

Professional Diploma in Marketing

Delivering Customer Value Through Marketing

Senior Examiner Assessment Review Report June 2010



Senior Examiner Assessment Review Report

UNIT NAME: Delivering Customer Value Through Marketing

AWARD NAME: Professional Diploma in Marketing

DATE: June 2010

- **Background to the paper:**

This was the third assessment for this unit of the Professional Diploma (new syllabus). The case study featured Daler-Rowney, an international fine art materials company and one of the UK's leading producers of materials for artists.

The case material contained some background information about Daler-Rowney and the artists market. It outlined the company's brand strategy and summarised a recent re-branding exercise.

The case material was issued in advance of the examination. There was a wide range of material in the case study giving candidates every opportunity to become familiar with Daler-Rowney before attending the examination. Candidates were allowed to undertake analysis of the case prior to the examination and to bring that analysis with them for use during the examination.

A clean copy of the case study was provided in the examination.

The examination paper comprised three compulsory Tasks. Task One carried 50 marks in total, with the remaining 50 marks split equally between Task Two and Task Three. All of the tasks related to syllabus elements and provided comprehensive coverage across the syllabus.

- **Comments on how the marking scheme was applied in terms of:**

- Concept, Application and Evaluation
- Syllabus coverage
- Use of command words and the extent to which answers reflected what was required
- The relative weighting of each part of a question/task and an indication of what aspects of the question/task required most care and attention
- What differentiated the A, B, C, or D grades

Overall the breakdown of the marking scheme was as follows:

Concept	35%
Application	35%
Evaluation	30%.

In Task One (a), candidates were required to analyse the rationale for Daler-Rowney's decision to re-brand and for the approach it adopted. In Task One (b), candidates were required to recommend and justify marketing communications strategies to enable Daler-

Rowney to continue the momentum created by the re-branding exercise. The examination paper stated clearly that 'a marketing communications plan was **not** required'.

In Task Two, candidates were required to explain Daler-Rowney's channel management strategy, considering the factors that influenced its choice.

Finally, Task Three was split into two parts. In part (a), candidates were required to examine the potential risks and challenges that Daler-Rowney may face in managing customer relationships. In part (b), candidates were required to recommend appropriate actions for dealing with the risks and challenges that they highlighted in part (a).

Importantly, candidates were expected to have undertaken appropriate and thorough analysis of the case material beforehand. Further, and a key requirement at this level of qualification, candidates were required to apply the analysis correctly in answer to the specific questions set.

Command Words

Candidates need to carefully consider the command words used within each task eg:

- *Analyse* the rationale for...
- *Recommend and justify* marketing communications strategies...
- *Examine* Daler-Rowney's channel management strategy...

These command words indicate the level of detail and supporting commentary required to satisfy the examiner. They have a very different meaning to, for example, 'describe', 'outline', 'list' etc.

Syllabus Elements

The syllabus weighting for this unit is:

Product proposition and brand management	25%
Channel management	25%
Managing marketing communications	30%
Managing and achieving customers' service expectations through the marketing mix	20%

All of the above sections of the syllabus featured within the examination paper.

It is important to point out that the nature of this examination and the case study approach means that candidates should **not** expect a fixed format to the questions. The nature of this type of assessment and the variety of cases that will appear means that the syllabus breakdown, as above, is for guidance and may not be exactly replicated within each examination paper. It is imperative that future candidates are prepared to answer tasks from any aspect of the syllabus. Therefore, there is no substitute for thorough preparation across the entire syllabus, especially in this examination where all tasks are compulsory. Similarly, candidates must ensure that they have factored in sufficient time for revision so that the appropriate tools, techniques, models, and theories are all set to memory ahead of the examination.

Examination Format

The examination consisted of three compulsory Tasks. Task One was split into two parts, both carrying 25 marks. Task Two was one question worth 25 marks. Task Three was split into two parts worth 12 marks and 13 marks each.

It is vital that candidates allocate their time appropriately, based on the marks available for each task. There was considerable evidence of poor time management resulting in the last task, for a number of candidates, being too brief. In particular, a number of candidates spent too long on Task One. Whilst in some cases answers to this Task were of a good standard, frequently answers to Task Two and to Task Three were rushed and lacked detail.

