LONDON SOUTH BANK UNIVERSITY

Business to Business Marketing Unit Guide

Unit Reference Number: MCS-2-211

Faculty of Business Information and Computing

Academic Year 2006-7

become what you want to be

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UNIT DETAILS

Unit Title:	Business to Business Marketing
Unit Level:	2
Unit Reference Number:	MCS-2-211
Credit Value:	1
Student Study Hours:	150
Contact Hours:	45
Private Study Hours:	105
Pre-requisite Learning (If applicable):	Principles of Marketing
Co-requisite Units (If applicable):	
Course(s):	BA Marketing
Year and Semester	2006-7, Semester 2
Unit Coordinator:	Laurence Fisher
UC Contact Details (Tel, Email, Room)	Ext. 6197, fisherla@lsbu.ac.uk Room L322
Teaching Team & Contact Details (If applicable):	N/A
Subject Area:	Marketing
Summary of Assessment Method:	40% Coursework, 60% Examination

1. SHORT DESCRIPTION

This optional unit provides students with a firm grounding in business-to-business marketing by identifying the distinctive characteristics of the business market, exploring the way in which organizations make buying decisions and isolating the requirements for marketing strategy success. This framework provides students with the necessary knowledge and understanding of their likely role within business to business marketing departments.

2. AIMS OF THE UNIT

a.   To facilitate the student's understanding of the nature, structure, and distinguishing characteristics of the industrial or business-to-business market.

b.   To provide a framework for understanding and analyzing organizational buying behaviour in all sectors of the business market—commercial enterprises, government, and institutions.

c.   To enhance the student's ability in applying demand analysis and segmentation techniques in the business market.

d.   To develop the student's ability for managing the firm's marketing efforts directed to the business market; specifically, the course should provide a framework for understanding business marketing strategy development and, thereby, provide the student with decision-making capabilities in the field.

3. LEARNING OUTCOMES

3.1 Knowledge and Understanding

On completion of this unit students will be able to:
A 1. Understand the concepts of business markets.
A 2. Determine the principles of organisational buyer behaviour.
A 3. Identify differing needs of customers within business to business markets
A 4. Understand segmentation and targeting of markets within the business to business sector.
A 5. Understand the global nature of supply, production, and distribution systems

3.2 Intellectual Skills

Students will be expected to demonstrate intellectual skills in the following areas:
B 1. Critical analysis of the emerging theory of collaborative and relationship marketing
B 2. Evaluation of the complexities of the interaction and networks approach to business markets.
B 3. Critically analyse marketing communications in the business to business sector
B 4. Gather, collate, and interpret available information for key decisions the concerning allocation of resources available to B2B marketing managers
B 5. Evaluate how effectively companies manage critical marketing interfaces
B 6. Analysis and selection of appropriate B2B marketing strategies

3.3 Practical Skills

On successful completion of this unit students will be able to:
C 1. Apply the marketing mix to the business to business marketing sectors.
C 2. Develop marketing strategies appropriate for B2B markets.
C 3. Analyse and offer solutions to the problems raised in the case studies used, and to provide meaningful justification for their recommendations
C 4. To develop logistics and operations efficiencies in order to achieve sustainable competitive advantage

3.4 Transferable Skills

Students will acquire transferable skills to enable:
D1. Effective presentation of proposals to managers and colleagues
D2. Work effectively in multidisciplinary and multicultural teams.
D3. Development of marketing information and communications systems
D4. To measure the performance of B2B marketing management
D5. Have the skills to design and develop an effective B2B marketing programme that will enhance the firm's competitive position

4. ASSESSMENT OF THE UNIT

The unit will consist of two components: exam and coursework. Each will be weighted:

Coursework: 40%
Exam: 60%

The coursework will consist of a research based group assignment comprising an oral presentation and a subsequent written report. See Appendix A for the assignment brief.

The two hour exam is divided into two sections, section one involves a compulsory question based on an unseen mini case study. In section two students must answer one question from a choice of two.

5. FEEDBACK

Coursework comprises 2 components:
  i) Presentations Oral feedback is given following presentation sessions
  ii) Written report, written feedback is given upon completion of internal moderation of papers

6. INTRODUCTION TO STUDYING THE UNIT

6.1 Overview of the Main Content

Teaching of this unit will include both directed and independent methods. Whilst theories, concepts and processes will be delivered via lectures, seminars will play an essential role in ensuring students apply the information delivered within the lectures. Seminars will also be used to provide students with practical exercises in the application of the various models/tools as well as reinforcing the conceptual elements from lectures using discussion, presentations, and case studies.

6.2 Overview of Types of Classes

In this Unit a strong emphasis is placed upon interactive methods of teaching. Thus considerable interaction is encouraged amongst students, as well as between students and lecturer. The case study method is used throughout the unit to facilitate the learning process. For most cases, the lecturer will give a list of suggested questions for each assigned case study in the week prior to its discussion. Please note that these questions should serve as a starting point for your own analysis. *However, you the student should decide what are the key issues pertaining to the case and how they can best be addressed.*

6.3 Importance of Student Self-Managed Learning Time

Learning in the unit is highly dependent upon your individual preparation of the cases as well as your active involvement in the discussion of the case with your team. Preparation of each assigned case is enhanced by the conceptual framework presented in the lectures and readings, and the approach used in preparation of the cases. Because of the course emphasis on case analysis and class discussion, the most important part of your learning in the course will take place in the classroom. Therefore, both class attendance and participation are essential.

Recommended Reading: Please note that Recommended Readings should be completed prior to attending the respective class meeting. Students should have prepared relevant notes, and be prepared for class discussion of the subject matter.

6.4 Employability

In order to prepare students for employment in industry lecture material is closely aligned to actual organizations, the structure and delivery style of the lectures is designed stimulate high levels of interaction both among students, and between students and tutors. It is expected that in doing so students can relate the subject matter to industry and interpret the subject matter in a real-world context. Seminars involve case study analysis where students working in teams to solve a common problem in a similar manner to that of the work place environment. In consequence students successfully completing this unit can assume a meaningful role in the logistics activities of multinational or global organizations.

7. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

Week One:

2 Hour Lecture: Introduction to the unit. The Business Marketing Environment.
1 Hour Seminar: **No seminar**
Self Study: Hutt & Speh Chpt. 1 – Blythe & Zimmerman cpt.1

Week Two:

2 Hour Lecture: Business buying behaviour
1 Hour Seminar: **Case Study 1**
Self Study: Hutt & Speh Chpt. 4 – Blythe & Zimmerman chpt. 2

Week Three:

2 Hour Lecture: Researching B2B Markets, S-T-P
1 Hour Seminar: **Case Study 2**
Self Study: Hutt & Speh chpt. 7 - Blythe & Zimmerman chpt. 4 & 5

Week Four:

2 Hour Lecture: B2B Relationship Marketing Strategies
1 Hour Seminar: **Case Study 3**
Self Study: Hutt & Speh Chpt. 4 – Blythe & Zimmerman chpt.

