framework

According to Baxter (2019) "A study involving 155 UK Universities found that 60% of the entire sector will have a new strategy by 2021. "The Strategy Design Framework identifies the key features that need to be designed into a strategy to be conducive to its adoption across the organisation."

16

? To make
this relevant
here you
should have
provided a detailed
map of customer
journey, for example

(appendix E). An example being Innovation – new ways of thinking and working to enhance the overall student journey to improve performance aforementioned in table 2.2.

4.2 The Idea *for objective 2?*

The aim of this event is to not only retain students but to attract new students via word of mouth and social media postings so that the service eventually sells itself. According to Fill (2016) "Personal influence is important and can enrich the communications process". The idea being a networking breakfast and activity day to include a hobby tent (appendix F) where the students can book slots to showcase their hobbies and/or entrepreneurial ideas. The aim here is to increase student satisfaction via interaction and integration which may also motivate the students into putting more effort into their studies – the key problems identified by Neves and Hillman (2019, appendix B). Morrissey (2018) states that "universities are places where young people of different backgrounds can come together and interact as equals, and can learn, innovate and exchange ideas on the basis of a shared set of underlying values..." (Morrissey, 2018).

The idea for the event was based on two campaigns; the first being "The Sticky Campus"; which involves creating learning spaces for the students to interact with each other away from formal lessons: "The academic literature is clear, that students who have a strong sense of belonging and feel part of the university community are more likely to do better academically..." (Abertay University, 2016). The second was the Nike (2012) "Find your greatness" motivation campaign which encourages people to share experiences via social media.

4.3 The Service Sector

Service quality can be defined as the difference between what you are expecting and what you get (Zeithaml, Parasuraman, and Berry, 1990). Although a not for profit organisation, universities are now considered to be market led due to service quality influenced by performance-based league tables. There are four characteristics of service (Brassington and Pettitt, 2012; Fahy and Jobber, 2019). The following identifies how these characteristics affect SBC:

- Intangibility – Difficult to evaluate therefore will require tangible cues such as the event
- Inseparability – Student activities cannot be separated from the service therefore, increasing satisfaction levels may increase retention and recruitment
- Variability – No two lessons are the same – consistency of service is important here
- Perishability – Lesson cannot be stored – matching supply and demand for levels of study

4.3.1 Consumer or Customer – The Decision-making process

The consumer/user of the product may not always be the customer/buyer (Brassington and Pettitt, 2012; Fahy and Jobber, 2019) The point here is that students use the service, but the 'buyer' may be

*Develop further
by linking to
above*

a parent or employer. Therefore, the students will be encouraged to bring a guest to the event (or skype for international students to show live experiences to their friends and family back home). The aim being to encourage future sponsorship from employers, word of mouth by delighted parents and to attract potential students.

4.4 Segmentation: The Differentiated University

A survey revealed that many universities "remain trapped in a conventional mindset" and are therefore struggling in an "increasingly competitive admissions world". (Ladd, Reynolds and Selingo 2014; Jones, 2016; Christensen and Raynor, 2003). Following on from the video the aim is to target current BA and MBA business students attending SBC. Prior to the event students will be asked to complete an online survey outlining their expectations and desires associated with their course. Any potential students will have the opportunity to do so during the event. This will enable SBC to target students via expectations and desires using 6 major student segments (appendix G)

5.0: Tactics and Action

5.1 The Marketing Mix

The marketing mix is a combination of marketing tools otherwise known as the 7P's that help 'sell' the product or service (Fahy and Jobber, 2019; Brassington and Pettitt, 2012; Acutt, 2019). Table 5.1 outlines the area each element represents and what needs to be considered regarding the event:

Table 5.1 The 7P's SBC

Product	The event, to increase student satisfaction
Price	Incentive: Free event to enhance student journey
Place	Event to take place at SBC. Students to be targeted by SBC directly via UWTSD social media and asked to confirm attendance of themselves and one guest
Promotion	Promoting the product through integrated communication strategy
People	Plan how staff at SBC will influence student perceptions during the event
Process	Ensure service delivery and flow of activities
Physical evidence	The tangible elements such as the resources already available and ensuring everything is in place for event to include; purchasing of gazebo, advertising banners displaying UWTSD logo and messages consistent to advertising campaign

— is this in the right place?