By providing the case material to candidates ahead of the examination, the intention is that they are then able to focus 100% on answering the tasks. Candidates were expected to use their pre-prepared analysis and, in so doing, provide detailed, relevant and fully supported answers. Candidates were not required to undertake wider research and all tasks related only to information within the case study.

Grade Differentiation

The mark scheme gives examiners clear guidance on each task in terms of what is expected from candidates at the different grade differentiators. Generally, these can be summarised as follows:

A grade:

- All of the tasks and all elements within each task are comprehensively completed
- Thorough understanding of relevant syllabus areas
- Considerable evidence of wider reading from a range of sources
- Consistently applies analysis which was undertaken ahead of the examination
- Thorough grasp of key issues
- All answers relate strongly to the case material
- All answers are detailed, complete and analytical
- All answers contain strongly supported recommendations, where appropriate, and fully justified conclusions
- Consistent and appropriate use of relevant theory
- Professionally presented throughout.

B grade:

- All of the tasks and all elements within each task are competently completed
- Good understanding of relevant syllabus areas
- Some evidence of wider reading from a number of sources
- A reasonable attempt at applying analysis which was undertaken ahead of the examination
- Has considered most key issues
- Most content relates to the case material
- Most answers are detailed, complete and with some analysis
- Answers contain reasonably well supported recommendations, where appropriate, and justified conclusions
- Well presented throughout.

C grade:

- Most tasks and elements within each task are adequately completed
- Reasonable understanding of relevant syllabus areas
- Some but more limited evidence of wider reading
- Some application of analysis which was undertaken ahead of the examination
- Some treatment of key issues, but some omissions
- Some content relates to the case material; some content is more 'generic' in nature
- Answers are less detailed but mostly complete; some analysis in evidence but answers are largely descriptive
- Brief recommendations, where appropriate, and brief conclusions, although both generally present
- Limited and brief application of theory; some errors in interpretation
- Generally an acceptable standard of presentation.

D grade candidates will generally have:

- Some tasks and/or elements within each task are incomplete
- Limited/lacks understanding of relevant syllabus areas
- Little/no evidence of wider reading beyond the core text
- Little/no application of analysis which was undertaken ahead of the examination
- Limited/no treatment of key issues
- Limited application of the case material; answers generic in nature
- Answers lack detail, are incomplete and descriptive
- Recommendations, where required, and conclusions are either not present or are very brief and unsupported
- Limited/no reference to theory and/or incorrect application
- Answers lack structure and focus, and contain a noticeable number of spelling and/or grammatical errors.

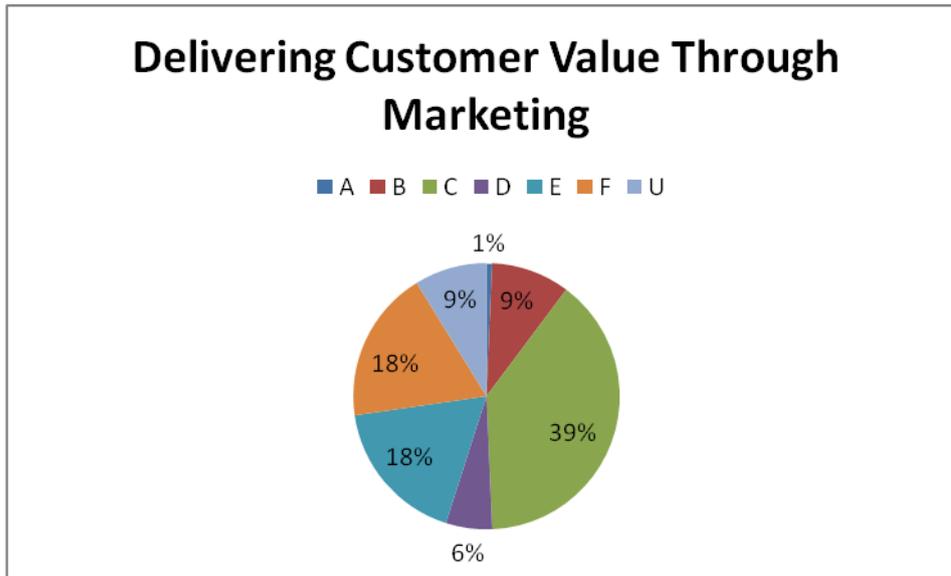
In summary:

The mark scheme is specific in terms of guiding examiners to award marks appropriately in proportion to the elements of each task and examiners are given guidance on key points that candidates might include in their answers. However, there is no prescriptive list of elements or factors that candidates must include; examiners have the capability to award marks for any valid points that are raised by candidates. The most important consideration is that points/factors must be relevant (ie to the task **and** to the case) and must be supported fully by way of justification.

- **A general overview of how the assessment (exam or assignment) was tackled, including a statistical analysis on the assessment as a whole.**

The overall pass rate for the June paper was 49.23%.

The grade profile was as follows:



The standardisation process which was completed by the marking team did not reveal any issues in terms of possible areas for misinterpretation of tasks by candidates.

Those candidates who achieved a pass overall adopted a well structured approach, remained focused on answering the specific tasks set and ensured that their answers related strongly to the case material. Candidates who performed well also demonstrated a high level of knowledge across the breadth of the syllabus, provided evidence of wider reading beyond just the core text and made reference to appropriate theory. These are all key requirements at this level of qualification.

Poor performance in the examination was generally due to one or more of the following:

- Failure to identify the key issues in the case (of relevance to the tasks)
- Failure to apply the analysis that had been undertaken before the examination in answering the tasks
- Poor time management resulting in not all tasks being answered fully
- Some answers (especially to Task Three) were too brief
- Insufficient reference to the case material
- Material from the case just repeated in answers, without evaluation/interpretation
- Answers too 'descriptive' and 'generic'.

Candidates should be aware that the ability to read, digest, analyse, identify key issues and evaluate options based on a case study is not only essential to pass this examination but are also key skills in the marketing work place.

- **Feedback on the academic quality of the cohort(s) that has just been examined and the quality of the teaching, as judged by the results**

There was a general deterioration in overall quality of scripts compared to the March 2010 sitting. A number of answers fell considerably short of the required standard to achieve a pass at this level of qualification. Some candidates did not achieve a pass standard on any of the tasks. However, some candidates produced answers which were of a high quality, so demonstrating what could be achieved by those who had completed a programme of study

that embraced the whole syllabus. These candidates were clearly accomplished in undertaking analysis and in applying it to the case material and in answer to the specific tasks.

Other candidates, clearly, were not as thoroughly prepared. Similarly, some centres achieved much higher success rates than others, suggesting that those at the weaker end of the scale need to review and revise, as appropriate, delivery techniques and content. Some candidates, for example, seemed to be ill prepared in examination technique generally.

Most candidates had prepared quite detailed analysis, but many did not apply it. Some of these candidates also did not understand some of the syllabus areas, which highlights the need for candidates to focus on studying all of the syllabus content and undertaking thorough revision before the examination.

Task One (b) often highlighted the differentiation in standard. Better candidates clearly understood the area of marketing communications strategy and were able to apply this knowledge specifically in the context of the case material. Weaker candidates had little knowledge in this area and most, instead, presented a marketing communications plan. The examination paper stated clearly that this was not required. The weakest candidates made very little reference to Daler-Rowney and instead just described the typical elements of a marketing communications plan (with the emphasis on the communications mix elements).

- **Commentary as to whether recommendations made in previous years have been properly followed up**

This was the third sitting in Delivering Customer Value Through Marketing. However, the suggestions made in previous reports do not seem to have been taken on board by many candidates. At all sittings to date, a large number of candidates failed to apply the analysis that they had undertaken. Similarly, previous reports have commented on the lack of supporting detail in answers, the frequent absence of relevant marketing theory and the lack of evidence of wider reading. All of these deficiencies continued to be evident at the June 2010 sitting.