Week Five:

2 Hour Lecture: e-commerce strategies for B2B Markets
1 Hour Seminar: **Case Study 4**
Self Study: Hutt & Speh Chpt. 5 - Michel et al. Chpt. 4,5, & 6.

Week Six:

2 Hour Lecture: B2B Marketing Strategic Perspectives
1 Hour Seminar: **Case Study 5**
Self Study: Hutt & Speh Chpt. 9 - Michel et al. Chpt. 7 & 10.

Week Seven:

2 Hour Lecture: Product Management & New product Development
1 Hour Seminar: **Preparation for Group Presentations**
Self Study: Hutt & Speh Chpt.11 & 12 - Blythe & Zimmerman chpt. 7

Week Eight:

2 Hour Lecture: Managing B2B Services.
1 Hour Seminar: **Group Presentations**
Self Study: Hutt & Speh Chpt.13 - Blythe & Zimmerman chpt. 8.

Week Nine:

2 Hour Lecture: Pricing
1 Hour Seminar: **Group Presentations**
Self Study: Hutt & Speh Chpt.15 - Blythe & Zimmerman chpt. 9.

Week Ten:

2 Hour Lecture: B2B Marketing Communications
1 Hour Seminar: **Revision**
Self Study: Hutt & Speh Chpt. 16 & 17 - Blythe & Zimmerman chpt. 12 & 14

Week Eleven:

2 Hour Lecture: B2B Supply Chain and Distribution Management
1 Hour Seminar: **Revision**
Self Study: Hutt & Speh Chpt .6 – Blythe & Zimmerman Chpt. 10 & 11

Week Twelve:

2 Hour Lecture: B2B Marketing Planning, Implementation & Control
Self Study: Hutt & Speh Chpt.18 - Blythe & Zimmerman Chpt. 16.

8. LEARNING RESOURCES

8.1 Core Materials

Blyth J & Zimmerman A (2005) *Business to Business Marketing Management: A Global Perspective.* Thomson Learning, London.

Dwyer, F.R. & Tanner, J.F. (2006) Business *Marketing; Connecting Strategy, Relationships, and Learning.* Mcgraw Hill, USA

Hutt Michael D. Speh Thomas W. (2004) *Business Marketing Management.* 8th Ed. Thomson Learning. London

8.2 Optional Materials

Bingham,F. Gomes. R, Knowles, P. (2004) *Business Marketing.* Mcgraw Hill, USA

Brierty, Eckles and Reeder. (1998) *Business Marketing* Prentice Hall. USA

Fill, C. & Fill, K. E. (2005) *Business to Business Marketing: Relationships, Systems and Communications,* Pearson Education Ltd. Harlow, Essex.

Ford, D. (Ed) (2002) *The Business Marketing Course.* John Wiley & Sons. Sussex

Ford, David. (Ed) (1998) *Managing Business Relationships.* John Wiley & Sons. Sussex.

Gadde Lars-Erik, Hakansson Hakan. (2001) *Supply Network Strategies.* John Wiley & Sons, Sussex.

Michel Daniel, Naude Peter, Salle Robert & Valla Jean-Paul. (2003) *Business to Business Marketing* 3rd ed.. Palgrave MacMillan, UK

Webster Frederick E. (1991) *Industrial Marketing Strategy* 3rd Ed. John Wiley & Sons, Sussex.

Wright, R. *Business-to-Business Marketing: A Step-by-Step Guide.* Financial Times Press, London, UK.

JOURNALS

Journal of business and Industrial marketing
Journal of Product Innovation Management
The International Journal of Logistics Management
Marketing Intelligence & Planning
Harvard Business Review
European Journal of Marketing

Appendix A

GROUP ASSIGNMENT

This assignment comprises two components, an oral presentation and a subsequent written report, to be submitted two weeks after your presentation. The assignment is weighted at 40% of the unit assessment as follows:

presentation 15%
report   25%

Students who will participate equally (4 students per group) will select a Company within the business to business market. Your role is to analyse the market and players thoroughly and present your findings to the other members of the seminar class.

Research should include; a full external environmental analysis, using effective analysis tools and models; analysis of both the competition and your company; organisational buying behaviour; current segments, targeting and positioning, objectives and strategies; the marketing mix employed and the effectiveness of current strategies.

You are expected to identify any potential gaps or weaknesses in your company's current strategy and recommend a course of action to improve your chosen company's fortune. You should bring together all the theories and concepts included in this unit to provide a full critique of your chosen company. You will provide a comprehensive pack of researched papers, trade and press articles and any other information to support your arguments **_at the start of your presentation._**

Oral Presentation Assessment Criteria

Category	Assessment Mark					
	Below 40%	40-49%	50-59%	60-69%	70-79%	Above 79%
Content, of which:						
Introduction						
Main Body - information						
Main Body - coverage						
Main Body - analysis						
Conclusions & Recommendations						
Q & A Session						
Presentation Skills, of which:						
Graphics/Visual Aids						
Delivery						
Teamwork						
Conviction						
Timing						
Overall Quality of Presentation						
Overal Grade/Mark						

PRESENTATION: **15%**

Research	25
Findings	30
Conclusions	20
Presentation	15
Referencing	10
TOTAL	**100**

Assessment Criteria for Written Report

Situation Analysis of Selected Company	30%
Understanding and Application of Marketing Theories & Concepts	30%
Conclusions and Recommendations	20%
Presentation i.e. structure, written English, attention to format, and referencing.	10%
Overall Quality of Written Presentation	10%

TOTAL   **100%**

Case Study Analysis
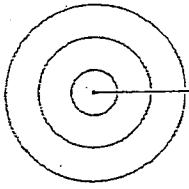
Case Study Analysis

At undergraduate, postgraduate and practitioner levels, the case study is a well-accepted and widely used learning tool. The popularity of case studies in marketing management education is primarily linked to the technique's ability to bridge the gap between marketing theory and practical situations, thus allowing students to apply the concepts which they have learnt. Success in providing case study solutions, as in real life, is largely determined by the nature and quality of the analysis carried out. Learning how to make decisions about case studies in a logical, objective and structured way, is essential. Such decisions must take into consideration all relevant aspects of the marketing and competitive environment, together with an appreciation of the company's resources. In developing the necessary decision-making and analytical skills an understanding of different corporate structures and philosophies and of the implementation of a range of marketing tools is achieved. In addition, the learning process allows the risks and problems associated with managerial decision-making to be experienced at first hand.

Working in seminar or syndicate groups is a popular approach to case study learning. This helps develop group as well as individual skills; a very positive contribution given the extent to which managers in real business situations must work in teams. Developing group skills takes time as individuals learn to cope with the differing opinions and views of colleagues. However, this closely emulates real work situations where a working consensus must be reached. Although preparing cases on an individual basis may appear simpler than taking a range of disparate group views into consideration, a more limited range of alternatives may be developed. Nevertheless, tackling cases individually also builds up analytical and decision-making skills. If a written solution to the case is required, the opportunity to develop report writing skills also arises.

