

2022-2023



Cardiff
Metropolitan
University

BSP 6004: International and Global Marketing

MODULE HANDBOOK
NINA ZLATEVA AND NIKOLA
TOROMANOV

Varna University of Management Cardiff Metropolitan University

Programme: BA (Hons) International Business Management

Module: BSP 6004 International and Global Marketing

Lecturers: Nina Zlateva, Ph.D., Nikola Toromanov

Module content and structure

Module title	BSP 6004: International and Global Marketing		
ECTS	10 (20 UK credits)		
Lecturer/s	Module leader: Nina Zlateva Nikola Toromanov	nina.zlateva@vumk.eu nikola.toromanov@gmail.com	
Teaching period	Semester 5/6		
School	Cardiff School of Management/Varna University of Management		
Assessment methods			
Assessment Type	Duration/Length of Assessment Type (or equivalent)	Weighting of Assessment	Approximate Date of Submission/Exam
PRES1 - Individual presentation	1000 words/20 min	25%	Mid-point of Module
WRIT1 - Individual Coursework	3,000 words equivalent	75%	End of Module
Aims of the module			
The aims of this module are to introduce students to the theory and practice of marketing in a globally competitive environment. In addition to this the module will help students to build an understanding of the management capabilities needed in the international and global marketing decision making process and provide them with the opportunity to explore in depth the conceptual frameworks which influence international & global marketing. Finally, students will be given the opportunity to apply the analytical and business skills built in previous modules to the international and global marketing decision making process.			
Learning outcomes			
On successful completion of this module, students should be able to:			
<ul style="list-style-type: none">• Critically reflect upon the major principles of international and global marketing, its scope, problems and benefits• Compare and contrast the international and global marketing decision making areas and critically evaluate the implications of strategic marketing decisions• Apply analytical processes to the evaluation of marketing opportunities across a diverse and fragmented international and global markets• Critically evaluate the appropriateness of international and global marketing processes and procedures to different contexts• Appraise the range of marketing capabilities needed in organisations of varying sizes and resources to build competitive advantage across geographically diverse markets			
Work creatively and professionally to analyse and address specific challenges in international and global marketing			
Recommended reading			
Burton, D. (2009). <i>Cross-Cultural Marketing</i> . Taylor & Francis, Abingdon Cadogan, J, Michaelidou, N, & Reynolds, N (2015). <i>Cross-cultural and cross-national consumer research</i> . Emerald Group Publishing Limited, Bingley. Czinkota, M., & Ronkainen, I. (2013). <i>International marketing</i> . Cengage Learning Doole I., Lowe R., & Kenyon, A. (2019). <i>International Marketing Strategy</i> . (8 th ed.). Pearson, London Hollensen, S. (2012). <i>Essentials of Global Marketing</i> . Financial Times Press, London Hollensen, S. (2017; 2020). <i>Global Marketing</i> . Pearson, London			

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Keegan, W. J., & Green, M. (2016). *Global Marketing, EBook, Global Edition*. Harlow: Pearson Education, Limited.

Kotler, P., & Kotler, M. (2014). *Winning Global Markets: How Businesses Invest and Prosper in the World's High-Growth Cities*. John Wiley & Sons, Incorporated, New York.

Malhotra, M., Birks, D., & Wills, P. (2017). *Marketing Research: An Applied Approach*. Pearson

Mooij, M. (2019). *Global marketing & advertising: Understanding cultural paradoxes* (5th ed.). Sage.

Sethna, Z., Jones, R., & Harrigan, P. (eds) (2013). *Entrepreneurial Marketing: A Global Perspective*. Emerald Group Publishing Limited, Bradford.

Usinier, J., & Lee, J. (2013). *Marketing across cultures*. Pearson, London

Wild, J (2019). *International business: the challenges of globalization*. Global edition. Boston: Pearson

Wilson, R. & Gilligan, C. (2012). *Strategic Marketing Management: Planning, Implementation and Control*. Routledge (e-book)

Journals

European Jnl of Marketing (e-jnl & print)

International Marketing Review

Lecture topics

- Marketing planning for international and global markets.
- International and global marketing research.
- The international and global business environment.
- Analysis and decision making tools used in international and global marketing.
- Market assessment and selection.
- International and global marketing strategies.
- International and global market entry methods.
- International and global integrated marketing mix – from traditional to new age and the social media driven digital mix.
- Adaption vs standardisation approaches.
- Ethical, environmental issues and Corporate Social Responsibility
- Contemporary cases and themes via cutting-edge case studies and “good practice examples”

Who can answer questions about my assessment?

