

Retail Basics and Category Management – evaluation criteria

EVALUATION METHOD	EVALUATION CRITERIA
<p>Written homework (H) to assess learning outcome 3</p> <p>Students must choose a category and write for it independently a category 8-step process.</p> <p>Completed works must be submitted through Moodle on agreed deadline.</p> <p>Students have to defend the written homework. Correctness, clarity, adequacy of opening up the content are met in a public written homework defence (ca. 10 min presentation).</p>	<p>Assessment criteria by scores:</p> <p>51-60 points – the content does not meet the requirements of the 8-step process, the deadline has not been met, does not meet the formatting requirements, not defended;</p> <p>61-70 points – the 8-step process contains all the required elements, but the terminology is not used correctly and in the right context, the deadline has not been respected, smaller contribution than required, formatting errors exists;</p> <p>71-80 points – the 8-step process meets the requirements of both content and volume, but the structure of the work is illogical, and the findings are not directly derived from the research, is not out of time, linguistically difficult to understand, formatting is not correct;</p> <p>81-90 points – the 8-step process meets the requirements of both content and volume, logical structure, reasoned conclusions, formatting is correct, no spelling errors;</p> <p>91-100 points – the 8-step process meets all requirements of both content and volume, in-depth analysis, associated with the broader organizational context, and the views and estimates of arguments; expression is clear and understandable, correct formatting, there are no spelling mistakes.</p>
<p>Written exam (E) to assess learning outcomes 1 and 2</p>	<p>Assessment criteria by scores:</p> <p>91-100 points – outstanding and particularly profound achievement of learning outcomes, along with creativity and consummate proficiency in applying skills and knowledge.</p> <p>81-90 points – very good achievement of learning outcomes, along with proficiency in applying skills and knowledge in a relevant and creative manner. Some details of knowledge and skills may exhibit errors which are neither substantive nor serious.</p> <p>71-80 points – good achievement of learning outcomes, along with proficiency in applying skills and knowledge in a relevant manner. A certain imprecision and lack of confidence are apparent in the depth and detail of knowledge and skills.</p> <p>61-70 points – sufficient achievement of learning outcomes, along with application of knowledge and skills in a typical manner. In atypical cases there are apparent both a lack of confidence as well as lack of knowledge and skills.</p> <p>51-60 points – poor – minimum acceptable achievement of the most important learning outcomes along with</p>

	<p>application of knowledge and skills in a typical and limited manner. In atypical cases there are apparent both a serious lack of confidence as well as lack of knowledge and skills. 0-50 points – failing – achievement in knowledge and skills below the minimum standard.</p>
<p>Prerequisites for examination are</p>	<ol style="list-style-type: none"> 1) Written homework presented on time; 2) Seminars attended actively; 3) Written homework is defended.
<p>Final grade (FG)</p>	<ol style="list-style-type: none"> 1) Homework together with defence defines 50% of the final mark; 2) In the end of the course students perform an examination in written, which define other 50% of the final mark. <p>$FG = (H+E)/2$</p> <p>Translation of scores to final grade: 91–100 scores give the aggregate mark “excellent” (5) 81–90 scores give the aggregate mark “very good” (4) 71–80 scores give the aggregate mark “good” (3) 61–70 scores give the aggregate mark “satisfactory” (2) 51–60 scores give the aggregate mark “sufficient” (1) 0–50 scores give the aggregate mark “unsatisfactory” (0)</p>