- **Comments and examples of:**

- strengths and good practice
- common mistakes when tackling this type of question/task

General

Strengths and good practice:

Better candidates:

- Planned a structure before starting to write their answers
- Answered all questions fully
- Managed their time effectively
- Referred to appropriate marketing tools, models, and theory
- Produced answers which were strongly focused on the case material
- Ensured that answers were complete and comments made were fully supported
- Kept irrelevant content to a minimum
- Applied the analysis that they had undertaken before the examination.

Common mistakes:

Weaker answers:

- Were too generic and did not relate strongly enough to the case material.
- Were too 'descriptive' rather than analytical
- Made no or little reference to the pre-prepared analysis
- Contained too much content which was irrelevant to the question set. Weaker candidates have a tendency to 'theory dump' in their answers, ie write about all of the tools, models and concepts that they have come across, in the hope that some of it may be of relevance to the task. Invariably, most of the content presented using this approach is not relevant to the task set.

In addition:

- Whilst most answers referred to the candidate's pre-prepared analysis, a large number merely repeated the analysis that had been undertaken and/or repeated information from the case, ie the analysis was not applied. Some candidates included information from their pre-prepared analysis that was not relevant at all to the task
- Some candidates did not manage their time effectively. This was most apparent with Task Three which, in some answer books, comprised less than one page for both parts.

Strengths and good practice by tasks:

Task One (a)

- Better answers identified a range of likely reasons for Daler-Rowney's decision to re-brand, eg repositioning, rejuvenation, etc.
- Better answers went on to analyse these reasons, both based on material from the case and supported by appropriate branding theory.
- Answers of a good standard contained references to the pre-prepared analysis, which was applied in the context of the task.
- These answers provided clear explanations which were directly linked to the candidate's analysis.
- Better answers related strongly to the case material and contained relevant and detailed supporting commentary.
- Content of better answers was directly relevant to the task and focused on the case, rather than just being generic descriptions of 'this is why companies re-brand'.

Task One (b)

- Better answers focused specifically on marketing communications **strategies**, rather than on tactical aspects, addressing push, pull and profile strategies.
- Answers which scored higher marks addressed the specific task, ie answers contained recommended strategies which were then fully justified.
- Answers of a good standard recognised the differences in approach for Daler-Rowney's B2B and B2C markets.
- Higher standard answers related strongly both to the case material and to the candidate's pre-prepared analysis.
- These answers contained little, if anything, by way of irrelevant content.

Task Two

- Good answers identified and examined Daler-Rowney's current approach to channel management.
- Similarly, higher quality answers identified and examined in detail the rationale for the company's choice of strategy, eg profitability, brand alignment, reaching target markets etc.
- Better answers also addressed the varying approaches adopted for the company's different target markets.
- Those scoring higher marks related their answer specifically to Daler-Rowney, rather than a generic discussion about the choice of channel strategy available to organisations.
- Better answers contained strong linkages both to the case material and the candidate's pre-prepared analysis.
- Some answers used examples to good effect.

Task Three

- Better answers identified a range of risks and challenges, eg building customer loyalty, customer retention etc.
- Those scoring higher marks did so because they demonstrated a grasp of potential customer relationship issues.
- Better answers to the second part of the task demonstrated precisely how the company could develop a closer bond with its customers.
- Generally, better answers were presented by those candidates who had managed their time the most effectively. A significant number of answers were simply too brief and therefore contained insufficient detail at this level of qualification. Better answers were more focused on the precise task, related more strongly to the case material and contained supporting commentary for the points being made. A frequent area of differentiation was the levels of detail provided to support and justify the points made.
- Better answers related strongly to Daler-Rowney, compared to weaker answers which tended to be more generic.
- Finally, those who scored higher marks tended to use examples to support/amplify the points they were making.