Questions about the assessment should be directed to the staff member who has set the task/assessment brief. This will usually be the Module Leader. They will be happy to answer any queries you have.

Staff members can often provide feedback on an assignment plan but cannot review any drafts of your work prior to submission. The only exception to this rule is for Dissertation Supervisors to provide feedback on a draft of your dissertation.

Referencing and independent learning

Please ensure you reference a range of credible sources, with due attention to the academic literature in the area. The time spent on research and reading from good quality sources will be reflected in the quality of your submitted work.

Remember that what you get out of university depends on what you put in. Your teaching sessions typically represent less than 50% of the time you are expected to study for your degree. The rest of your time should be taken up by self-directed study.

Unless stated otherwise you must use the APA referencing system. Correct referencing is an easy way to improve your marks and essential in achieving higher grades on most assessments.

Technical submission problems

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It is strongly advised that you submit your work at least 24 hours before the deadline to allow time to resolve any last minute problems you might have.

Unfair academic practice

The university takes issues of unfair practice extremely seriously. The University has procedures for dealing with unfair academic practice. The Module Leader reserves the right to interview students regarding any aspect of their work submitted for assessment. All assignments will be subjected to a plagiarism check (applicable software programmes will be utilised to check for similarity to other sources). In case of substantiated unfair practice (plagiarism and/or collusion), the regulations of the university for unfair practices will apply.

Types of Unfair Practice, include:

Plagiarism, which can be defined as using without acknowledgement another person's words or ideas and submitting them for assessment as though it were one's own work, for instance by copying, translating from one language to another or unacknowledged paraphrasing. Further examples include:

- Use of any quotation(s) from the published or unpublished work of other persons, whether published in textbooks, articles, the Web, or in any other format, where quotations have not been clearly identified as such by being placed in quotation marks and acknowledged.
- Use of another person's words or ideas that have been slightly changed or paraphrased to make it look different from the original.
- Summarising another person's ideas, judgments, diagrams, figures, or computer programmes without reference to that person in the text and the source in a bibliography/reference list.
- Use of assessment writing services, essay banks and/or any other similar agencies (NB. Students are commonly being blackmailed after using essay mills).
- Use of unacknowledged material downloaded from the Internet.
- Re-use of one's own material except as authorised by your degree programme.

Collusion, which can be defined as when work that that has been undertaken with others is submitted and passed off as solely the work of one person. Modules will clearly identify where joint preparation and joint submission are permitted, in all other cases they are not.

Fabrication of data, making false claims to have carried out experiments, observations, interviews or other forms of data collection and analysis, or acting dishonestly in any other way.

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ASSIGNMENT BRIEF

Assessment element 1	PRES1 PESTEL analysis of the Bulgarian market
Weight in the final mark	25 %
Sit	First Sit
Individual/Group	Individual
What to submit?	An individual power point presentation (20-25 slides) on the topic listed in the <i>Indicative content</i> section below. Submit an electronic copy of the presentation.
How to submit?	Submit to Handin Office Varna Campus: Submit the assignment to handin_vn@vumk.eu Dobrich Campus: Submit the assignment to handin@vumk.eu Sofia Campus: Submit the assignment to handin@sofia.vum.bg The assignment should not be submitted to the lecturer. Submit through the Turnitin submission point in Moodle platform of Cardiff Metropolitan University on the same date. Submitting an electronic copy only to Turnitin or only to Handin does NOT mean that you have submitted on time! There should be NO difference between both electronic submissions! Your assessment should be titled with your: student number, module title and assessment ID, e.g. st12345678 IGM PRES
Date of submission	22.11 by 24:00 on the deadline day. Any assessments submitted after the deadline will not be marked and will be recorded as a non-attempt unless you have had an extension request agreed or have approved mitigating circumstances.
Date of presentation	TBA according to the specific class-schedule
Presentation duration/Word count	The presentation duration should be 20 min(+/-5 min)/equivalent to 1000 words(+/-10%)
Referencing	Academic sources should be cited and correctly referenced using the APA system in the assignment. Insert in-text references in the slides and a reference list on the last slide. Assignment without references would receive a fail mark. Sources included in the reference list but not cited in the text or cited in the text but not included in the reference list are not relevant. Do not forget to use VUM's library resources and Cardiff Met's electronic resources. High quality assignments are expected to be based on a wide range of recent, relevant and appropriate reading and to have adequate referencing and a full bibliography (approximately 15 academic sources).