OK - overlap

How? Examples?

How?

How? Examples?

5.2 Integrated Marketing Communications

IMC is a system that can be used to coordinate marketing communications consistently to customers via a range of communication methods otherwise known as the promotional mix. (Fahy and Jobber, 2019; Smith and Zook, 2016). The following promotional mix outlined in table 5.2 will be utilised to ensure consistent messaging for the event:

Table 5.2 The Promotional Mix

Advertising	Via UWTSD social media platforms; Facebook, Twitter, LinkedIn THE Wave Radio and banners in and around SBC. Ensure consistency of name Swansea Business Campus, not school
Sales Promotion	Linked to advertisement, students and guests will be offered a free breakfast during the event
Email Marketing	Via student email; a commercial message about the event. To include an attached questionnaire about expectations and desires. Participating students will be automatically entered in a prize draw
Personal Relations and publicity	Contact local newspaper South Wales Evening Post to write an article about the event to promote awareness and to be in attendance during the event. Invite the Wave Radio to the event to interview students taking part in the hobby tent
Internal communication	Via SBC lecturers

Figure 5.0 Action Gantt Chart
Action plan for event

A	B	C	D	E	F
Week Commencing	9.12.19	6.1.20	3.2.20	2.3.20	Department responsible
Discuss plan					Staff meeting
Design marketing campaign					Marketing department
Contact newspaper and radio					Marketing department
Promote event and monitor					Marketing department
Confirmation deadline			3rd		Marketing department
Confirm number of attendees					Marketing department
Purchase gazebo					Caretaker and maintenance
Order food supplies					Catering staff
Erect gazebo and preparation				5th + 6th	Caretaker and maintenance
Liaise with potential students				7th	Lecturers and ambassadors
Service delivery				7th	Staff in attendance and student ambassadors

If you had included a column for objectives above, it might have helped to align objectives with tactics.

6.0: Control

Control is the final part of the planning process but an important part as it enables the organisation to evaluate if the right strategies are in place to achieve its goals (Fahy and Jobber, 2019, Brassington and Pettitt, 2012).

6.1 Monitoring through marketing metrics

- Social media likes and posts before, during and after event
- Contact students via student email asking them to complete a quality of event survey after the event in return for a 20% discount voucher to spend in university canteen
- Measure recruitment and enrolment dates for September 2020
- Following the event, encourage students to keep in touch with their cohorts online by posting images and sharing any entrepreneurial ideas or new hobbies they have developed since the event. Inspire students to promote their own events via student Union (2019) about starting a new club or society.

7.0: A Future Award?

A successful campaign may result in UWTSD being leaders in student interaction and integration



Trawsnewid Addysg . . . Trawsnewid Bywydau . . . Trawsnewid Cymunedau
Transforming Education . . . Transforming Lives . . . Transforming Communities



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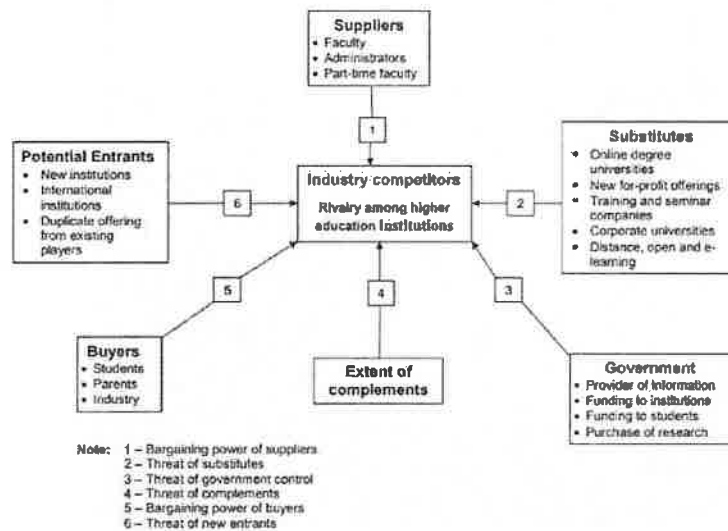
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9.0: Appendices

