



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

School of Hospitality & Tourism Management
BA(Hons) International Gastronomy Management

Module Handbook

Autumn 2026

Marketing & Sales

BMGM5001

LEVEL 5

Module Lead:

Natalie Brailsford

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Marketing & Sales 2025

Welcome to this generic overview handbook for the above module. This is a level 5, 20 credit module for Level 5 IGM students in the school Hospitality & Tourism Management.

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

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

AIM(S)

- To introduce the students to the business discipline of marketing and the core elements from which restaurant marketing activities develop.

INDICATIVE CONTENT

- The nature and scope of marketing
- The different strategies of the marketing plan and how they are produced.
- The role of the marketing mix.
- The implications of a macro analysis gaining an overview of the macro environment
- Elements of the internal analysis (the methods used for segmenting, targeting, and positioning within markets).
- The need for a marketing information system and the role of databases in information management; including the nature of marketing research, methodologies, and tools.
- Digital marketing; role of social media technology, the communication mix.
- The importance of stakeholders for marketing
- Sustainable marketing

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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual presentation and Sales Plan	10 minutes (presentation) 1500 words (plan)	50%

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

INDICATIVE READING LIST

Module Code	BMGM5001	
Module Title	Marketing and Sales	
Classification	Reading List entry	Electronic*
Essential	Baack, D.W, Czarnecka. B, Baack. D.,(2019) International Marketing 2 nd Edn. Sage. London	☒
Essential	Bowie, D. Buttle, F. Brookes, M & Mariussen, A (2017), Hospitality Marketing 3 rd Ed, Routledge, London	☒
Essential	Masterson .R, Phillips. N & Pickton. D (2021) Marketing an introduction. 5 th Edn. Sage. London.	☒
Further	Clow, K & Baack, D (2013), Integrated Advertising, Promotion and Marketing Communications 6e, Pearson, London	☒
Further	De Mooij.M,(2019) Global Marketing & Advertising 5 th Edn. Sage . London	☒
Further	Frochot, I. and Batat, W., (2013) Marketing and Designing the Tourist Experience. Goodfellow, Oxford	☒
Further	Gbadamosi. A, (2019) Contemporary Issues in Marketing, <i>principles & practice</i> . Sage. London	☒
Further	Ghauri, P N (2014) International Marketing, 4 th Ed, McGraw Hill, London	☒
Further	Hulten. B, (2020) Sensory Marketing an introduction. Sage. London.	☒
Further	Kingsnorth. S, (2019).Digital Marketing Strategy, an integrated approach to online marketing. 2 nd Edn. Kogan Page. London.	☒
Journals	<i>European Journal of Marketing</i>	☒
Journals	<i>Journal of Restaurant & Foodservice Marketing</i>	☒
Journals	<i>Journal of Marketing Management</i>	☒
Journals	<i>Journal of Marketing</i>	☒
Journals	<i>Journal of Marketing Research</i>	☒
Journals	<i>Journal of Strategic Marketing</i>	☒
Websites	CIM, The Chartered Institute of Marketing (online) Available from: http://www.cim.co.uk	☒
Websites	Red Herring, the Business of Technology (online) Available from: http://www.redherring.com	☒
Websites	Marketing Week marketing news, opinion, trends	☒
Websites	www.instituteofhospitality.org	☒