Indicative content of the presentation

Work individually and present PESTEL analysis of the Bulgarian market for a German manufacturer XYZ of weight loss pills and supplements on the Bulgarian market. All relevant indicators should be concisely discussed pointing out their expected positive or negative influence. The macro-environmental analysis

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should be backed up by adding data-derived insights. Statistical data supporting the analysis should be presented in appropriate figures and tables.

Assessment criteria and general requirements

Please see the specific marking criteria for the presentation in Rubric 1 and the general marking criteria on the last page of the module book. Marks for each assessment criterion will be awarded with reference to the standard Cardiff Met/VUM marking criteria. All marks are subject to agreement at the IBM Examination Board.

Each presentation is subject to plagiarism check. In case of substantiated unfair practice (plagiarism and/or collusion), the assigned mark shall be administratively cancelled and a mark of 0 (zero) shall be administratively assigned.

Feedback for the assessment will be provided electronically via Moodle. Feedback will be provided with comments on your strengths and the areas which you can improve.

Format/Layout Requirements

It is expected that your presentation will be presented in a professional standard. It MUST:

- Contain your student identification number and your course, year of study and the relevant module must be clearly stated at the front page of your work;
- Where appropriate, a list of tables/figures and a list of abbreviations should precede your work;
- All tables and figures must be correctly numbered and labelled;
- Include appropriate headings and numbering of slides and paragraphs;
- Have the word count on the title page;
- Write in third person – no “I”s in the text!

Assessment Element 1

PRES1: PESTEL analysis of the Bulgarian market

Resit

Resit presentation brief remains the same but you have to present PESTEL analysis of the Bulgarian market for an **Italian manufacturer XYZ of fitness apparel**. Module mark on the resit will be capped at 40%. Resit due dates will be advised additionally.

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Assessment element 2	WRIT1 - INTERNATIONAL MARKETING PLAN
Weight in the final mark	75 %
Sit	First Sit
Individual/Group	Individual
What to submit?	Submit an electronic copy of your assignment.
How to submit?	<p>Submit to Handin Office Varna Campus: Submit the assignment to handin_vn@vumk.eu Dobrich Campus: Submit the assignment to handin@vumk.eu Sofia Campus: handin@sofia.vum.bg The assignment should not be submitted to the lecturer. Submit through the Turnitin submission point in Moodle platform of Cardiff Metropolitan University on the same date. Submitting an electronic copy only to Turnitin or only to Handin does NOT mean that you have submitted on time! There should be NO difference between both electronic submissions! Your assessment should be titled with your: student number, module title and assessment ID, e.g. st12345678 IGM WRIT2</p>
Date of submission	10.01.2023 by 24:00 pm on the deadline day. Any assessments submitted after the deadline will not be marked and will be recorded as a non-attempt unless you have had an extension request agreed or have approved mitigating circumstances.
Word count	The word count should be 3000 words (+/-10%).
Referencing	Academic sources should be cited and correctly referenced using the APA system in the assignment. Insert in-text references and a reference list on the last page of the assignment. Assignment without references would receive a fail mark. Sources included in the reference list but not cited in the text or cited in the text but not included in the reference list are not relevant. Do not forget to use VUM's library resources and Cardiff Met's electronic resources. High quality assignments are expected to be based on a wide range of recent, relevant and appropriate reading and to have adequate referencing and a full bibliography (approximately 15 academic sources).

Indicative content of the marketing plan	
Sections of the Marketing plan	Prepare a marketing plan for the entry of a German, manufacturer XYZ of weight loss pills and supplements on the Bulgarian market. You should briefly present the supporting market information and rationale for your marketing decisions. Your plan should include the following:
Segmentation, targeting and positioning (30 points)	Determine all important characteristics of each of the segments Evaluate the potential and commercial attractiveness of the segments; select one or more segments; estimate the size of the chosen segment/s Develop detailed product positioning for selected segment/s Justify your opinion using theory and theoretical frameworks.
Market entry mode (30 points)	Choice and argumentation of market entry mode.

