

# 404MAN



## PRINCIPLES OF SALES AND MARKETING

# Student Assignment Brief

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This document is intended for   students for their own use in completing their assessed work for this module. It must not be passed to third parties or posted on any website. If you require this document in an alternative format, please contact your Module Leader.

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The work you submit for this assignment must be your own independent work, or in the case of a group assignment your own groups' work. More information is available in the '[Assignment Task](#)' section of this assignment brief.

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## Assignment Information

**Module Name:** Principles of Sales and Marketing

**Module Code:** 404MAN

**Assignment Title:** Design a poster and deliver a 10-minute video-recorded pitch

**Assignment Due:** Friday 22<sup>nd</sup> November 2024 at 18:00 GMT

**Assignment Credits:** 10 credits

**Word Count (or equivalent):** 1000 words (+/- 10%)

**Assignment Type:** Academic Poster and Video-recorded Pitch

**Percentage Grade** (Applied Core Assessment). You will be provided with an overall grade between 0% and 100%. You have one opportunity to pass the assignment at or above 40%. Resit attempts will be capped at 40%

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## Assignment Task

You are required to design a **1000-word (+/-10%) Academic Poster** using the marketing concepts and deliver a **10-minute (+/-2 minutes) video-recorded pitch** to your company's promotion campaign manager for the launch of a brand-new service/product.

Your choice of organisation should be within the festivals sector: arts, culture and music industry (for example, a new ticket booking system for the upcoming Taylor swift concert) and should be agreed with your tutor.

Your pitch must highlight how the new product could support the achievement of organisational objectives. You are required to meet all the 4 Module Learning Outcomes (LO) listed below.

### Submission Instructions:

The poster can be submitted in JPEG format or PDF.

The video pitch should be recorded using Screenpal or an equivalent recorder software tool to ensure good audio and video clarity.

There should be a title page which clearly identifies the following:

- \* Name and code of the module
  - \* Title of the Assessment
  - \* Assessment number
  - \* Time limit of 10 (+/-2) minutes for the video must be adhered to.
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## Marking and Feedback

### How will my assignment be marked?

Your assignment will be marked by the module team.

### How will I receive my grades and feedback?

Provisional marks will be released upon completion and once internally moderated.

Feedback will be provided by the module team alongside grades release.

Students can access their feedback by going to their submission on Aula.

Your provisional marks and feedback should be available within 2 weeks (10 working days).

### What will I be marked against?

Details of the marking criteria for this task can be found at the [bottom of this assignment brief](#).

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## Assessed Module Learning Outcomes

The Learning Outcomes for this module align to the marking criteria which can be found at the end of this brief. Ensure you understand the marking criteria to ensure successful achievement of the assessment task.

Completion of this assignment will address the following learning outcomes:

1. Demonstrate an understanding of marketing & sales concepts with a diverse changing marketplace.
2. Demonstrate marketing theory through the formulation of a marketing plan
3. Assess the impact of marketing from a consumer & organisational perspective
4. Explore the marketing mix, new product/service process & sales campaigns in different markets.

This module has been mapped to CMI 523 -Principles of marketing, products and services

CMI Learning Outcomes

5. Understand the role of marketing to support the achievement of organisational objectives

Upon successful completion of the module and degree programme students may be considered for an additional professional qualification – Level 5 CMI Diploma in Management and Leadership providing the professional standards are met.

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## Assignment Support and Academic Integrity

If you have any questions about this assignment, please see the [Support and Guidance](#) for more information.

### Spelling, Punctuation, and Grammar:

You are expected to use effective, accurate, and appropriate language within this assessment task.

### Academic Integrity:

The work you submit must be your own, or in the case of groupwork, that of your group. All sources of information need to be acknowledged and attributed; therefore, you must provide references for all sources of information and acknowledge any tools used in the production of your work, including Artificial Intelligence (AI). We use detection software and make routine checks for evidence of academic misconduct.

Definitions of academic misconduct, including plagiarism, self-plagiarism, and collusion can be found [on the Student Portal](#). All cases of suspected academic misconduct are referred for investigation, the outcomes of which can have profound consequences to your studies. For more information on academic integrity please visit the [Academic Integrity and Plagiarism](#) section of the Student Portal.

### Support for Students with Disabilities or Additional Needs:

If you have a disability, long-term health condition, specific learning difference, mental health diagnosis or symptoms, and have discussed your support needs with health and wellbeing, you may be able to access support that will help with your studies.

If you feel you may benefit from additional support, but have not disclosed a disability to the University, or have disclosed but are yet to discuss your support needs, it is important to let us know so we can provide the right support for your circumstances. Visit [the Student Portal](#) to find out more.



## Unable to Submit on Time?

The University wants you to do your best. However, we know that sometimes events happen which mean that you cannot submit your assessment by the deadline or sit a scheduled exam. If you think this might be the case, guidance on understanding what counts as an extenuating circumstance, and how to apply is [available on the Student Portal](#).