Level 5 Marketing & Sales: Scheme of Work Autumn Term 2026

WK	Date	Time	Lecture Theme	Key Content
1	28/09/2026	2-6pm	What is Marketing?	Evolution of marketing, production era, sales era, marketing era, relationship marketing, experience economy
2	05/10/2026	2-6pm	Understanding Customers	Consumer behaviour, needs vs wants, motivations, dining decisions
3	12/12/2026	2-6pm	Branding and Value Creation	Brand identity, brand image, customer loyalty, restaurant concepts
4	19/10/2026	2-6pm	Marketing Environment	Internal analysis, external analysis, stakeholders, marketing environments
27/10/2026		Reading Week: No Lectures		
5	02/11/2026	2-6pm	Industry Brief and Visit	Assessment brief launch
6	09/11/2026	2-6pm	Marketing Research & Information Systems	Research methods, marketing data, databases, customer insights, MIS
7	16/11/2026	2-6pm	Segmentation, Targeting & Positioning	Market segmentation, customer personas, target markets, positioning
8	23/11/2026	2-6pm	Marketing Mix & Creating Customer Value	Product, Price, Place, Promotion, People, Process, Physical Evidence
9	30/11/2026	2-6pm	Digital Marketing	Websites, SEO, CRM, customer journeys, digital communication
10	07/12/2026	2-6pm	Social Media & Communication Mix	Social media marketing, influencer marketing, online reviews, content marketing
15/12/2026 - 11/01/2027		Winter Break: No Lectures		
11	11/01/2027	2-6pm	Sustainable & Ethical Marketing	CSR, stakeholder responsibilities, sustainability, greenwashing, diversity and inclusion
12	Wednesday 19/01/2027	2-6pm	Assessment Day: Live industry presentation	Final plans and slides must be submitted by Thursday 14 th January

LEVEL 5 ASSESSMENT SPECIFICATION ASSESSMENT ONE

Student name:		Student ID number:	
Programme:	International Gastronomy Management		
Module:	Marketing & Sales		
Module code:	BMGM5001	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Natalie Brailsford	Internal Verifier:	Jemma Smith
Assignment Title:	Essay	Word count (or equivalent):	2000 +/- 10%
Submission deadline:	Monday 7th December By 23:59HR	Return date of provisional marks & written feedback:	25/01/2027 By 23:59HR
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)

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

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

Use of Generative AI in Assessment
(Lecturer to indicate Yes or Not against each element)

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

TASK ONE DESCRIPTION

Assessment One: Essay 2000 words +/- 10%

Essay title

How Marketing Has Evolved from Product-Centered Selling to Value Creation within the Restaurant Industry Key Question: How has restaurant marketing developed from selling meals to creating value, experiences and relationships

What Students Should Explore:

- Evolution of marketing
- Marketing concept
- Creating customer value
- Consumer Behaviour
- Branding
- Relationship marketing
- Digital marketing
- Social media
- Restaurant examples

Additional guidance with suggested word counts

- **Introduction** (200 words)
 - Introduce the evolution of marketing in the restaurant industry.
 - Outline the shift from selling products to creating value and relationships.
- **Evolution of Marketing and the Marketing Concept** (350 words)
 - Production, product, sales and marketing orientations.
 - Development of customer-focused marketing.
- **Creating Customer Value and Consumer Behaviour** (450 words)
 - Customer value and the experience economy.
 - Factors influencing restaurant choice and consumer decision-making.
- **Branding and Relationship Marketing** (400 words)
 - Brand identity and differentiation.
 - Customer loyalty, retention and relationship marketing.

- **Digital Marketing and social media** (400 words)
 - Social media marketing.
 - Online reviews, influencer marketing and customer engagement.

- **Critical Discussion and Conclusion** (200 words)
 - Evaluate the shift from selling meals to creating experiences and relationships.
 - Summarise key arguments and answer the essay question.

You must present your essay with a title page, this to include:

The title of the essay -

- Your name
- Your student ID number
- The module title: Marketing & Sales BMGM5001
- Your lecturer's name
- Word count
- Date submitted.

The font size should be 12, paragraph in justify and line spacing 1.5.

References & In-text citations

You must use a minimum of 20 credible sources for your research from online sources, textbooks, media, and industry journals to support your essay.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASK ONE

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

1. Engagement with Literature Skills

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

Guidance specific to this assessment: *Your essay should demonstrate extensive research using a range of credible academic and industry sources. You should engage with key marketing theories and concepts relevant to the restaurant industry, including customer value, consumer behaviour, branding, relationship marketing, and digital marketing. All arguments should be supported with appropriate evidence, accurate in-text citations, and a complete reference list, demonstrating your ability to evaluate and apply relevant literature.*

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *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. meaningfully 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: *Your essay should demonstrate a clear understanding of how marketing has evolved from a product-focused approach to one centred on creating customer value, experiences, and relationships. You should explain and apply relevant marketing theories and concepts, showing how they have developed over time and how they influence contemporary marketing practices within the restaurant industry.*

