Assessment Guidelines

Learners of EduQual qualifications must complete the tasks given in the assignment brief approved by EduQual. Learners are able to request assistance from tutors about completing the tasks, mark schemes and grade descriptors. Learners are expected to adhere to policies and guidelines set out by the centre which includes word/page/slide count, and plagiarism/collusion.

Context
Learners are required to refer to the guidance notes and assignment brief in order to present an answer that would fall within the required context.

Confidentiality
Learners must seek permission and advice when using organisational/business information that would be considered sensitive or confidential within their assignments. If the organisation’s consent is given, and anonymity is a given requirement of the organisation, then the learner must respect this.

Assessment criteria and mark sheets
The assignment brief will include the mark scheme along with grade descriptors for learners to refer to if needed. The guidance notes before the assignment questions should be used for reference in order to ensure that learners are equipped with the information and formats required. Learners are requested to obtain necessary advice on assignment context, format and other supporting information to clarify and help understand the requirements.

The assessment criteria and the mark sheets will help learners identify how and where the marks have been allocated and allow them to structure their answers accordingly.

Tutor guidance
Learners are allowed one piece of feedback for draft answers they present. Any subject-related questions relating to the module can also be directed to the tutor.

Word count
It is mandatory that learners adhere to the specified word count given in the assignment brief within a margin of -/+10%. For certain tasks, the assignment brief may specify the page count depending on the task requirement, and although a word count may not be applicable for these, the page count must be adhered to at all times. All tables, charts, diagrams, referencing (in-text) will be considered a part of the assignment word count.
If the task requires learners to make a presentation, the word count will only be applicable to the notes provided. The assignment questions may also specify the number of slides, in which case the learners are also required to adhere to this.

Any supporting documents used to reinforce the learners' answer need to be attached at the end of the report as appendices. Such supplementary material will equip the examiner with the required background knowledge on the information provided within the report. However, these will not be considered for grading nor as part of the word/page count.

All assignments submitted with clear disregard for the stipulated page/word counts may be discounted, and the learner may have to resubmit his/her work for assessment pending revision/review of their work.

Referencing and professionalism
To ensure that learners follow a professional stance at all times, they need to:

- Use Harvard (or other recognised style/system of) referencing for all citations and references (including in-text)
- Use professional, formal English in presenting their work
- Learners must refrain from writing in a first-person perspective (i.e. ‘I’, ‘We’, ‘Me’ etc. should not be used within the answer).

Learners should bear in mind that considerable marks are awarded for format and presentation. Therefore referencing and professionalism will be assessed in every task.

Plagiarism and Collusion
Plagiarism and collusion will be considered as an academic offence and will be dealt with as a serious issue. **Plagiarism can be defined as** the presentation of the work of another author without appropriate referencing and/or attribution (leading to the false assumption that the learner is the originator of the text). **Collusion can be defined as a circumstance in which** two or more learners present work with distinct similarities in concept and ideas.

Learners can opt to use a valid plagiarism software (i.e. Turnitin) to assess ‘similarity scores/index’ and should attach the report along with their final answers for reference.

Excessive referencing will also be considered an academic offence which will lead to learners being penalised in the marks awarded for format and presentation or on serious cases, learners work will be discounted, and not fit for assessment. This will be decided by the academic panel in collaboration with EduQual.

These offences will be taken seriously at all times and will result in learners’ work being declared null and void.
Assignment One

Task 1

Select an organisation which you are familiar with and assume that you are the marketing executive of the organisation. Your organization is considering to launch a new product/service* and the marketing manager asked you to prepare a presentation for the board to summarise the current business strategy. Your presentation must cover the following aspects:

*This task constitutes 40% of the overall mark.*

- Compare your organisation’s value and mission statements with its current business objectives.
  
  SM LO 1

- Conduct a situational market analysis for your organisation, including the external factors that affect your organisation, and assess how the opportunities and threats you have identified relate to the organisation’s strategic objectives and competitive position.

  MMS - LO 2, SM – LO 2

* The new product or service must be determined by the candidate and not replicated from an existing product or service offered by the organisation.
### Task 1
**Assessment criteria and mark scheme**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Marks allocated</th>
<th>Comments</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare your organisation’s value and mission statements with its current business objectives.</td>
<td>30</td>
<td></td>
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<tr>
<td>Conduct a situational market analysis for your organisation, including the external factors that affect your organisation, and assess how the opportunities and threats you have identified relate to the organisation’s strategic objectives and competitive position.</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure and format</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• Relevance to the tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use of supporting concepts and frameworks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Professional tone and required format</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Harvard Referencing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Mark</strong></td>
<td><strong>100</strong></td>
<td></td>
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</tbody>
</table>
Task 2

Your board has approved the development of a marketing strategy for your new product or service and wants to focus on the organisation’s international market. They have asked you to develop a detailed report that focus on the following key issues:

This task constitutes 30% of the overall mark.

- Review the existing business plans and strategies for your organisation and develop a suitable management strategy that will support the value proposition for a new product or service*.  
  