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## Administration of Assessment

Module Tutor Name: [Faculty of Business](#)

Module Tutor Email: [business@university.ac.uk](#)

Assignment Category: Live

Attempt Type: Standard

Component Code: Cw1

"VAH Sample Question Library"

# Coventry University Generic Assessment Criteria: Undergraduate

Mark band	Outcome	Guidelines
80-100%	Meets learning outcomes	1 <sup>st</sup> - Exceptional work with very high degree of understanding, creativity, and critical/analytic skills. Evidence of exceptional research well beyond minimum recommended using a range of methodologies. Exceptional understanding of knowledge and subject-specific theories. Demonstrates creative flair, a high degree of originality and autonomy.
1st		Exceptional ability to apply learning resources. Demonstrates well-developed problem-solving skills. Work completed with very high degree of accuracy and proficiency and autonomy. Exceptional communication and expression, significant evidence of professional skill set. Student evidences deployment of a full range of exceptional technical, including proficiency in the English Language, and/or artistic skills.
70-79%		1 <sup>st</sup> - Excellent work with clear evidence of understanding, creativity and critical/analytical skills. Thorough research well beyond the minimum recommended using methodologies beyond the usual range. Excellent understanding of knowledge and subject-specific theories with evidence of considerable originality and autonomy.
1st		Excellent ability to apply learning resources. Demonstrates consistent, coherent substantiated argument and interpretation. Demonstrates considerable creativity and clear problem-solving skills. Assessment completed with accuracy, proficiency, and considerable autonomy. Excellent communication and expression, some evidence of professional skill set. Student evidences deployment of a highly developed range of technical, including proficiency in the English Language, and/or artistic skills.
60-69%		2:1 - Very good work demonstrating strong understanding of theories, concepts and issues with clear critical analysis. Thorough research, using established methodologies accurately, beyond the recommended minimum with little, if any, irrelevant material present. Very good understanding, evidencing breadth and depth, of knowledge and subject-specific theories with some originality and autonomy.
2:1		Very good ability to apply learning resources. Demonstrates coherent substantiated argument and interpretation. Demonstrates some originality, creativity and problem-solving skills. Work completed with accuracy, proficiency, and autonomy. Very good communication and expression with evidence of professional skill set. Student has a thorough command of a good range of technical, including proficiency in the English Language, and/or artistic skills.

50-59%		2:2 - Good understanding of relevant theories, concepts and issues with some critical analysis. Research undertaken accurately using established methodologies, enquiry beyond that recommended may be present. Some errors may be present and some inclusion of irrelevant material. Good understanding, with evidence of breadth and depth, of knowledge and subject-specific theories with indications of originality and autonomy.
2:2		Good ability to apply learning resources. Demonstrates logical argument and interpretation with supporting evidence. Demonstrates some originality, creativity and problem-solving skills but with inconsistencies. Expression and presentation mostly accurate, proficient, and conducted with some autonomy. Good communication and expression with appropriate professional skill set. Student consistently demonstrates a well-developed range of technical, including proficiency in the English Language, and/or artistic skills.
40-49%		3 <sup>rd</sup> - Meet the learning outcomes with a basic understanding of relevant theories, concepts and issues. Demonstrates an understanding of knowledge and subject-specific theories sufficient to deal with concepts. Assessment may be incomplete and with some errors. Research scope sufficient to evidence use of some established methodologies. Some irrelevant material likely to be present.
3 <sup>rd</sup> Class	Fails to achieve learning outcomes	Basic ability to apply learning resources. Demonstrates ability to devise and sustain an argument. Demonstrates some originality, creativity and problem-solving skills but with inconsistencies. Expression and presentation sufficient for accuracy and proficiency. Sufficient communication and expression with basic professional skill set. Student demonstrates technical, including a basic level of proficiency in the English Language, and/or artistic skills.
30-39%		Fail – Outcomes not met. Limited understanding of relevant theories, concepts and issues. Little evidence of research and use of established methodologies. Some relevant material will be present. Deficiencies evident in analysis. Fundamental errors and some misunderstanding likely to be present.
Fail		Limited ability to apply learning resources. Student's arguments are weak and poorly constructed. Limited originality, creativity, and struggles with problem-solving skills. Expression and presentation insufficient for accuracy and proficiency. Insufficient communication and expression and with deficiencies in professional skill set. Student demonstrates some deficiencies in technical, including in their use of the English Language, and/or artistic skills.
0-29%	Fail	Fail – Outcomes not met. Clear failure demonstrating very little understanding of relevant theories, concepts and issues. Minimal evidence of research and use of established methodologies and incomplete knowledge of the area. Serious and fundamental errors and aspects missing.
Fail		Very little evidence of ability to apply learning resources. Student's arguments are very weak and with no evidence of alternative views. Little evidence of originality, creativity, and problem-solving skills. Expression and presentation