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. 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/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid 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 essay should critically analyse the evolution of restaurant marketing rather than simply describing theories and concepts. You should evaluate the effectiveness of different marketing approaches, compare traditional and modern practices, and develop well-supported arguments about the role of value creation, branding, relationship marketing, and digital technologies in shaping customer experiences and loyalty.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. 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, some of which may be creative. 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. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: Your essay should apply marketing theories and concepts to real-world restaurant examples. You should demonstrate how restaurants use customer value, branding, relationship marketing, social media, and digital marketing strategies to attract, engage, and retain customers. Examples should be used to illustrate how marketing theory operates in practice and contributes to business success.

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 personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist 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 essay should be professionally presented, well-structured, and clearly written using appropriate academic language. You should demonstrate strong research, analytical, communication, and critical thinking skills through the effective organisation of ideas, synthesis of information from multiple sources, and construction of a coherent argument that directly addresses the essay question.

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		
2. Knowledge and Understanding Skills		
3. Cognitive and Intellectual Skills		
4. Practical Application Skills		
5. Transferable Skills for Life and Professional Practice		

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 5 ASSESSMENT SPECIFICATIONASSESSMENT TWO

Student name:		Student ID number:	
Programme:	International Gastronomy Management		
Module:	Marketing & Sales		
Module code:	BMGM5001	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Natalie Brailsford	Internal Verifier:	Jemma Smith
Assignment Title:	Individual presentation and Sales Plan	Word count (or equivalent):	10minutes (presentation) +/- 10% 1500 words (plan) +/- 10%
Submission deadline:	Thursday 14th January 2027 By 23:59HR	Return date of provisional marks & written feedback:	24/02/2027 By 23:59HR
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.		

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Module Learning Outcomes (from module syllabus)
Upon successful completion of this module, the student should be able to: ➤ Define and assess the development of marketing in creating value for customers, identify relevant stakeholders and assess its impact within strategic and operational practice. ➤ Demonstrate a critical understanding of the process and stages of marketing planning, including the role of the marketing environment, marketing research and the marketing mix.

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(Lecturer to indicate Yes or Not against each element)

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

TASK TWO DESCRIPTION

Sales Plan 1500 words +/- 10% & Individual presentation 10 Minutes +/- 10 minutes

Following the industry visit, students will respond to a live business brief provided by the industry partner. Assessment 2 consists of two interconnected components: a written Marketing and Sales Plan and a Professional Presentation.

The **Marketing and Sales Plan** should provide the foundation for the presentation and demonstrate how marketing and sales strategies can be used to address the organisation's challenge or opportunity. The plan should be informed by market research, customer insights, relevant theory, and industry evidence, leading to realistic and achievable recommendations.

Students will then deliver a **professional presentation** to the industry partner, presenting the key elements of their Marketing and Sales Plan. The presentation should focus on the main findings, proposed strategy, and recommendations, rather than repeating the full written report. Students should clearly justify their decisions and demonstrate how their proposals will support the organisation's objectives.

As part of the presentation, students must showcase a **social media concept or campaign idea** that has been incorporated into their Marketing and Sales Plan. This may include examples of proposed content, campaign themes, platform selection, audience engagement activities, or promotional ideas. Students should explain how the social media concept supports the wider marketing and sales strategy and contributes to achieving the organisation's goals.

Further details of the brief and presentation requirements will be provided during the industry visit.

Sales Plan Structure (1,500 Words)

1 Business and Brief Overview (150 words)

- Introduction to the organisation and industry partner.
- Overview of the business challenge or opportunity identified in the brief.
- Purpose of the marketing and sales plan.

2. Situational Analysis (250 words)

- Internal and external factors affecting the business.
- SWOT analysis.
- Competitor overview.
- Key market trends relevant to the brief.

3. Target Market and Customer Analysis (250 words)

- Market segmentation.
- Identification of the primary target audience.
- Customer persona/profile.
- Positioning approach and customer needs.

4. Marketing and Sales Recommendations (450 words)

- Marketing objectives linked to the brief.
- Marketing mix considerations (as appropriate).
- Sales strategies and customer acquisition activities.
- Promotional recommendations.
- Digital marketing activities.
- Social media strategy.
- A proposed social media concept or campaign that will be developed further within the presentation.