This chapter is divided into three parts. The first considers the fundamentals of situation analysis, which should be undertaken to give a general overview of the key case issues. The second part reviews the five stages of case study analysis which follow the situation analysis, while the third examines the presentation of case findings.

1. Situation Analysis

A thorough understanding of the situation in which a business operates helps to put the problems in the case into context. The areas requiring attention are:

- Company position (financial, structure, marketing).

■ Market analysis.

■ External environment, threats and opportunities.

■ Competitor situation.

Company's internal position

An appreciation of the company's internal position, drawing attention to particular capabilities and resources, is vital. This analysis should take into consideration company structure, the financial situation and marketing.

COMPANY STRUCTURE

The structure of organizations impacts upon the operational and managerial decisions that are made. By answering the following questions an appropriate overview of company characteristics can be developed. This understanding should be used as a basis for assessing how realistic are the various case solutions eventually recommended:

■ Is the organizational structure hierarchical or flat?

■ Where does the balance of power lie?

■ What is the company's mission statement?

■ Does the company have particular philosophies?

■ What are the key characteristics of the company?

■ Is managerial activity delineated by function?

■ Who are the key decision-makers for each functional area?

■ How do the lines of communication operate?

■ What formal and informal decision-making structures operate?

COMPANY FINANCIAL SITUATION

Various techniques can be used to assess the financial position of the company. An overview of the financial health of the company can be achieved from the business's balance sheet and income statement. Comparing current year figures with those from earlier trading periods is especially informative because it allows changes over time to be mapped.

Financial ratios are calculated using information from the basic balance sheet and income statement (see Table I.1 below). These ratios can be used to achieve greater financial insight into an organization and can be compared with ratios from competing organizations to allow a better understanding of the company's relative position. It can also be useful to carry out a break-even analysis and to try and build a better understanding of the relationship between supply and demand.

| Table 1.1 | Key Financial Ratios |

- Profitability Ratios

These ratios measure financial and operating efficiency by assessing the organization's ability to generate profit from revenue and money invested.

Name of Ratio	Calculated
i) Gross profit margin	$\dfrac{\text{Sales} - \text{Cost of goods sold}}{\text{Sales}}$

This shows the total margin available to meet operating expenses and generate a profit

| ii) Net profit margin | $\dfrac{\text{Profit after taxes}}{\text{Sales}}$ |

Sometimes called return on sales, this ratio shows after tax profit per £ (pound) spent

| iii) Return on assets | $\dfrac{\text{Profit after taxes}}{\text{Total assets}}$ |

This ratio measures the company's return on total investment

| iv) Return on net worth | $\dfrac{\text{Profit after taxes}}{\text{Total shareholders' equity}}$ |

Also referred to as return on stockholders' equity, this ratio gives a measure of the rate of return on shareholders' equity

- Liquidity Ratios

These ratios are used to demonstrate the company's ability to meet current liabilities and to ensure solvency.

Name of Ratio	Calculated
i) Current ratio	$\dfrac{\text{Current assets}}{\text{Current liabilities}}$

This demonstrates the company's ability to satisfy short-term liabilities

| ii) Quick ratio | $\dfrac{\text{Current assets} - \text{Inventory}}{\text{Current liabilities}}$ |

Also referred to as the acid-test ratio, this demonstrates the company's ability to meet current liabilities, in the period in which they are due, without resorting to the sale of stock

| iii) Inventory to net working capital | $\dfrac{\text{Inventory}}{\text{Current assets} - \text{Current liabilities}}$ |

Indicates the degree to which company working capital is tied up in stock

- Leverage Ratios

This group of ratios helps in the assessment of the company's responsiveness to debt and ability to meet repayments as scheduled.

Name of Ratio	Calculated
i) Debt to assets ratio	$\dfrac{\text{Total liabilities}}{\text{Total assets}}$

Indicates the extent to which borrowed funds have been employed to finance the company's operations

ii) Debt to equity ratio $\qquad$ $\dfrac{\text{Total liabilities}}{\text{Total shareholders' equity}}$

This shows the balance of equity provided by the owners, and funds provided by creditors

iii) Long-term debt to equity ratio $\qquad$ $\dfrac{\text{Long-term liabilities}}{\text{Total shareholders' equity}}$

This ratio allows the balance between owners' equity and liabilities to be viewed in context of the company's overall capital structure

-Activity Ratios

These ratios can show how effectively the company generates sales and profit from assets.

Name of Ratio	*Calculated*
i) Total assets turnover	$\dfrac{\text{Sales}}{\text{Total assets}}$

This ratio, which signals the level of sales productivity and utilization of total assets, can be compared with the industry average to show whether the volume of business generated justifies the level of asset investment

ii) Fixed assets turnover	$\dfrac{\text{Sales}}{\text{Fixed assets}}$

Measures both sales productivity and utilization of equipment and plant

iii) Inventory turnover	$\dfrac{\text{Sales}}{\text{Inventory}}$

This measure of inventory turnover can be compared with the industry norm to show whether the company carries too large or small an inventory

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When using financial ratios it is important to be aware of the following points. First, ratios represent a snapshot of a company's financial state at a particular point in time. When comparing the results from more than one ratio, it is therefore necessary to ensure that the figures applied are from the same time period and calculated according to similar accounting conventions. Second, how ratios are interpreted and used is more important than the figures in isolation. To understand the significance of a particular ratio, it is essential to understand all of the internal and external factors that have caused the financial position reflected in the figures.

Once the financial analysis has been completed, it is necessary to pull together the different strands of the overall financial picture and identify which issues are likely to impact upon the case solutions which are recommended.

COMPANY MARKETING ORGANIZATION

Evaluating how the company handles its marketing should systematically cover all aspects of the marketing strategy and programmes. This will include marketing research processes and marketing information systems, maintenance of the product portfolio including new product development, pricing strategies, distribution policy including the policing and management of distributors, all aspects of marketing communications, personnel, customer and after sales service.

Market analysis

Understanding market structure and customer requirements is a fundamental stage in any case analysis. The following key questions should be addressed:

MARKET STRUCTURE

- What is the market size?
- What are the trends in market size – is it increasing or decreasing? How quickly?
- How is the market structured? What evidence is there of segments?
- Which segment(s) or customer group(s) is the company targeting?

CUSTOMERS

- Who are the customers?
- What are the customers like?
- For what purpose do they buy the product/service? What are their needs?
- What features do they look for in the product/service?
- What is the buying process?
- What factors impact upon and who influences them as they buy?
- How do they feel about the product/service?
- How do they feel about alternative suppliers?