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	Justify your opinion using theory and theoretical frameworks. All statements/ assumptions should be supported by credible data.
Marketing mix (30 points)	<p>A detailed definition of a suitable outline marketing mix you will use in order to enter the chosen target market segment/s</p> <p>Product</p> <p>Price</p> <p>Distribution channels</p> <p>Communication mix</p> <p>Justify your opinion using theory and theoretical frameworks.</p> <p>Provide feasible practical recommendations for each of the marketing mix elements (Product, Price, Place and Promotion).</p>

Assessment criteria and general requirements

You may include cross-references between assessment element 2 (the report) and assessment element 1 (the presentation). However, note that there should be a minimal duplication the presentation content and the content of the report.

Please see the specific marking criteria for the presentation in Rubric 2 and the general marking criteria on the last page of the module book. Marks for each assessment criterion will be awarded with reference to the standard Cardiff Met/VUM marking criteria. All marks are subject to agreement at the IBM Examination Board.

Each assignment is subject to plagiarism check. In case of substantiated unfair practice (plagiarism and/or collusion), the assigned mark shall be administratively cancelled and a mark of 0 (zero) shall be administratively assigned.

Feedback for the assessment will be provided electronically via Moodle. Feedback will be provided with comments on your strengths and the areas which you can improve.

Format/Layout Requirements

It is expected that your plan will be presented in a professional standard. It MUST:

- Contain your student identification number and your course, year of study and the relevant module must be clearly stated at the front page of your work;
- Where appropriate, a list of tables/figures and a list of abbreviations should precede your work;
- All tables and figures must be correctly numbered and labelled;
- Include appropriate headings and numbering of paragraphs;
- Be typed in Arial or Cambria, font size 12;
- Have 1.5-line spacing and include 2 cm margins on All sides;
- Be justified to the left-hand and right-hand margins;
- Contain contents page and page numbers;
- Have the word count on the title page;
- Write in third person – no “I”s in the text!

Assessment Element 2 WRIT1: International marketing plan

RE-SIT

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Resit assignment brief remains the same but you should prepare an outline marketing plan for the market entry of an Italian manufacturer XYZ of fitness apparel. Resit due dates will be advised additionally.

Module Marks on the resit will be capped at 40%.

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Marking criteria for the PRES1 25%: Rubric 1								
Student Number:								
Bands /Criteria	Marks	80-100 Outstanding (100)	70-79 Excellent (70)	60-69 Very good (60)	50-59 Good (50)	40-49 Pass (40)	30 – 39 Marginal Fail (30)	1 – 29 Clear Fail (1)
Presentation Skills 30%	30	Holds attention of entire audience with the use of direct eye contact. Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points. Volume pacing and gestures contribute maximally to the presentation. Very fluent and confident communication; excellent transition of information given from slide to slide. Demonstrates full knowledge by answering all class questions with explanations and elaboration. Outstanding quality of the slides, clear, catchy and balanced. Outstanding organisation of information. Within the required time limit.	Consistent use of direct eye contact with audience. Speaks with excellent variation of volume and inflection. Speaks clearly, distinctly and confidently all the time. Excellent voice volume, tone and pacing. Gestures support the overall presentation. Is at ease with adequate elaborate answers to all questions. Excellent quality of the slides, clear, catchy and balanced. Excellent organisation of information. Within the required time limit.	Consistent use of direct eye contact with audience, but still returns to notes. Speaks with satisfactory variation of volume and inflection Speaks clearly and distinctly most of the time. Very good voice volume, tone and pacing. Gestures support the overall presentation. Is at ease with adequate answers to all questions, without elaboration. Very good quality of the slides, clear, catchy and balanced. Very good organisation of information. Within the required time limit.	Displays minimal eye contact with audience, while reading mostly from the notes. Speaks in uneven volume with little or no inflection. Speaks distinctly most of the time. Good voice volume, tone and pacing. Is uncomfortable with information and is able to answer only rudimentary questions. Some appropriate gestures that support the overall presentation. The slides are somehow overcrowded but good organisation of information. Almost within the required time limit.	Holds no eye contact with audience, as almost the entire report is read from notes. Speaks in low volume and/ or monotonous tone, which causes audience to disengage. Does not have enough grasp of information and cannot answer all questions about subject. The slides are with acceptable quality; some of the visuals may not be clear. Satisfactory organisation of information. Not within the required time limit (too long or too short).	Holds no eye contact with audience, as entire report is read from notes. Speaks in low volume and/ or monotonous tone, which causes audience to disengage. Minimal grasp of information and cannot answer the questions about subject. Uses words and phrases that are inappropriate. The slides are messy; the visuals are not clear or may be overcrowded. Minimal organisation of information. Not within the required time limit (too long or too short).	Poor voice volume. Frequently mumbles. Not understood by the audience. Missing grasp of information and cannot answer the questions about subject. The slides are messy, unclear and lack proper visual. Completely disorganized information. Not within the required time limit (too long or too short).
PESTEL 70%	70	Outstanding, excellently focused on the industry specifics PESTEL analysis. An impressive number of highly relevant indicators presented in a concise manner; the expected positive/negative impact of the factors is analysed as well. All statements are backed up by adding data-derived insights. Statistical data supporting the analysis is clearly presented in figures and tables.	Excellently focused on the industry specifics PESTEL analysis. A high number of relevant indicators presented in a concise manner; the expected positive/negative impact of the factors is analysed as well. All statements are backed up by adding data-derived insights. Statistical data supporting the analysis is clearly presented in figures and tables.	Well-focused on the industry specifics PESTEL analysis. A high number of relevant indicators presented in a concise manner; the expected positive/negative impact of the factors is partly addressed as well. Most of the statements are backed up by adding data-derived insights. Statistical data supporting the analysis is clearly presented in figures and tables.	Quite general PESTEL analysis. There should be a better focus on the industry specifics. More concrete and relevant indicators should be evaluated; the expected positive/negative impact of the factors is almost not addressed. Some of the statements are not backed up by adding data-derived insights or statistics.	Vague, limited and general macro environmental analysis. Missing focus on the industry specifics. Lack of concrete and relevant indicators; the expected positive/negative impact of the factors is not addressed. Many of the statements are not backed up by adding data-derived insights or statistics.	Lack of any industry specific focus and any data-driven conclusion. The section is almost irrelevant. There is limited evidence of relevant theoretical knowledge.	Lack of any industry specific focus. The section is irrelevant. There is minimal evidence of any theoretical knowledge.
First marker:					Mark:		Date:	
Additional comments:								
Second marker:					Mark:		Date:	
Additional comments:								