5. Implementation and Evaluation (250 words)

- Action plan and timescales.
- Resource considerations.
- SMART objectives.
- Key Performance Indicators (KPIs).
- Methods for measuring success.

6. Conclusion (150 words)

- Summary of key recommendations.
- Expected benefits to the organisation.
- Final justification of the proposed marketing and sales strategy.

Presentation Requirements (10 minutes)

The presentation should summarise the key elements of the Marketing and Sales Plan rather than repeat the report. Particular emphasis should be placed on the proposed recommendations and the social media concept or campaign idea, demonstrating how it supports the wider marketing and sales objectives and addresses the industry brief

The presentation should include:

- Overview of the industry brief and business challenge.
- Summary of key market and customer insights.
- Target market and positioning approach.
- Proposed marketing and sales strategy.
- Key recommendations and expected outcomes.
- Social media concept or campaign idea.

- Conclusion and justification of recommendations.

Students will be expected to present professionally and respond appropriately to questions and feedback from the industry partner and academic staff. The written Marketing and Sales Plan and presentation should complement one another and demonstrate a coherent, integrated response to the live industry brief.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASK TWO

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

1.Engagement with Literature Skills

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

Guidance specific to this assessment: *Your Marketing and Sales Plan should be informed by a wide range of credible academic and industry sources relevant to the live industry brief. You should demonstrate effective research into the organisation, target market, competitors, customer behaviour, marketing strategies, and sales approaches. Evidence should be drawn from academic journals, textbooks, industry reports, company information, and market data. All recommendations must be supported by research and appropriate marketing theory. Accurate in-text citations and a complete reference list are required throughout the report and presentation materials.*

2.Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *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. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *You should demonstrate a sound understanding of marketing and sales concepts and apply them appropriately to the industry brief. This may include concepts such as market segmentation, targeting, positioning, consumer behaviour, the marketing mix, digital marketing, social media marketing, relationship marketing, customer value, and sales planning. Your work should show an understanding of how these concepts can be used to support organisational objectives and solve real business challenges.*

3.Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. 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/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid 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: *You should critically analyse the information gathered about the organisation, market, customers, and competitors to develop justified recommendations. Your work should not simply describe the business or marketing theories but explain and justify why particular marketing and sales strategies have been proposed. You should evaluate different options, identify opportunities and challenges, and provide evidence-based recommendations that directly address the industry partner's brief. Conclusions should be logical, realistic, and supported by your analysis.*

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how 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, some of which may be creative. 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. You should show awareness of the limitations of concepts and theories when applied in contexts.

Guidance specific to this assessment: *ou should demonstrate your ability to apply marketing and sales theories to a real-world business context. The Marketing and Sales Plan should contain practical and achievable recommendations that are relevant to the organisation's objectives. Appropriate tools and techniques, such as SWOT analysis, customer personas, positioning strategies, promotional activities, digital marketing tactics, and performance measures, should be used where relevant. The social media concept presented should be realistic, creative, and clearly linked to the wider marketing and sales strategy.*

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 personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist 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:

Both the written plan and presentation should demonstrate professional standards expected within the marketing and hospitality industries. Your work should be well-structured, clearly written, and visually professional where appropriate. The presentation should communicate ideas confidently and effectively, using appropriate visual aids and engaging delivery techniques. Students should demonstrate professionalism during the industry visit and presentation, respond appropriately to questions, and show the ability to communicate recommendations to both academic and industry audiences. Strong organisation, communication, problem-solving, and presentation skills will contribute to higher marks.

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/improve

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	20	
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		
	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)	%
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GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	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. 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. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or	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.

Level 5							
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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
					inconsistencies		
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and

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analyses and interpretations.)	invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent,	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of

Level 5							
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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	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 outside the context in which they were first studied.	Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally

Level 5							
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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	loosely, and at times incoherently, structured, with ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	which relevant ideas / concepts are reasonably expressed. Work may lack coherence 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 personal responsibility and decision-making, with some areas of minor weakness.	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 personal responsibility and decision-making, with some areas of strength and some of minor weakness.	structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.