Clear insight into the customers who make up a particular market is essential to organizational success (see T3, in Part IV). Having conducted the *market analysis*, it is necessary to assess how effectively the company is reaching its target customers and whether it is geared for expected changes in customer needs and/or market structure. This analysis will impact on the solution(s) that are selected.

External environment

A wide range of factors from the external marketing environment impact upon the well being of an organization (see T2, in Part IV). These include economic, political, social, cultural, technological, legal and regulatory issues. Monitoring these factors is important because changes can have a major impact on an organization's business dealings. Recognizing the significance of such changes early on can help companies to maximize the positive benefits and minimize the detrimental effects.

Early warning of the effects of environmental factors can be achieved by assessing the potential opportunities/threats presented by changes. In case study analysis, as in real life, it is often necessary to extrapolate trends and make predictions regarding the level of future change. It is helpful to remember that most potential threats can also be viewed as opportunities should an organization have the resources and interest to pursue them.

Competition

Understanding the competitive structure of markets helps companies put their marketing options into perspective (see T2 and T7, in Part IV). From the customer's viewpoint, buying decisions are based on the strengths and weaknesses of a particular player relative to other available choices. There are a number of key questions that should be considered in relation to an organization's competitive situation:

- Who are the key players?
- How is market share divided amongst competing organizations?
- What competitive positions do the players occupy, who is market leader, which companies are challengers, followers and nichers?
- How aggressive are the competing organizations and what are the trends? Is it possible to identify fast movers?
- On what basis are key competitors competing? What are their differential advantages, are these sustainable and how are they supported with marketing programmes?

Understanding the answers to these questions allows the case analyst to fully appreciate the relative competitive strengths and weaknesses of the company and to assess whether or not different case solutions are realistic. It may also be possible to use this information to predict how key competitors are likely to respond to different case solutions.

2. The Case Study Process

Many attempts have been made to summarize the case study approach into a process. The following five stages are often cited:

1. Understand and analyse the problem.
2. Derive alternative solutions.
3. Analyse alternative solutions.
4. Recommend the 'best' alternative.
5. Implement the chosen solution.

Understand and analyse case problem areas

After the situational analysis has been conducted, a clear view of the problems/key issues set out in the case study must be developed. Although the use of specific case questions will impact upon exactly where the key areas lie, the company and other analyses undertaken will usually have revealed a range of problem areas which need to be addressed. Formally listing these issues helps ensure that no omissions are made when alternative scenarios are considered. Any specific questions can be tackled once these problem areas have been identified.

One way to make this assessment of the case material and the core issues is to carry out a *marketing audit* (see Kotler, 2000). The marketing audit offers a systematic way of considering all aspects of the company's marketing set-up, within a pre-determined structure (see Table I.2). Carrying out a marketing audit should aid the analysis by:

- describing current activities and results: sales, costs, profits, prices, etc;

- gathering data about customers, competitors and relevant environmental developments;

- exploring opportunities for improving marketing strategies;

- providing an overall database to be used in developing marketing strategies and programmes for implementation.

Table I.2	The Marketing Audit

Part1: The Marketing Environment Audit

Economic-Demographic	Markets
Technological	Customers
Political	Competitors
Legal-Regulatory	Distributors and Dealers
Cultural-Social	Suppliers
Ecological	Facilitators in the Channel
	Publics

Part II: Marketing Strategy Audit
Business Mission
Marketing Objectives and Goals
Strategy

Part III: Marketing Organization Audit
Formal Structure
Functional Efficiency
Interface Efficiency

Part IV: Marketing Systems Audit
Marketing Information System (MIS)
Marketing Planning System
Marketing Control System
New Product Development System

Part V: Marketing Productivity Audit
Profitability Analysis
Cost-Effective Analysis

Part VI: Marketing Functions Audit
Products
Price
Distribution
Promotion
Personnel

Not all cases require or have sufficient information for a formal audit nor do they necessarily present sufficient information for such as an audit. The initial *situational analysis* may well give adequate focus and understanding. In more complex cases covering dynamic and competitive markets, the marketing audit can assist in sifting through the market and company data to identify more thoroughly the most pertinent issues.

When developing a list of problem areas, it is necessary to distinguish clearly between symptoms of problems and the problems themselves. Symptoms are defined as the outward signs of an underlying problem or problems. For instance, symptoms might include falling sales, declining profits and reducing market share. The problem may be poor understanding of customers, signalling a need for closer links with customers and regular feedback from the marketplace.

The identification of symptoms and problems should start with the most major problem(s). The associated symptoms can then be pinpointed and listed. Minor difficulties, whether or not related to the major problems, should be kept until after the main problem(s) have been signalled. It is helpful to signal whether the problems are impacting on the company's position in the short, medium or long term. This makes it easier to predict the likely effect of the problems on the company's objectives and plans.

Derive alternative solutions

Selecting an appropriate case solution is an iterative process that should start by generating a number of alternatives. Each potential solution must relate to the case's key problem area(s) and offer a realistic way of solving it. Make sure that the alternatives suggested are distinct and different. Spending time reviewing many similar solutions can be counter-productive. Detailed fine-tuning can be carried out at a later stage, once a selection has been made. In some circumstances it is helpful to frame the generation of alternatives around the following questions:

- Where is the company now?
- How did it get to its current position?
- Where does it want to go/what does it want to achieve?
- How can it achieve what it wants, and head to where it wants to go?

The understanding of the organization's current position should have been achieved through the *situational analysis*, but explicitly framing the first two questions helps ensure that these issues from the earlier analysis are not overlooked. At this stage it ought to be possible to exclude the more unrealistic solutions, so that the more likely options can be analysed further.

Analyse alternative solutions

The next step is to critically evaluate the suitability of the solutions identified. This should involve a formal assessment of the advantages and disadvantages of every alternative. Each proposal should be considered within the context of the

company, market, competitor and environmental analyses that have already been carried out. Conducting 'What if...?' analysis – where attempts are made to predict the likely outcome(s) of alternative solutions – can be a useful input. It is helpful to formally list each advantage and disadvantage with, if possible, a ranking of the relative importance of each. This ranking should help identify the best solution.

Recommend the 'best' alternative

Providing that the case analysis has been thorough, selecting the best solution should not be too complex. Whichever option is chosen, the environmental, competitor and market analyses must be double-checked to ensure that the solution is consistent with prevailing market conditions. It is rarely possible to identify a course of action that is ideal in all respects, so it is helpful to consider both the acceptability of the various options and the associated risks. Limited data availability and/or ambiguous market conditions may create problems. However, it should be remembered that managers must often make decisive decisions when only limited information is available.

Once a decision has been made, arguments should be prepared supporting the choice(s). In some circumstances, part of the recommendations may be based on the success of initial actions. Some flexibility will be required in responding to the differing circumstances that may arise. It may be helpful to develop *decision trees* that show different routes to the final objectives, depending on the short-term reactions to the recommendations.

Implement the chosen solution

Ensuring the recommended plans and marketing programmes can be implemented is as fundamental to case study learning as the analyses and choice of the 'best' solution.