Common mistakes:

Task One (a)

- A significant number of answers lacked sufficient level of detail in a task that required **analysis**. Such answers tended to 'briefly state or describe' the reasons and so they did not fully satisfy the examiner.
- A number of answers were very generic, ie simply stated the reasons why a company (not specifically related to Daler-Rowney) might decide to re-brand.
- Some answers discussed the company's approach to branding rather than analysing the reasons for its decision, ie there was too much emphasis on 'what' the company had done rather than on 'why' it did it.
- Weaker answers contained very limited (or no) evidence of wider reading.
- Similarly, weaker answers made limited connection to the case material.
- Weaker candidates tended to repeat content from the case.

Task One (b)

- A significant number of answers focused too strongly on tactical issues rather than on marketing communications strategies, as required in the task. Some answers were focused on just the communications mix.
- A number of answers did not recognise that different communications strategies would be appropriate for the company's different customer groups.
- Some candidates confused 'push' and 'pull' strategies.
- A number of answers were too generic, ie contained a very general discussion about marketing communications strategy, and did not relate strongly enough to the case material.
- Weaker answers contained very limited (or no) evidence of wider reading.
- Weaker candidates tended to repeat content from the case.

Task Two

- A number of answers did not provide an explanation of Daler-Rowney's current channel management strategy.
- Similarly, a number did not address the fact that it adopts different approaches for its different customer groups.
- On the other hand, some candidates did describe the company's current approach but did not go on to consider the factors that would have influenced its choice of strategy (as required in the task).
- A number of answers represented little more than a brief list of the factors. These answers lacked sufficient detail to fully satisfy the examiner.
- Weaker answers were more generic and descriptive, ie did not relate strongly to Daler-Rowney.
- Weaker answers contained very limited (or no) evidence of wider reading.
- Weaker candidates tended to repeat content from the case.

Task Three

- A number of answers were too brief. In some cases this was evidently due to poor time management.
- Some answers were presented more as a list of bullet points which lacked sufficient supporting detail.
- A number of answers contained descriptions of general business risks and challenges rather than those which relate specifically to managing customer relationships.
- The weakest answers provided little evidence that candidates really grasped fully the issues around managing customer relationships.
- The general feeling amongst markers was that candidates were hampered on this question due to lack of appropriate and relevant knowledge of the subject matter. Hence, answers tended to be rather vague, superficial and most content was irrelevant to the task set.
- Weaker answers contained very limited (or no) evidence of wider reading.
- Weaker candidates tended to repeat content from the case.
- **Guidance about how candidates can avoid making similar errors and strategies for improving performance**
 - Answers must relate strongly to the case material but candidates should avoid just repeating content from the case material.
 - Candidates must be familiar with, and understand, all areas of the syllabus.
 - Answers must be detailed, ie points being made must be fully supported.

- Analysis undertaken before the examination must be properly applied within the answers.
- Candidates must demonstrate a sound grasp of appropriate/relevant marketing theory, tools, and models and apply this in the context of the case/tasks.
- Answers must demonstrate evidence of wider reading (beyond just the core text).
- Answers must be relevant to the precise task that has been set.
- Too many answers contain a great deal of irrelevant information (this was especially the case on Task Three); this wastes valuable time.
- All Tasks must be answered fully and, so, time management is key; for some candidates this was the difference between achieving a pass and failing.

Candidates should note that the pre-prepared analysis must not be used purely as a prompt of tools, models, frameworks, theory, etc, which may arise in the examination. The content must contain analysis of elements of the case otherwise it will be viewed as tantamount to cheating, given that this is a closed-book examination. For example, to just draw the product life cycle and its various stages, without referencing content from the case material, will not be acceptable.

- **Suggestions of possible alternative approaches to tackling a question/task or parts of a question/task while making it clear that it is not the only way**

This was considered by all markers to be a straightforward examination. Those candidates who were well prepared understood the issues in the case and could apply relevant aspects of the syllabus performed well.

For Task One (a) candidates should have considered the approach that the company had adopted, for re-branding, and then to analyse the likely reasons why it had taken the approach.

In Task One (b) the focus should have been on marketing communications strategies, which were appropriate to the company's different customer groups. Strategies should have been recommended and then justified rather than just briefly stated.

In Task Two candidates should have considered the company's current approach to channel management strategy for its various customer groups. They should then have gone on to examine the factors that it would have considered in deciding on its chosen channel management strategy.

