



EduQual Assignment

THE EDUQUAL DIPLOMA IN BUSINESS AND MARKETING
MANAGEMENT (SCQF LEVEL 8)

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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 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 always 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.

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Any supporting documents used to reinforce a learner's 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 learners 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 must:

- Use the Harvard system of referencing for all citations and references (including in-text)
- Use professional, formal English in presenting their work
- 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 marks are awarded for professional format and presentation, and that considerable marks can be awarded for validity and quality of referencing. Therefore, referencing and professionalism will be assessed in every task.

Plagiarism and Collusion

Plagiarism and collusion will be considered 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 must have access to valid anti-plagiarism software (e.g. Turnitin) **to assess 'similarity index' between their work and work that has been published elsewhere.** This Turnitin report **must** be submitted along with their final assignment scripts for reference purposes.¹

Excessive referencing (i.e. where unneeded/irrelevant) will also be considered an academic offence, which will lead to learners being penalised in marks awarded for structure and format of their work or, in serious cases, leading to the work of learners being discounted as unfit for assessment. Such matters will be decided by academic panel along with EduQual.

¹ Note that centres must provide their learners with access to anti-plagiarism software or else submit learners' work for analysis upon receiving learner assignment scripts. In either case, an anti-plagiarism report must be included with the submission of any learner work for assessment.

Bridging Assignment

Task 1

Generate ideas for an innovative product or service. Focus on the following key steps:

- a) Idea generation
- b) Opportunity evaluation and SWOT
- c) New product/service planning
- d) Market research for the new idea

[Unit: Entrepreneurship and Innovation: Learning Outcome (LO): 1]

Task 2

- a) Select a target market for the new product/service
- b) Analyse the target market and select an appropriate market segment
- c) Identify one main customer group for your new product/service and explain each element of their consumer decision-making process
- d) Explain how ethical issues can affect the relationship between your organisation's marketing mix for the new product or service and the behaviour of its consumers
- e) Evaluate the impact of the marketing mix's 4 Ps on consumer behaviour for your selected market

[Unit: Entrepreneurship and Innovation; LO2. Unit: Consumer Behaviour; LO2 and LO3]

Task 3

Develop a marketing and integrated promotional plan for the new product/service to meet the needs of your organisation's global target markets. This plan must clearly show:

- a) Communication processes and current trends in advertising and promotion, including the impact of ICT and the internet
- b) Measurable goals and objectives
- c) Strategies for monitoring and control of the marketing and promotional plan

[Unit: Marketing Communications;; LO1 and LO3]

Assignment Word Count

Max. 6000 words across all tasks.

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Criteria and Mark Scheme

Performance Criteria	Marks allocated	Comments	Mark Given
<p>Task 1 Generate ideas for an innovative product or service. Focus on the following key steps:</p> <ul style="list-style-type: none"> a) Idea generation b) Opportunity evaluation and SWOT c) New product/service planning d) Market research for the new idea <p>EI: LO1</p>	27		
<p>Task 2</p> <ul style="list-style-type: none"> a) Select a target market for the new product/service b) Analyse the target market and select an appropriate market segment c) Identify one main customer group for your new product/service and explain each element of their consumer decision-making process d) Explain how ethical issues can affect the relationship between your organisation's marketing mix for the new product or service and the behaviour of its consumers e) Evaluate the impact of the marketing mix's 4 Ps on consumer behaviour for your selected market <p>EI: LO2. CB: LO2 & LO3</p>	36		
<p>Task 3</p> <p>Develop a marketing and integrated promotional plan for the new product/service to meet the needs of your organisation's global target markets. This plan must clearly show:</p> <ul style="list-style-type: none"> a) Communication processes and current trends in advertising and promotion, including the impact of ICT and the internet b) Measurable goals and objectives c) Strategies for monitoring and control of the marketing and promotional plan <p>MC: LO1 & LO3</p>	27		

<p>Structure and Format (2 marks)</p> <ul style="list-style-type: none"> • Relevance to the tasks, professional tone and format of response <p>Harvard Referencing (8 marks)</p> <ul style="list-style-type: none"> • In-text citation • Bibliography, listed correctly and correlates to references made • Accurate, correctly-formatted footnotes • Integration of: supporting concepts, frameworks, critical thinking 	10		
Total Mark	100		

Assessment Criteria for all Assessments

Marks	Criteria
70-100	<ul style="list-style-type: none"> • 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 learner has. • The ability to apply and contextualise 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 learner answer has led to an overall focused and evaluative answer. • The answer has followed proper Harvard referencing.
60-69	<ul style="list-style-type: none"> • 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. There is a very good level, and use of, analytical techniques that is obvious throughout the answer. • The ability to apply and contextualise the models, theories and frameworks 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 level. • Answers show independent thought and clarity of the learner answer has led to an overall focused and evaluative answer with little inconsistency. • The answer has followed proper Harvard referencing.
50-59	<ul style="list-style-type: none"> • The answer shows an above average standard with errors. • The answer shows a general level of knowledge and a fairly clear understanding of related models, theories and frameworks. There is a good level, and use of, analytical techniques that is obvious throughout the answer. • The ability to apply and contextualise the models, theories and frameworks are of a reasonable standard. However, the link between theory and practical knowledge appears to be restricted/limited. • The answer shows more assumptions than conclusive deductions/evidences and valid arguments. However, the ability to interpret and evaluate is evident. • Answers show independent thought and clarity of the learner answer has led to an overall focused and evaluative answer with some inconsistencies. • The answer has followed Harvard referencing at an acceptable level.
40-49	<ul style="list-style-type: none"> • There are several shortcomings throughout the answer. • The knowledge level reflected in the answer is limited, especially in understanding of related models, theories and frameworks. • The case material has been repeated instead of evidencing knowledge. • The use of analytical techniques is inadequate. • A certain level of relevance is evidence in Harvard referencing.
30-39	<ul style="list-style-type: none"> • Answer submitted is quite weak and lacks proper focus. • The answer shows a number of spelling errors and/or poor grammar/syntax. • The lack of understanding in subject knowledge, related models, theories and frameworks is evident. • Contextualisation, interpretation, and evaluation are of a poor standard. • Reflects only basic levels of Harvard referencing.
0-29	<ul style="list-style-type: none"> • Requires more work on answering skills; overall output is well below the required standard. Answer has little relevance to the assignment briefs. Spelling/syntax poor. • Little or no evidence of appropriate subject knowledge. • Use of models, theories and frameworks is quite poor. • Little to no evidence of, and/or unacceptable mistakes in, Harvard referencing.
The overall Pass Mark for this Assignment is 40%.	