■ At which target groups is the solution aimed?

■ How will the company's offering be positioned?

■ Exactly how will the solution be implemented?

  – Marketing mix proposals (product, people, price, promotion and distribution)

  – What processes will need to be set up to ensure that implementation occurs?

■ Which departments/individuals will take responsibility for the day-to-day implementation?

■ When will the solution be implemented?

■ What will be the likely cost implications of implementing the solution?

■ What are the expected benefits of implementing the solution – revenues, cash flow, competitive position, customer perceptions, etc.?

■ What will be the relevant performance measures and success criteria?

In real situations, implementation may be affected by a range of interacting factors and unforeseen circumstances. For this reason, it is helpful to recommend

a *contingency plan*, to be followed in the event of the initial recommendations being unsuccessful. These back-up suggestions should be limited to the key recommendations and should not go into too much detail.

3. Presenting the Case Study Findings

There are various formats that can be used to report the findings of case study analysis, including an informal discussion, a structured presentation, or a written report. Learning how to present case solutions, like the analysis itself, takes time. While there is a strong personal element in presentational style, the following guidelines are intended to help develop effectiveness in this area. After all, marketers must be able to make professional presentations and write good reports!

Formal presentations

Case study presentations can become turgid, clumsy and monotonous. With care and imagination such sessions can be easily transformed into a lively and interesting forum for debate. The following simple suggestions should assist in this process:

- Keep repetition of the basic case facts to a minimum. After all, other students will probably have read the case study anyway. There is nothing worse than hearing group after group present the same basic material over and over.

- Try to maintain eye contact with the audience. This can be achieved by not 'talking to' the overhead screen/overhead projector/computer/board.

- Avoid the use of fully scripted notes. Prompt cards inserted between overhead transparencies or 'key word' notes can be helpful. Using these kinds of prompts become easier with practice.

- Keep visual material as simple as possible. An audience will have difficulty taking in highly complex tables or visual aids that are covered in text. Clever use of colour and diagrams can make such visual aids easier to follow. Presentation slides, whether on computer or transparencies must *never* be too 'wordy' or detailed.

- Use lively material, add the occasional touch of humour and try to involve the audience. Attempt to vary the presentation format: do not always opt for the formal approach with the stand-up and 'lecture' style.

- Avoid using too much material for the presentation time allocated.

- Do not use too many presenters: hand-over time is wasteful and boring for the audience.

- Rehearse! Never be surprised by your own material. Think through, in advance, the points that need making at each stage of the presentation. Also check equipment and computer links — making sure you know how to use them.

- Introduce the presentation, its aims and presenters. Conclude with a brief summary of key points.

Writing reports

The most appropriate structure for writing up case analysis will depend on the student's or tutor's objectives as well as on individual style and any organization constraints regarding format. Report writing is a skill developed through practice, which offers considerable rewards when mastered. The purpose of the case study report is to present analyses and recommendations, demonstrating that a full and thorough understanding of the situation has been achieved. The emphasis should be on reasoned argument to support the key recommendations and should not merely reproduce the information presented in the case. Students often get caught in the trap of quoting verbatim from the source material and presenting raw material without offering an interpretation.

Much has been written about report structure. This should be an area of concern for student and tutor alike. Too often reports are submitted with imperceptible structure, verbose paragraphs and no sense of direction or clear recommendations. While it is impossible to present a standard report format for all circumstances, certain generalizations are possible. Essentially, the report is presenting the following:

■ *Background to the case study:* This should give a simple overview of the company/industry and may include an indication of the nature of the market.

■ *Understanding of the underlying problem(s):* This will probably focus on the areas highlighted by the tutor or in case questions. The problem should be briefly stated at this stage.

■ *Analysis of case study material:* The analysis part of the case study will involve the most extensive and detailed discussion. This is where the student reports back on the company and market analyses undertaken. The length of this part of the report will probably mean that a series of sub-headings is used to add structure and clarity to the discussion.

■ *Recommendations with justifications:* The recommendations represent the outcomes of the case study analysis and should fall naturally out of the discussion in the report. The report itself should have 'told a story', so there are no surprises about the recommended course of action.

Every report is different but the following simple checklist of section headings may be helpful to consider when structuring the final report document.

■ I.   Executive/management summary
■ II.   Contents
■ III. Introduction (including objectives)
■ IV.   Background to the problem
■ V.   Analysis (divided into relevant sections)
■ VI.   Conclusions and recommendations
■ VII. Bibliography/references
■ VIII. Appendices (supporting data and facts)

POINTS TO REMEMBER:

1. The executive summary should provide a succinct, one or two page account of the entire report. It should explain the background to the case, discuss the key issues and themes, report on the analysis and list the recommendations.

2. Make the report as user-friendly as possible, with numbered sections and pages, a contents list and sub-headings. References should be sourced within the main body of the report and then listed in full in the bibliography. Diagrams and tables should also be properly numbered, labelled and referenced.

3. Make the writing style as clear as possible. Avoid long sentences and jargon. If jargon is unavoidable, use a glossary to explain terms that are not in common usage.

4. Support arguments with appropriate sources (references, statistics, quotes, examples, comparisons, etc.), as available. This considerably adds credibility to the discussion.

5. Use data from the case with care. If possible interpret the information: this may involve extrapolating trends or making predictions regarding the likely outcome of certain activities. Only use data that are relevant to the point being made.

6. Appendices should include any relevant material that would clutter the main body of the document. Each appendix should be referred to from within the main body of the report and listed in the contents section of the report.

Harvard Referencing System

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How to do your Referencing (1): An Introduction to the Harvard System

(Printed Sources)

This provides basic guidance on how to reference the books and journal articles which you have used in your essays or reports. For further details please consult our **Help Sheet 32: How to do your Referencing (2)** and for how to reference electronic documents (web pages, online journal articles etc.) please see **Help Sheet 31: How to do your Referencing (3): Web Sites, Electronic Journals and the Internet.**

The Harvard System is one of several methods available and is the preferred choice of most departments in the University. You should check with your lecturers which system your course requires before you do your first assignment.

What is a "Reference"?

A Reference is a detailed description of any document from which you have taken information, e.g. a complete book, a chapter from it, or a journal or newspaper article.

What is "Citing"?

"Citing" a reference is the act of recording it. This is done in two ways:
1. By putting a brief entry for each source in the text of your work.
2. By listing all your sources in full, at the end of your work.

Why do I need to do it?

It is required academic practice to provide references to guide your reader to the sources you have used for your research, to support the arguments you are making, and to credit the established work of others.

What happens if I don't?