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Consolidated mark:

Marking criteria for the WRIT1 75%: Rubric 2

Student Number:								
Bands /Criteria	Marks	80-100 Outstanding (100)	70-79 Excellent (70)	60-69 Very good (60)	50-59 Good (50)	40-49 Pass (40)	30-39 Marginal Fail (30)	1-29 Clear Fail (1)
STP	30	The market is divided into segments; the target market is defined and evaluated; the geographic boundaries of the market are clearly stated; all relevant demographic characteristics of the customers are outlined; critically selected psychographic and lifestyle segmentation variables are applied; the estimated number of people in that market is calculated; the market potential is estimated. All assumptions made are completely supported by highly relevant, concrete and reliable statistical data, governmental and industry reports and prior research findings. There is a detailed, concrete and sound positioning strategy.	The market is divided into segments; the target market is defined and evaluated; the geographic boundaries of the market are clearly stated; all relevant demographic characteristics of the customers are outlined; critically selected psychographic and lifestyle segmentation variables are applied as well; the estimated number of people in that market is calculated. All assumptions made are supported by reliable statistical data, governmental and industry reports and prior research findings. There is a clearly communicated positioning strategy.	The market is divided into segments; the target market is defined; the geographic boundaries of the market are clearly stated; several relevant demographic characteristics of the customers are outlined; some psychographic and/or lifestyle segmentation variables are applied as well; the total number of people in that market is calculated. Most of the assumptions made are supported by reliable statistical data, government and industry reports and prior research findings. The positioning strategy is stated and explained.	The market is divided into segments; the target market is defined; the geographic boundaries of the market are clearly stated; a few demographic characteristics of the customers are outlined. Some of the assumptions made are supported by statistical data, government and industry reports and prior research findings. The positioning strategy is stated but should be developed in more detail.	Basic focus to the task and almost missing evidence of theoretical knowledge. There is limited evidence of selection of appropriate material, logical structure and clear arguments; background reading/ research. The market is divided into segments; the target market is defined; the geographic boundaries of the market are stated; quite general information about the target market, almost not supported by any data; vague or missing positioning strategy.	Unsatisfactory focus to the task. There is some evidence of ability to collate information and construct generalisations, but with limited comment. There is some general information about the customers.	No real relationship to the task. No real structure and flow, inappropriate use of English and report writing skills.
MEM	30	The market entry mode is selected. Outstanding justification of the Market entry mode based on a wide range of theoretical and factual knowledge. There is a systematic critical analysis of all internal and external factors, desired mode characteristics and transaction-specific behaviour affecting the foreign market entry mode decision. There is a sound conclusion about the appropriateness of the MEM in the context of the industry/company/product characteristics.	The market entry mode is selected. Excellent justification of the Market entry mode based on relevant of theoretical and factual knowledge. There is a detailed critical analysis of a high number of internal and external factors, desired mode characteristics and transaction-specific behaviour affecting the foreign market entry mode decision. There is a sound conclusion about the appropriateness of the MEM in the context of the	The market entry mode is selected. Good justification of the Market entry mode based on relevant of theoretical and factual knowledge. There is a detailed critical analysis of at least 5 factors affecting the foreign market entry mode decision. There is a general conclusion about the appropriateness of the MEM in the context of the industry/company/product characteristics.	The market entry mode is selected. Good justification of the Market entry mode based on limited theoretical and factual knowledge. A small number of factors influencing the choice are discussed in general. There is only a general conclusion about the appropriateness of the MEM.	The market entry mode is selected. Almost missing or superficial justification of the Market entry mode; unsystematic approach to the task. A limited number of factors influencing the choice are addressed quite generally. Almost missing theoretical background.	General, limited and vague discussion on the choice of entry mode with only 1-2 concrete arguments. Missing theoretical background.	The market entry mode is not stated. Missing theoretical background.