In Task Three (a), the approach should have been to identify and then examine the risks/challenges that Daler-Rowney may face when managing relationships with its customers. These risks and challenges should then have been addressed in part (b) with supported actions that Daler-Rowney could implement.

- **Recommendations for how performance can be improved in future assessments**

- Candidates must be familiar with (and be able to apply) the entire syllabus content.
- Candidates must be familiar with the case material.
- Candidates must identify the key issues of the case.
- All tasks, and parts of tasks, must be fully answered.
- Time management in the examination is critical. Time should be allocated pro rata in line with the marks available.
- There are no marks available for the pre-prepared analysis; to gain marks for the time that has been spent on it candidates must apply it within their answers.
- Candidates need to balance their time before the examination. It is apparent that some candidates spend a considerable amount of time of the pre-prepared analysis. Whilst this

is important, candidates must also ensure that they allow enough time before the examination for thorough revision.

- All answers must relate strongly to the case material.
- Candidates must avoid just repeating, in answers, content which has been 'lifted' from the case.
- Candidates must read more widely about the subject rather than relying just on the core text.
- Relevant theory must be highlighted and applied in answers.
- Candidates must avoid answers which are purely descriptive and generic; at this level of qualification that approach will not satisfy the examiner.
- Candidates must practice writing answers which are detailed, analytical and where the points made are fully supported.

- **Clarification about any syllabus or assessment changes**

There are no planned syllabus or assessment changes.

- **Possible future assessment themes**

There are no plans to alter the approach adopted in the specimen paper and the examinations held to date. Therefore, candidates can expect to be faced with three tasks, the first of which will carry 50 marks, with the other two tasks worth 25 marks each. Where appropriate, tasks will be broken down into separate parts, mostly so that candidates can see how marks will be allocated by the marker.

Cases will be as varied as possible and will feature either specific organisations or industry sectors/markets. Organisations featured may be from either the private, public, and third sectors.

Professional Diploma in Marketing

New Syllabus (Level 6)

541 – Delivering Customer Value Through Marketing

Time: 09:30 – 12:30

Date: 8th June 2010

Three Hours Duration

The examination comprises **THREE** compulsory tasks.

Task One is worth **50%** of the total mark.

Task Two is worth **25%** of the total mark.

Task Three is worth **25%** of the total mark.

ALL tasks relate to the pre-seen case study.

You are required to give your answers in the CIM answer book provided. **DO NOT** repeat the task in your answer, but show clearly the number of the task attempted on the appropriate pages of the answer book. Please start a new page when starting each of the three tasks.

You will be given a clean copy of the case study on the day of the examination. Your written analysis of the case study must include your CIM membership number on each page and should not exceed **FOUR** A4 sides. The written analysis must be submitted within the back cover of your answer book with a treasury tag on completion of the examination.

Rough work and notes must be written in the answer book or on supplementary sheets and must be clearly identified.



DELIVERING CUSTOMER VALUE THROUGH MARKETING

Case Study: Daler-Rowney

ALL TASKS ARE COMPULSORY

You work as a Marketing Consultant and have been hired by the Board of Daler-Rowney to help the company achieve its growth plans. You have been asked by the Board to address the following tasks.

Task One

- a. Analyse the rationale for Daler-Rowney's decision to re-brand and for the approach it has adopted. **(25 marks)**

- b. Recommend and justify marketing communications strategies that will enable Daler-Rowney to continue the momentum created by the re-branding exercise.

NOTE: A marketing communications plan is **NOT** required.

(25 marks)

Task Two

Explain Daler-Rowney's channel management strategy, giving consideration to the factors that have influenced its choice.

(25 marks)

Task Three

- a. Examine the potential risks and challenges that Daler-Rowney may face in managing relationships with its customers. **(12 marks)**

- b. Recommend appropriate actions for dealing with the risks and challenges that have been highlighted. **(13 marks)**

(Total 25 marks)

(Overall total 100 marks)

NOTE: Your previously prepared analysis must be included as an appendix to your answer.