Failure to acknowledge your sources is likely to lead to a suspicion of PLAGIARISM – i.e. trying to pass off someone else's work as your own.
Please consult our Help Sheet 4 on Plagiarism. Incomplete or inaccurate referencing also reflects badly on your work
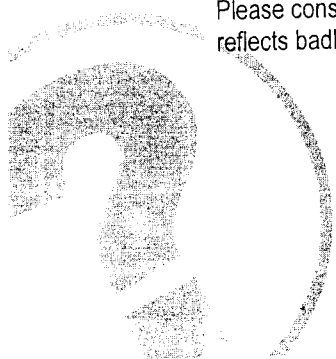
How to Put References into the Text of your Essay/Report

References:

For each reference you make in the text of your essay, you need to provide the **surname** (family name) of the **author(s)** and the **date** it was published. If the author's name is part of the sentence statement, only the date needs to be in brackets.

Example: ... Hartley (1999) declared that...

If it is not, both the name and date must be in brackets, separated by a comma.

Example ...... although other authors have denied this (Hartley, 1999)

The page number(s) must be added if a specific part needs to be identified.

Example: ...which is described there in detail (Hartley, 1999 p.172)

If there are 2 authors:

Example: .....in the much acclaimed work on the subject by Martin and Frost (2001)

For 3 authors or more, it is usual to use the Latin *et al* (meaning "and others") after the name of the first author. You must put it in italics.

Example .....Anderson *et al* (2003) concluded that ....

Please see "How to do your Referencing (2)" for how to reference **quotations.**

Listing Your References at the End of your Work

Your **reference list** should only contain the details of documents or sources of the quotes you have referred to **within the text of your work**. The list must be **in alphabetical order of the author's surname.**

Where do I find the full details that I need?

Always take the details of the author, title, etc. from the TITLE page of a book (NOT the front cover). The date, edition, publisher, etc. may be on the back of the title page. Do not confuse an edition with a reprint.

For journals, these details will be on the contents page and usually at the top or bottom of every page of each article.

Tip – It is good practice to take the full details of each book or article **as soon as you have read it,** in case it is not available later and your reference is incomplete. Any book you borrowed from the library will be in your Reading History in your Library Account.
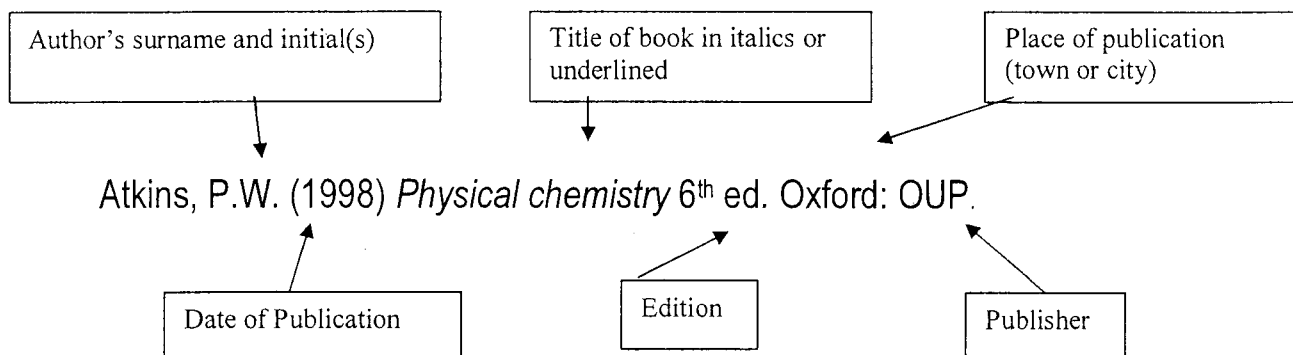
If you are new to referencing, look and see how published authors, especially in academic textbooks, cite their references.

The Harvard system gives you the option to use *italics* or underlining to emphasise the title. Whatever you decide, you must be consistent throughout. Use lower case for all title words after the first unless there is a proper name (as in the library catalogue).

The preferred order of presentation for your reference list is:

- Surname of author(s), preferably in capital letters, comma, initial(s), full stop.
- Year of publication (in brackets)
- Title, including the edition (if other than the first), full stop.
- Place of publication (city or town) (followed by a colon)
- Publisher's name, (full stop)

A book by a single author: Example

Author's surname and initial(s)		Title of book in italics or underlined		Place of publication (town or city)

Atkins, P.W. (1998) *Physical chemistry* 6th ed. Oxford: OUP.

Date of Publication		Edition		Publisher

If there are two authors: Example:
McCarthy, P. and Hatcher, C. (2002) *Presentation skills: the essential guide for students.*
London: Sage Publications.

If there are three authors or more, it is becoming more usual for the "*et al*" rule to be used here, as in the text entry. However, some LSBU departments prefer you to list ALL authors in full. You must therefore check with your lecturers first.
Examples:
Hatcher, S. *et al.* (2005) *Evidence-based mental health care.* Edinburgh: Elsevier Churchill Livingstone.

<div align="center">or</div>

Hatcher, S., Butler, R. and Oakley-Browne, M. (2005) *Evidence-based mental health care.* Edinburgh: Elsevier Churchill Livingstone.

If the book is edited:
Use the name of the editor(s) followed by (ed.) or (eds.) in place of the author. **Example:**
Ezra, E. (ed.) (2004) *European Cinema.* Oxford: OUP.

A chapter from an edited book:
If you refer to a chapter in a book edited by someone other than the author of the chapter, you need to make this clear by using "*In*" (in italics and followed by a colon). The book title is in italics, NOT the title of the chapter. **Example:**

Gaskell, G. (2003) Attitudes, social representations and beyond *In* : Deaux, K. and Philogene, G. *Representations of the social.* Oxford: Blackwell.

Corporate author
When something is published by an organization or a company there will probably be no individual author whom you can identify. **Example:**

British Broadcasting Corporation (2004) *Building public value: renewing the BBC for a digital world.* London: BBC.

Government Publications (Reports, Consultation Papers)

The relevant government department should be given as the author. The publisher is usually the Stationery Office (TSO) (formerly HMSO). **Example:**

Department of Health (2004) *Choosing health: making healthy choices easier.* London: The Stationery Office.

Acts of Parliament

The name of the country takes the place of the author. Only the "short title" version of the act is needed, but this must include the year to distinguish it from earlier acts of the same name.
Example:
Great Britain. *Housing Act 1996 (c.52)* London : HMSO.

Each act is given a running number or "chapter" during the year, e.g. c.52.

Journal Articles:

- Surname of the author(s) in capital letters, comma, initial(s), full stop.
- Year of publication in brackets
- Title of the ARTICLE, full stop.
- Title of the JOURNAL (*in italics*), comma.
- Volume number (in bold type)
- Issue or part number (in brackets), comma.
- First and last pages of the article separated by a hyphen and indicated by the abbreviation "pp".

Example:
Smith, A. and Jack, K. (2005) Reflective practice: a meaningful task for students. *Nursing Standard,* **19**(26), pp. 33-37

An article from a newspaper:

The same rules apply as for a journal reference, but details of volume and issue numbers are not required. You do need to indicate if your reference is from any particular section of the paper, however. **Example:**

HILL, A. (2006) A thirst for the most vital liquid asset. *Financial Times (London 1st Edition),* 7 August 2006 : p 13.