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			industry/company/product characteristics.					
M.Mix	30	Evidence of outstanding level of relevant theoretical knowledge. Excellently balanced and comprehensive marketing mix with a high number of concrete decisions and recommendations, which are in line with the target market' specifics. Each element is examined independently and in detail, but the interdependency of the 4Ps is taken into account as well.	Evidence of excellent level of relevant theoretical knowledge. Excellent focus on each of the elements. Very well balanced marketing mix with a high number of concrete and feasible decisions and recommendations which are in line with the target market' specifics.	Evidence of very good level of relevant theoretical knowledge. A high number of concrete decisions and recommendations which are in line with the target market' specifics are expected.	Evidence of good level of relevant theoretical knowledge. Unbalanced marketing mix (some of the elements are not discussed in detail). Relevant but sporadic and insufficient practical recommendations.	Almost missing evidence of theoretical knowledge. The elements of the marketing mix are discussed but there are only several general decisions and vague recommendations.	Brief and limited section. Only 1-2 relevant decisions. Limited theoretical knowledge. Limited recommendations concerning the marketing mix.	Brief and limited section. Minimal theoretical knowledge. Minimal recommendations and decisions concerning the marketing mix.
TL&Ref.	10	The sources are relevant, credible, high quality and up-to-date. The literature is essentially related to the theme of the research task and problems, and it consists of high-level scientific and original publications. APA style in-text citations used throughout document. References page contains more than required academic reference and text reference. Information is very well organized into excellently constructed paragraphs. Paragraph transitions are logical. Rules of grammar, usage and punctuation are followed; spelling is correct; superior organisation, economic use of language and is totally comprehensive. Outstanding technical layout.	The sources are relevant, credible and high quality. The use of sources demonstrates familiarity with the studied phenomenon. APA style in-text citations used throughout document. Bibliography contains the required academic reference and text reference. Information is very well-organized into excellently constructed paragraphs. Paragraph transitions are logical. Rules of grammar, usage and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structure. Excellent technical layout.	Most of the sources are relevant and credible. The source material is relevant to the topic and the majority of the sources are scientific publications. APA style in-text citations used throughout document. Bibliography contains required academic reference and text reference. Information is well-organized into separate paragraphs. Paragraph transitions are mostly logical. The structure is clear and logical, and the line of thought is easy to follow. The text is written with an appropriate academic style but some of the sentences could be more precise. There are only a few technical layout errors. Minor significant errors or omissions.	Some of the sources are relevant and credible. The sources have been chosen in line with the topic, and some scientific publications have also been used as source materials. Inconsistent APA style in-text citations used throughout document. Bibliography contains less than required academic reference and text reference. Information is organized into paragraphs and is not detailed and factual. The structure is mostly clear and consistent but here should be more logical paragraph transitions. Some of the paragraphs lack clarity or include the use of undefined jargon, or conversational tone. The paper contains few grammatical, punctuation and spelling errors. There are technical layout errors and omissions.	The sources are minimally relevant and credible. Familiarization with the literature is insufficient or superficial. Limited APA style in-text citations used throughout document. Bibliography contains only few academic resources. Information is loosely organized and is not detailed. Paragraph transitions do not flow. The paper contains many grammatical, punctuation and spelling errors. Language lacks clarity or includes the use of undefined jargon, or conversational tone. Technical layout requirements are partially met.	The sources are not relevant or credible. Quite limited or no APA style in-text citations used throughout document. Bibliography contains few academic resources. Poor attempt to organize the information into paragraphs. Lack of structure detracts from the message of the writer. The paper contains a lot of grammatical, punctuation, and spelling errors and it is difficult to follow the line of thought. The structure is illogical in places. Language mostly uses undefined jargon, or conversational tone. Technical layout requirements are partially met.	The sources are missing. No APA style in-text citations used throughout document. Information is not organized into paragraphs. Lack of structure detracts from the message of the writer. The text is illogical, contains lots of colloquial expressions, and is hard to read. The finishing of the work is insufficient. Numerous grammatical, punctuation, and spelling errors. Language uses undefined jargon, or conversational tone throughout the whole text. Technical layout requirements are not met.
First marker:					Mark:	Date:		
Additional comments:								
Second marker:					Mark:	Date:		
Additional comments:								

