

BSc Business Management BMP6006 E Commerce and Contemporary Marketing Practice	
Assessment Number	1 of 2
Assessment Type (and weighting)	Critical Review – 50%
Assessment Name	JD Sports Trade Journal Article Critical Review – Word Count: 2000
Assessment Submission Date	30.11.2021 (no later than 23:59)

Learning Outcomes Assessed:

LO2: Critically review the marketing process and evaluate its role in contemporary marketing practice
LO3: Critically analyse and apply key traditional and digital marketing theories

Assessment Brief

Case Study: <https://www.marketingweek.com/jd-sports-deep-bond-customers-ecommerce-transition/>

In its financial report for the year ending January 2021, the sportswear retailer says it retained around 70% of revenues after moving consumers online when stores were forced to shutter during the first nationwide lockdown. This increased to 100% in November when stores closed for a second time.

Jefferson (2021) reported the business alludes to having increased its customer acquisition marketing as it transitioned to online, and has pledged to continue investing in data analytics to further enhance its customer insight.

As part of the **2000-word** critical review, you will determine the application of the marketing process and critically evaluate JD Sports marketing practises in response to COVID-19 and lockdown market conditions. As part of your critical review, you will provide a critical analysis of **JD Sports** current omni channel marketing practises to formulate recommendations for future campaigns.

Essential Content:

- Introduction
- Contents page
- Main body:

- a) How JD Sports have embedded and applied the marketing process within the trade journal article;
 - b) How this reflects current marketing practises;
 - c) Relate relevant omni channel marketing theories and models to the trade journal article;
 - d) Provide brief recommendations based on your review and analysis.
- Conclusion
 - Bibliography

Guidance Notes: Refer to the Support document on Moodle for guidance relating to each point. This will allow you to consider a range of factors affecting their responses to COVID-19 and the shift to online sales as a matter of survival. Ensure your in-text citations and bibliography (alphabetical order) follow Harvard Referencing Style requirements. If you are unsure, access the LEAP Online resources within BMP6006 Moodle page or access LEAP Online via the University of Bolton website.

Important and helpful information:

Please refer to the Module Guide for information regarding indicative reading, guidelines for the preparation and submission of assignments, and the module learning outcomes.

Specific Assessment Criteria:

(Please note that the General Assessment Criteria will also apply. Please see General Assessment Guidelines for Written Assessments Level HE6)

Minimum Secondary Research Source Requirements:

Level HE6 - It is expected that the Reference List will contain between **fifteen to twenty sources**. As a MINIMUM the Reference List should include **three refereed academic journals and five academic books**.

JD Sports praises ‘deep bond’ with customers following successful ecommerce transition

The sportswear retailer retained the majority of its revenues after moving consumers online during last year’s Covid-19 lockdowns, but physical retail remains a key component of its long-term plans.

By [Michaela Jefferson](#) 13 Apr 2021

JD Sports has highlighted the strength of its relationship with customers after bucking the trend with its successful transition to online during the Covid-19 pandemic.

In its financial report for the year ending January 2021, the sportswear retailer says it retained around 70% of revenues after moving consumers online when stores were forced to shutter during the first nationwide lockdown. This increased to 100% in November when stores closed for a second time.

As a result, the business posted a profit before tax and exceptional items of £421m, which is down from the £439m it made the previous year, but much better than the £295m it was expected to report. Revenue for the period was marginally higher at £6.2bn.

According to JD Sports, its significant retention of sales and profitability through a period of global uncertainty and multiple store closures reflects the “strength and premium position” of its brand, as well as consumers’ affinity with it.

We are absolutely confident that JD’s premium multi-brand proposition retains its consumer appeal.

Peter Cowgill, JD Sports

“The deep bond between JD and its consumers is one that has been nurtured over a number of years,” says JD Sports’ executive chairman, Peter Cowgill.

“Our teams have risen to the challenges associated with the frequent shift in demand between channels resulting in a strong retention of sales across our various markets, but particularly in the UK and United States.”

The business alludes to having increased its customer acquisition marketing as it transitioned to online, and has pledged to continue investing in data analytics to further enhance its customer insight.

However, despite its successful foray into pure online retail, JD Sports, which also operates the Size? brand in the UK, hasn't lost faith in the future of bricks-and-mortar stores as non-essential retail opens back up this week. The business plans to continue running a multichannel offering as a source of competitive advantage.