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HS 31

How to do your Referencing (3): Web Sites, Electronic Journals and the Internet

There is no officially agreed system of referencing information in any electronic format, so these guidelines are a local interpretation of the Harvard style. You need to make it clear that the information came from an electronic source, e.g. an online database, or a web page and must be as full and accurate as possible. You should also be consistent in your application.

Some services add the suggested citation for the documents they provide, e.g. Oxford Reference Online. This may not always conform to the Harvard style so be careful.

What you will need for a full reference (This varies by type of resource)

- The **Author** or Editor (personal or corporate, e.g. an organization) in capitals. If this is not clear, use the closest and most specific "unit" responsible for the item.
- The **Date of "publication"** (in brackets). This is the day and month of the year when the pages were most recently updated and usually appears at the bottom of the page.
- The *Title* (in italics or underlined). Use the "home" page title if the specific document title is not clear.
- The **TYPE** of resource – in square brackets e.g. [Online].
- The **URL** (Uniform Resource Locator - for a web address).
- The **Date** the resource was **accessed** – [In square brackets]. This is vital.

Whenever you add information which does not actually appear in the original, this must be in **square brackets.** This also applies to information which is missing, e.g. [no date].

Some information on the Internet causes problems due to its temporary nature, and you must prove that the document existed at the time you used it. Web addresses (URLs) may change or disappear completely, and you may not always be redirected. You should therefore:

- Cite the date you actually accessed each document
- Ensure the URL is accurate – including the precise punctuation of the original
- Print out proof of the source of the document (or the reference to it), with the URL.
- Add the source to Bookmarks or Favorites on your PC to save it for future access.
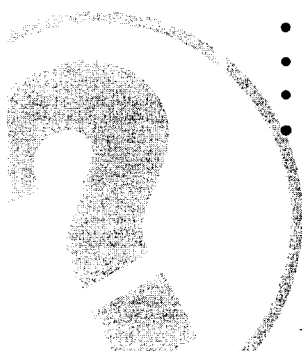
Citing your references within the text

If the web page you are citing has a clear author just follow the same procedure as for printed material, i.e. the individual surname or name of an organization plus the date of the latest update.

> **Example:**
> The Equal Opportunities Commission (2005) has issued a Code of Practice on Sex Discrimination.

If there is no obvious author for the web page, or you just want to refer to the main home page, simply cite the URL at the end of your sentence (in brackets) and add the date of the latest update.

> **Example:**
> The followers of the Arts and Crafts Movement believed that the Industrial Revolution removed creativity and individuality from society.
> (http://wwar.com/masters/movements/arts_and_crafts_movement.html, 2004)

Listing your references at the end of your work

Follow the same procedures as for printed sources as far as possible (see Help Sheet 30 - How to do your Referencing (1): An Introduction to the Harvard System). Your list should have both printed and electronic sources in one single alphabetical sequence. Copyright law applies equally to electronic documents and they must be referenced just as carefully.

Electronic Books (E-Books) : You need to provide the following information.

Author (or editor) – surname and initials, **Year** of the original in **PRINT** (if not available use the date of the electronic version), **Title of book** (and any subtitle) - *italics* or underlined, **Edition** (other than the first), **[Online], Place of Publication** (of printed original - if available) followed by a **colon**(:), **Publisher's name, Available from :** i.e. the e-book service you used), **URL** (web address), **[Date accessed]**.

> **Example:** (page numbers are not relevant here)
> GRAHAM, P. (2004) *Hackers and painters.* [Online], O'Reilly. Available from: Safari Tech Books Online. http://0-proquest.safaribooksonline.com, [Accessed 6 March 2005]

Electronic Journals

Make it clear **HOW** you accessed each article. You only need to give the details of the source of the **full text**, so you can omit the indexing or abstracting database level. You need to cite the URL of the database provider for the full text e.g. Business Source Premier, because they own access to the online version. If the article was freely available on the internet (on a web site or free journal) you should give that precise URL. (Sometimes the online published date for an article will not be the same as the printed version).

E-Journal article obtained using a full-text database or journal collection.

You will need to provide the following:

Author (or editor) – surname and initials, **Year of Publication** (original print version or online version), **Title of article** (if an **Editorial** indicate this in square brackets after the title), **Title of the journal** in *italics* or underlined, **Date** (month or season), **Volume number** (if any), **Part or issue number** (in brackets), **Page numbers** (pp. plus page range), **[Online], Available from** : the database provider, e.g. Business Source Premier, **URL, [Date accessed]** – the actual date you viewed the article.

> **Example:**
> MORRISON, C. and JUTTING, J. (2005) Women's discrimination in developing countries: a new data set for better policies, *World Development.* July, 33 (7), pp. 1065-1081. [Online] Available from: Science Direct. http://sciencedirect.com
> [Accessed 31 July 2005]

E-Journal article directly from a web site.

You will need exactly the same information as for the example above, except that in the **[Available from]** statement you should give the precise **URL** for the article. Sometimes page numbers will be given, sometimes a running number within the "volume". Whatever the practice, reference the article precisely as given on the screen.

> **Example:**
> PATTINSON, S.D. (2003) Paying living organ providers. *Web Journal of Current Legal Issues.* [Online] Available from:
> http://webjcli.ncl.ac.uk/2003/issue3/pattinson3.html
> [Accessed 4 July 2004]

You may also find that an article has been given a date of revision at the end of the text, but you must cite the original details at the top of the article. By giving the date of access, your reader will be clear which version you are identifying.

Article in an electronic newspaper

You need to give similar information as for a journal article from a database, e.g. the URL of the ProQuest Newspapers or LexisNexis services, or the specific URL of the individual newspaper, e.g. the Guardian if you used a direct link. However, please note in addition:

- **Editorials** rarely have an attributable author
- The **Section** of the newspaper is helpful if relevant. (in brackets)
- **Specific Editions** of many newspapers are indexed

> **Example:**
> ATKINS, R. and SCHIERITZ, M. (2004) ECB warns finance ministers it will retain sole control of euro, *Financial Times.* [Online]. 27 September 2004. Available from:
> http://0-proquest.umi.com. [Accessed 25 January 2005]

Web Pages / Web Documents (including pdf documents)

Freely available and unregulated web pages are the sources most likely to be a bit unstable. Make sure you have the full details at the time of access, e.g.

Author/editor (if available) or name of organization, **Year of 'publication'** (in brackets), **Title of the web document** – in *italics* or underlined, **Edition** – usually expressed as 'version' or 'update', **[Online], Place of 'publication'** (if clear), **Name of 'publisher'** (if available), **Available from** (URL in FULL), **[Date accessed]** - the **exact date** you looked at the page/website/document.