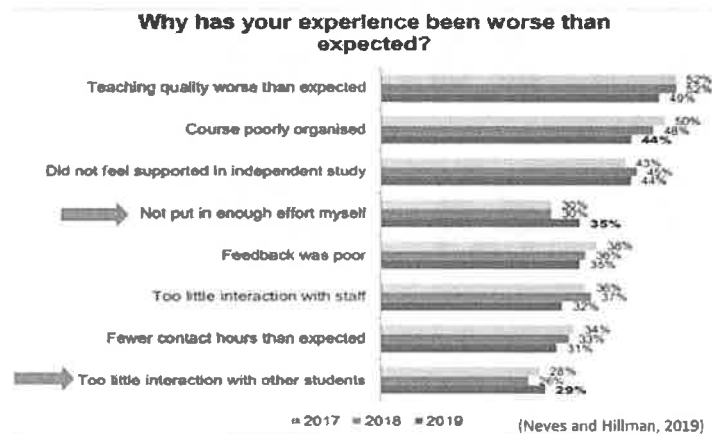
Appendix A

Porters Five Forces (Source: Mathooko, and Ogutu, 2015)



Appendix B

HEPI Survey (Neves and Hillman, 2019)



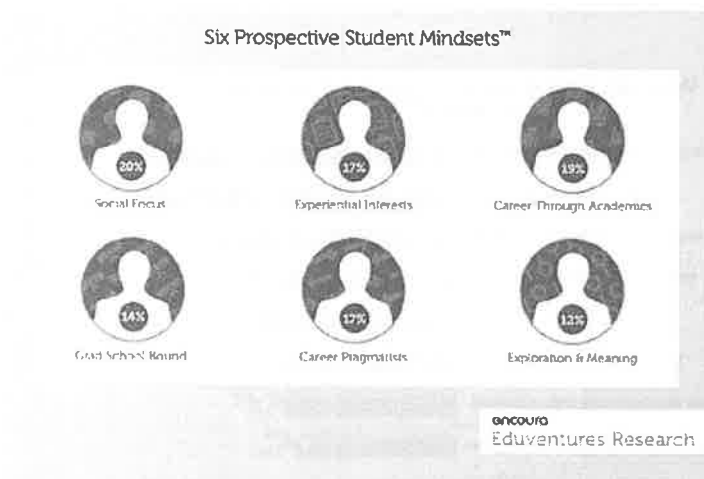
Appendix C

Swansea Business Campus Unoccupied area



Appendix D

Eduventures Perspective Student Mindset – A cluster analysis technique (Readers Digest, 2019).



Appendix E

The Strategy Design Framework (Baxter, 2019)



Appendix F

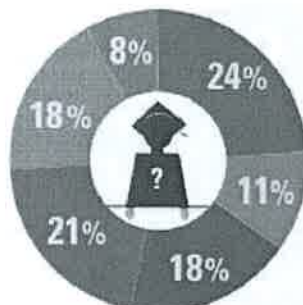
Swansea Business Campus modified occupied area with hobby tent



Appendix G

6 Major Student Segments (Ladd, Reynolds and Selingo 2014; Jones, 2016; Christensen and Raynor, 2003).

Six Major Student Segments



- Aspiring Academics
- Career Accelerator
- Coming of Age
- Industry Switcher
- Career Starter
- Academic Wanderer

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	
You have clearly engaged with a wide range of sources but to some extent such thoroughness has ^{what} clouded the purpose of the assignment which is to develop a creative marketing plan.		12
2. Knowledge and Understanding Skills	20	
You have demonstrated knowledge + understanding of the key principles/concepts of the marketing planning processes, if with some confusion in parts. The latter is due to you trying to include EVERYTHING you've learnt in this module rather than being selective - sometimes less is more.		12

3. Cognitive and Intellectual Skills	20	
You have provided evidence of analysis + critical evaluation but in parts this has stifled opportunities to create an innovative marketing plan. You have put forward some good ideas which have been lost in some unnecessary detail.	12	
4. Practical Application Skills	20	
You have utilised a wide range of techniques with appreciation of the context, but again there are just too many frameworks with not enough consideration given to tactics + action.	12	
5. Presentation— professional skills	20	
Although you've used a suitable framework for the marketing plan, in parts it's a bit confusing and doesn't flow effectively.	10	
Second marker: This project lacks structure and focus on the project brief. Models and frameworks need to be selected and then appropriately applied. There are too many models and frameworks, but there is not enough engagement with		= 56%
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)	%