Between August and October 2020, a period largely free from restrictions in the UK, the retailer saw like-for-like sales in stores grow by more than 4%, despite the "materially lower" footfall in many cities and major shopping centres.

JD Sports is therefore continuing with its programme of opening larger store formats, having already opened bigger stores in Exeter, Plymouth and Brighton. In the new financial year, larger format stores are scheduled to open in "key locations" including Belfast, Edinburgh and Stratford, East London. Further stores will also be opening across Europe.

"Regardless of the fact that stores in a number of markets have been closed for extended periods of time, we believe it is clear that we will build the strongest connection with consumers and gain competitive advantage by operating stores in tandem with a strong online offer," says Cowgill.

"Stores provide a platform to physically showcase product, offer consumers the opportunity to see and try the product, and give us the operational flexibility and agility to offer an enhanced speed of service for online orders."

JD Sports also notes strength in the width of its category offer, having seen particular growth in casualwear and sportswear sales. Apparel sales overall represented more than 50% of revenues in the UK. While the brand recognises increased sales in these categories is partly driven by increased working and exercising from home during the pandemic, the business says it does not believe that growth to be a temporary phenomenon.

Cowgill adds: "While Covid-19 has inevitably constrained our short-term progress, we firmly believe that we have a robust premium branded multichannel proposition with our loyal consumers comfortable engaging with us in any channel.

"We are absolutely confident that JD's premium multi-brand proposition retains its consumer appeal and we look forward to welcoming customers back into stores in our remaining markets in due course."

Looking ahead, JD Sports has estimated its headline profit before tax for the full year to 29 January 2022 will be in the range of £475m to £500m.

Jefferson, M. (2021) JD Sports praises 'deep bond' with customers following successful ecommerce transition. [Online] Available at: <https://www.marketingweek.com/jd-sports-deep-bond-customers-ecommerce-transition/> > *Marketing Week*. Accessed 23/07/2021

General Assignment Guidance – Assignment Structure and Essential Content

Critical Review Requirements	Relevance	Knowledge	Argument / Analysis	Structure	Presentation	Written English	Research / Referencing
Cover Page					Student Number Submission deadline Word Count Title Module Lecturer		
Contents				Order of Discussion and Required Inclusions	Page Numbers	Headings and Sub-headings	
Introduction	Direct relevance to the report – who, what and why – Linked to your Main Body	Present your initial knowledge – provide an overview of the theory and models to be discussed and used	Provide a summary of the critical analysis – what are the key points under review	Always: You will need a beginning, middle and ending. Even for an introduction	Correct layout Inclusion of FTP to support your discussion (where did you get this from?)	Check your grammar and spellings – UK English not US English	Harvard Referencing System Use recent / contemporary research to support your arguments. Avoid sweeping statements
Main Body	Use the General Assessment Criteria – Make direct relevance to the assignment brief – evidence your knowledge and understanding	Evidence your knowledge and understanding of the most important points How JD Sports have embedded and applied the marketing process within the trade journal article; How this reflects current marketing practises; Relate relevant omni channel marketing theories and models to the trade journal article; Provide brief recommendations based on your review and analysis.	For and against, agree / disagree, benefits and limitations will enhance your discussion	Logical order that links work together – Coherently expressed, Logical Order, Comprehensive	Follow the report layout Think about when you have chosen to use particular FTPs. Are they relevant, do they add value?		
Recommendations	Linked to your Main Body	Brief recommendation to support assignment 2					
Bibliography					Alphabetical Order		Full Reference and access date (if required)

General Assessment Guidelines for Written Assessments [Level HE6](#)