> **Examples:**
> BURKE, L. (1997) *Carbohydrates? They aren't that simple* [Online] Available from: http://www.sportsci.org. [Accessed 14 February 2001]

> Where there is **no obvious author**:

> *Every little hurts: why Tesco needs to be tamed* [MPs Briefing] (2004) [Online] Friends of the Earth. Available from: http://www.foe.co.uk/resource/briefings/every_little_hurts.pdf. [Accessed 30 April 2005]

If the web page contains **insufficient detail** (e.g. lacking date or author), indicate such omissions or cite the main web site and indicate how to link from it, e.g.

> National Down Syndrome Society [no date] *Associated medical conditions* [Online] National Down Syndrome Society. Available from: http://www.nds.org [Accessed 13 May 2005]

Government Documents

Many government publications are now ONLY available electronically and their updating is often problematical. Check dates and "versions" carefully, especially when departments merge or change name. What you must include:

Name of the Department or Committee, Year of Publication (in brackets), **Title of the document** (in *italics* or underlined), **[Online], Publisher, Series information** - if any, **Available from** (URL), **[Date accessed]**

> **Example:**
> Home Office. (2005) *Sentencing Statistics 2004.* [Online] Home Office. (Home Office Statistical Bulletin 15/05) Available from: http://www.homeoffice.gov.uk/rds/pdfs05/hosb1505.pdf [Accessed 25 November 2005]

Blackboard Materials

Make it clear what you are referencing, e.g. lecturer's notes or course documents.

Tutor's or author's name – surname and initials, **Year, Title** of notes or document, **Name of the module, [Online], Available from : URL** of main Blackboard site, **[Date accessed]**

Discussion List Messages

You need to supply the following information :

Author – surname and initials, **Date** of the communication, **Message title** (followed by a full stop), **[Discussion list name]** *in italics* or underlined, **[Online], Available from :** URL of the list archive, **[Date accessed]**

> **Example:**
> MACDONALD, S., 7 October 2004. Re: European data questions. *DIGGING-FOR-DATA*
> [Online] Available from: http://www.jiscmail.ac.uk/lists/DIGGING-FOR-DATA.html.
> [Accessed 20 Sep 2005]

In the above example the discussion list is in upper case letters, but this is not usual.
Messages are archived for a limited period only by the list owners.

Weblogs (Blogs)

Possibly the most unreliable electronic source. Postings can be removed and amended without warning, and contributions added anonymously. Proof of access at a given time is therefore crucial.

You will need to provide - **Author (or pseudonym)** and initials, **Date of "posting"**, **Title, [Blog entry], Version** (if clear) **Available from: URL, [Date accessed].**

> **Example:**
> "JULIA". 30 November 2005. *Take back the craft.* [Blog entry] Available from:
> http://knittinghistory.typepad.com/knitting_history/
> [Accessed 2 December 2005]

Personal Email Messages

You must obtain permission from the recipient or sender if you give out email addresses.

Name of sender, Sender's e-mail address, Date sent (day, month, year), **Message Subject** (title – in italics or underlined), **Personal e-mail to** (name of recipient), **Recipient's e-mail address** (in brackets).

> **Example:**
> BEAM, J. (beamj@lsbu.ac.uk) (12 June 2005) *RE : New passwords for off-campus access.*
> Personal e-mail to J.Daniels (danielsj@lsbu.ac.uk)

Digitised Thesis/Dissertations

You need to provide the following:

Author – surname and initial, **Date** (in brackets), **Title** – in *italics* or underlined, **[Online]**, **Level of thesis, Awarding University, Available from : the URL of the online service, Date accessed].**

> **Example:**
> GOSAL, S. (2003) *The future of women surveyors.* [Online] MSc. Estate Management.
> South Bank University.
> Available from: http://0-www.lisa.lsbu.ac.uk.lispac.lsbu.ac.uk/theses/SGOSOL.pdf
> [Accessed 5 August 2005]

Conference Papers

This illustrates the referencing of a single paper from a conference. It should include : **Author** – surname and initial, **Date** (of publication), **Title of the paper, Where** and **when** it was **presented,** **[Online], Available from :** URL of the source of the full text, **[Accessed]**

> **Example:**
> LESHEM, A. (2000) *On the finite sample behavior of the constant modules cost.*
> Paper presented at the IEEE International Conference on Acoustics, Speech, and
> Signal Processing, Instanbul, Turkey. [Online]
> Available from: http://0-ieeexplore.ieee.org. [Accessed 17 September 2003]

<u>Rules for Examination Candidates</u>

BEFORE THE EXAMINATION

Students must not:

- enter the examination room until instructed by the invigilator;

- bring into the examination room:
  - any books, dictionaries, papers or items of any kind, other than those specifically allowed for that particular assessment and previously notified
  - mobile phones, audible alarm watches, personal stereos or other items that may disturb other candidates or which allow data storage or communication
  - any electrical or electronic devices other than those explicitly permitted for use in the examination room
  - food (other than in the case of a student with previously approved special needs) or drink (other than still water)

Students must:

- put coats and bags at the front or back of the room as instructed by the invigilator, and not by their examination desk

- give to the invigilator any papers which may accidentally have been brought into the examination room

- go to the seat as directed by the invigilator and remain silent

- have a written agreement from the relevant Faculty to use a calculator, dictionary or any aid to remedy a handicap e.g. of sight or hearing.

Students will not be allowed into the examination room if they arrive more than 30 minutes after the start of the examination.

DURING THE EXAMINATION

Students must:

- obey all instructions by the invigilator

- put their London South Bank ID cards on their desks where the invigilator can see them

- check that they have no unauthorised materials on their desks

- use only University examination stationery for all work including all rough work

- provide batteries for their calculator.

Students must not:

- start writing until told to begin by the invigilator

- attempt to read the work of any other student

- talk or communicate in any other way with any other student

- eat or drink (other than as permitted by regulation above) or smoke during the examination

A student may tell the invigilator about any outside factor (e.g. distracting noise) which disturbs him or her during the examination. The student must send a note to his or her Course Director with details of the difficulty immediately after the examination. If the student does not, the conditions in the examination may not be used as mitigating circumstances.

DURING THE EXAMINATION (*CONTINUED*)

To leave the room permanently, students must:

- attract the attention of the invigilator and ask permission to leave

- leave the examination room quickly and quietly

- not enter the examination room again

- not attempt to remove any examination materials from the examination room or remove any papers from the examination script.

To leave the room temporarily, students must:

- attract the attention of the invigilator by raising their hand;

- ask permission to leave (if they do not, they will not be allowed back in);

- not contact any person or consult any material when they are outside the examination room

Students must not leave the examination room - temporarily or permanently - during the first 30 minutes and the last 10 minutes of the examination.

AFTER THE EXAMINATION

Students must:

- stop writing when the invigilator tells them

- remain in their seat without talking

- leave all papers (except the examination paper) on their desk

- leave the examination room immediately when the invigilator tells them.