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Consolidated mark:

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General marking criteria for the assignment

MARK (%)	DESCRIPTION
80 - 100	A quite exceptional and outstanding answer, providing insights which would not be available publicly. An answer which demonstrates an excellent understanding of the complexity of the issues involved. There is a sound basis of relevant factual knowledge and/or the theoretical issues involved. Most of the important issues are dealt with in a detailed, specific and systematic way. There is either some measure of original thinking or an accurate and comprehensive account is given in a way which demonstrates understanding could not have been based just on reproduction of lecture notes and course material. Evidence of creativity, critical approach, and wide reading beyond the core subject matter.
70 - 79	As above but a slightly less consistently excellent level. Alternatively, this range of mark may be given for an answer which, while not having original insights, gives comprehensive and accurate coverage of the issues at a high level throughout the answer, without significant omissions or errors.
60 - 69	The report demonstrates a clear understanding of the question and grasp of the complexity of the issues involved. There is a clear operational focus which relates closely to the theoretical issues identified, with few significant errors. The issues involved are dealt with in a systematic way. Some of the issues may be limited in critical approach, but organised to display a comprehensive understanding and factual information essentially complete.
50 - 59	The report demonstrates an understanding of the issues identified. There is a basis of relevant theoretical issues. Although some errors may be present, the overall framework of the report is sensible and accurate. Most of all the issues may be dealt with at the level of obviously available course material given to the student. The report shows planning in its construction, with a clear train of thought or development of argument present. Average competent performance, well written, demonstrating understanding of most of the essential issues.
40 - 49	<p>The report demonstrates a limited understanding of the issues in the question. There is some relevant awareness of theoretical issues, but it is patchy. A few significant errors may be present. The answer is not well planned, with little development of argument, and often much irrelevant material is present. Lacks clarity of expression.</p> <p>The lower range (40-45) would include an answer where relevant awareness of theoretical issues is poor and confused, but not absent. Many significant errors may be present. The answer is poorly planned, with little clear train of thought or development of argument, and much of the answer may be irrelevant. Report material not proof read, many grammatical and spelling errors. A mark of 40 would mean that the student used minimal number of academic sources in the report.</p>
38 - 39	Relevant awareness of theoretical issues, if present at all, is very poor and confused and very limited. Many significant errors may be present. Much or all of the report may be irrelevant. Poorly organised and very limited in scope.
30 - 37	Report attempted but awareness of theoretical issues is very poor and confused, and very limited with many significant errors.
10 - 29	Not clear that an issue is correctly identified. Only a few minor points made at all relevant to the issue and these may be superficial. Most material is irrelevant or incorrect.
1 - 9	A report that is so short or irrelevant that only a few marks are justified. For example, one or two points may be made which show some peripheral awareness of certain possibly relevant issues.
0	No report. A zero mark may also be warranted for unfair practice such as plagiarism or collusion.