	%	Relevance	Knowledge	Argument/Analysis	Structure	Presentation	Written English	Research/Referencing
Class I (Exceptional Quality)	85- 100%	Directly relevant to title. Expertly addresses the assumptions of the title and/or the requirements of the brief.	Demonstrates an exceptional knowledge/understanding of theory and practice for this level. Demonstrates the ability to expertly identify and critically appraise the most important issues, themes and questions. Demonstrates originality in conceptual understanding.	Makes exceptional use of appropriate arguments and/or theoretical models. Presents an exceptional critical evaluation of the material results in clear, logical and insightful conclusions. Demonstrates distinctive or independent thinking.	Coherently articulated and logically structured. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of figures, tables, plates (FTP).	An exceptionally well written answer with standard spelling and grammar. Style is clear, resourceful and academic.	Sources accurately cited in the text. An extensive range of contemporary and relevant references cited in the reference list in the correct style.
Class I (Excellent Quality)	70- 84%	Directly relevant to title. Addresses the assumptions of the title and/or the requirements of the brief.	Demonstrates an excellent knowledge/understanding of theory and practice for this level. Demonstrates the ability to identify and critically appraise the most important issues, themes and questions.	Makes creative use of appropriate arguments and/or theoretical models. Demonstrates some distinctive or independent thinking. Presents an excellent critical evaluation of the material results in clear, logical and illuminating conclusions.	Coherently articulated and logically structured. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of figures, tables, plates (FTP).	An excellently written answer with standard spelling and grammar. Style is clear, resourceful and academic.	Sources accurately cited in the text. A wide range of contemporary and relevant references cited in the reference list in the correct style.
Class II/ (Very Good Quality)	60- 69%	Directly relevant to title. Addresses most of the assumptions of the title and/or the requirements of the brief.	Demonstrates a very good knowledge/understanding of theory and practice for this level. Demonstrates the ability to identify and critically appraise key issues, themes and questions.	Uses sound arguments or theoretical models. Presents a sound critical evaluation of the material resulting in clear and logical conclusions.	Logically constructed in the main. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of FTP.	A very well written answer with standard spelling and grammar. Style is clear and academic.	Sources accurately cited in the text and a wide range of appropriate references cited in reference list in the correct style.

Class II/i (Good Quality)	50-59%	Generally addresses the title/brief, but sometimes considers irrelevant issues.	Demonstrates a good knowledge/understanding of theory and practice for this level through the identification and critical appraisal of some key issues, themes and questions.	Presents largely coherent arguments. Evidence of attempted analysis and critical evaluation, with some descriptive or narrative passages. Conclusions are fairly clear and logical.	For the most part coherently articulated and logically structured. An acceptable format is used.	The presentational style & layout is correct for the type of assignment. Inclusion of FTP but lacks selectivity.	Competently written with minor lapses in spelling and grammar. Style is readable and academic in the main.	Most sources accurately cited in the text and an appropriate reference list is provided which is largely in the correct style.
Class III (Satisfactory Quality)	40-49%	Some degree of irrelevance to the title/brief. Superficial consideration of the issues.	Demonstrates an adequate knowledge/understanding of theory and practice for this level. An attempt is made to critically appraise some key issues, themes and questions.	Presents basic arguments, but focus and consistency lacking in places. Issues are vaguely stated. Descriptive or narrative passages evident which lack clear purpose. Conclusions are not always clear or logical.	Adequate attempt at articulation and logical structure. An acceptable format is used.	The presentational style & layout is largely correct for the type of assignment. Inappropriate use of FTP or not used where clearly needed to aid understanding.	Generally competently written although intermittent lapses in grammar and spelling pose obstacles for the reader. Style limits communication and is non-academic in a number of places.	Some relevant sources cited. Some weaknesses in referencing technique.
Borderline Fail	35-39%	Significant degree of irrelevance to the title/brief. Only the most obvious issues are addressed at a superficial level and in unchallenging terms.	Demonstrates weaknesses in knowledge of theory and practice for this level. Key issues and themes not identified or appraised.	Limited argument, which is descriptive or narrative in style with little evidence of analysis. Conclusions are neither clear nor logical.	Poorly structured. Lack of articulation. Format deficient.	For the type of assignment the presentational style &/or layout is lacking. FTP ignored in text or not used where clearly needed.	Deficiencies in spelling and grammar makes reading difficult. Simplistic or repetitious style impairs clarity. Style is non-academic.	Limited sources and weak referencing.
Fail	<34%	Relevance to the title/brief is intermittent or missing. The topic is reduced to its vaguest and least challenging terms.	Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of understanding.	Inadequate arguments and no analysis. Descriptive or narrative in style with no evidence of critique. Conclusions are sparse.	Unstructured. Lack of articulation. Format deficient	For the type of assignment the presentational style &/or layout is lacking. FTP as above.	Poorly written with numerous deficiencies in grammar, spelling and expression. Style is non-academic.	An absence of academic sources and poor referencing technique.