  SM LO 3, 4, MMS LO 1

- Analyse the main characteristics and processes of design and innovation for your new product or service from an international marketing perspective
  
  GM1

- Use various management tools and techniques to construct an integrated strategic marketing plan to support the introduction of your new product or service. This must cover:
  - The marketing objective
  - the advantages and disadvantages of various campaign channels
  - The outline for a marketing campaign

  MMS – LO 3

*Formal Report – 5000 words maximum
## Task 2
### Assessment criteria and mark scheme

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<tr>
<td>Review the existing business plans and strategies for your organisation and develop a suitable management strategy that will support the value proposition for a new product or service.</td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Use various management tools and techniques to construct an integrated strategic marketing plan to support the introduction of your new product or service. This must cover:  
  - The marketing objective  
  - The advantages and disadvantages of various campaign channels  
  - The outline for a marketing campaign | 40              |          |      |
| Structure and format  
  - Relevance to the tasks  
  - Use of supporting concepts and frameworks  
  - Professional tone and required format  
  - Harvard Referencing | 10              |          |      |
| **Total Mark**                                                                      | **100**         |          |      |
Task 3

Your board has accepted your report on the marketing strategy for the new product or service, but wants you to explore the impact that this may have on the organization. They have asked you to develop a further report that focus on the following key issues:

This task constitutes 30% of the overall mark.

- Evaluate appropriate innovation protection methods for the organisation’s new product or service and critically evaluate the risks associated with not protecting the organisation’s innovation.
  
  GM LO2

- Apply appropriate global marketing and communication strategies to the identified international market for your new product or service, to include how the organization will:
  - utilise various information sources to acquire relevant data
  - ensure the reliability and validity of each source of information
  - assure the effective use of the obtained information

  GM LO3

- Develop international strategies for your organization, focusing on the processes, and take appropriate measures to mitigate issues of internationalization.

  GM LO4

Formal Report – 3000 words maximum
**Task 3**

**Assessment criteria and mark scheme**

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<tr>
<td>Evaluate appropriate innovation protection methods for the organisation’s new product or service and critically evaluate the risks associated with not protecting the organisation’s innovation.</td>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Apply appropriate global marketing and communication strategies to the identified international market for your new product or service, to include how the organization will:  
  o utilise various information sources to acquire relevant data  
  o ensure the reliability and validity of each source of information  
  o assure the effective use of the obtained information | 30 | | |
| Develop international strategies for your organization, focusing on the processes, and take appropriate measures to mitigate issues of internationalization. | 30 | | |
| Structure and format  
  • Relevance to the tasks  
  • Use of supporting concepts and frameworks  
  • Professional tone and required format  
  • Harvard Referencing | 10 | | |
| **Total Mark** | **100** | | |
## Assessment Criteria for all assessments

<table>
<thead>
<tr>
<th>Marks</th>
<th>Criteria</th>
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</table>
| 70-100 | • The answer submitted has an outstanding result with negligible amount of mistakes.  
       • The answer shows an appreciative level of knowledge and clear understanding of related models, theories and frameworks. Analytical techniques used show the wide area of knowledge the student has.  
       • The ability to apply and contextualize the models, theories and frameworks are clearly recognisable.  
       • The analysis and the use of research data, as well as the ability to use the data to reach acceptable and accurate conclusions is exceptional.  
       • Answers show independent thought and clarity of the student answer has led to an overall focused and evaluative answer.  
       • The answer has followed proper Harvard referencing. |
| 60-69  | • The answer shows an above average standard with few errors.  
       • The answer shows a decent level of knowledge and fairly clear understanding of related models, theories and frameworks. The use of analytical techniques is obvious throughout the answer in a manner that reflects a very good level.  
       • The ability to apply and contextualise the models, theories and framework are of a good standard.  
       • The analysis and the use of research data, as well as the ability to use the data to reach acceptable and accurate conclusions is above average levels.  
       • Answers show independent thought and clarity of the student answer has led to an overall focused and evaluative answer with little inconsistency.  
       • The answer has followed proper Harvard referencing. |
| 50-59  | • The answer shows an above average standard with errors.  
       • The answer shows a general level of knowledge and fairly clear understanding of related models, theories and frameworks. The use of analytical techniques is obvious throughout the answer in a manner that reflects a good level.  
       • The ability to apply and contextualise the models, theories and framework are of a reasonable standard. But the link between theory and practical knowledge appears to be restricted.  
       • The answer shows more assumptions than conclusive evidences and valid arguments. However the ability to interpret and evaluate is evident.  
       • Answers show independent thought and clarity of the student answer has led to an overall focused and evaluative answer with some inconsistencies.  
       • The answer has followed Harvard referencing in the bibliography at an acceptable level. |
| 40-49  | • There are several shortcomings throughout the answer.  
       • The knowledge level reflected in the answer is limited especially in understanding of related models, theories and framework.  
       • The case material has been repeated instead of evidencing knowledge.  
       • The use of analytical techniques is inadequate.  
       • A certain level of relevance is evident in Harvard referencing. |
| 30-39  | • Answer submitted is quite weak and lacks proper focus.  
       • There are number of poor grammar and spelling errors.  
       • The lack of understanding in subject knowledge, related models, theories and frameworks is evident. |
<table>
<thead>
<tr>
<th>Score</th>
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</table>
| 0-29  | - Contextualisation, interpretation, and evaluation are of a poor standard.  
       | - Reflects only basic levels of Harvard referencing in the bibliography.  
       | - Requires more work on answering skills.  
       | - There is very little evidence of appropriate subject knowledge.  
       | - The use of models, theories and frameworks is quite poor.  
       | - The analytical skills and contextualization is almost non-existent.  
       | - Answer produced has little relevance to the assignment briefs.  
       | - The overall output is well below the required standard.  
       | - Considerable amount of work is needed as the overall answer it quite poor and unacceptable. |