



CAM Diploma

Digital Marketing Planning

Senior Examiner Assessment Review Report December 2009



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UNIT NAME: Digital Marketing Planning

AWARD NAME: CAM Diploma

DATE: December 2009

- **Background to the assessment:**

The Digital Marketing Planning unit is running for the first time as part of the new CAM Digital Marketing Award.

The unit aims to provide candidates with the skills and knowledge to understand the fundamental planning concepts for an online organisation together with key factors in implementation, measurement and evaluation of successful campaigns. Online marketing has evolved from a peripheral element of organisational marketing to one that is at the hub of customer-centric communications in an increasingly multi-channel environment (eg mobile). The unit will consider a range of environmental factors both internal and external (eg legal) that will shape and influence the e-marketing planning and strategic process. Various e-business models will be explored. In addition, similarities and differences covering the mix of elements in traditional and digital marketing will be addressed alongside issues such as relationship marketing, permission and consumer concerns around privacy, trust and security.

The unit assessment is assignment based and designed to test the following unit learning outcomes:

1. Appraise different planning approaches and marketing environmental factors that influence online marketing activity.
2. Review the similarities and differences between online and traditional marketing concepts and applications.
3. Discuss key stages in online development using relevant business models.
4. Analyse the ways in which the Internet has changed the marketing mix elements and how organisations employ them creatively in the digital environment.
5. Review the importance of target marketing and the emerging buyer behaviour characteristics of the online consumer and how organisations can respond to meet changing expectations.
6. Apply relevant tools and learning from this unit to design, measure and monitor an annual online marketing plan.

The unit assessment focuses on the development of a Digital Marketing Plan for an organisation of the candidate's choice. In most cases this was the candidate's own employer. Candidates were required to undertake the role of a Digital Marketing Assistant and produce a report analysing the market situation for their chosen organisation utilising recognised online marketing planning tools. Based on this analysis, candidates had to develop a digital marketing plan for their manager to present to their client. The plan would relate to one of two scenarios:

Scenario One – The development of a digital marketing plan for the launch of a new major appeal for fundraising (including pre-launch, launch and three months post-launch).

Scenario Two – The development of a digital marketing plan designed to (i) Improve the online presence and (ii) Build long-term customer relationships that engage with current donors, advocates and future donors (a twelve month plan).

• **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

The overall breakdown of the marking scheme is as follows:

Concept	20%
Application	50%
Evaluation	20%
Format	10%

Task One consisted of the application of ‘classic’ tools in marketing audits such as PESTEL and SWOT that includes both theory and evaluation of the marketing situation prior to the development of an appropriate digital marketing plan. Again candidates could apply models, concepts, evaluation and application to the chosen organisation. Task One was worth 80% of the total marks.

Task Two was worth 20% of the total marks and required candidates to evaluate the strengths and weaknesses of the digital planning process and discuss the marketing implications of their audit for their organisation. In addition, they were to analyse the potential barriers to the successful implementation of the digital marketing plan and how they may be addressed.

10% of the overall marks were awarded for format and presentation and these included using credible sources, a professional business report format and the use of relevant appendices.

Marking Criteria	% Mark Available
Apply marketing analysis tools to carry out an effective digital marketing audit for the selected scenario. Evaluate the organisation’s current online market position using appropriate market, competitor, customer and company information.	20
Select relevant strategies and tactics for the effective development and implementation of a digital marketing plan for the launch of a new product or service OR the development of a digital marketing plan designed to (i) Improve the online presence and (ii) Build long-term customer relationships.	50

Discuss the implications of the audit for the marketing function within the organisation.	10
Discuss the potential barriers to the successful implementation of the digital marketing plan for the launch of a new product or service OR the digital marketing plan designed to (i) Improve the online presence and (ii) Build long-term customer relationships.	10
Format and Presentation, relevance to the tasks, use of analytical tools to develop audit and select relevant plans.	10
Total Mark	100

Syllabus coverage

The assessment facilitates coverage of all syllabus elements (1-5). The actual specific content would be determined by the nature of the organisation selected

Use of command words and the extent to which answers reflected what was required

'Apply marketing analysis tools.....'

All candidates applied relevant marketing analysis tools but with different degrees of analysis presented, from solid to very detailed and perceptive. The more detailed analyses covered both internal and external environmental considerations in depth with pertinent observations of both organisational and competitor online marketing applications. In addition, better scripts were supported with credible references and relevant appendices to justify their audit statements. This is encouraging, as SWOTS and PESTELS can potentially just be seen as a meaningless list of bullet points.

'Select relevant strategies.....'

Most candidates produced relevant digital strategies based on their digital marketing audit. The variance was in the depth and succinctness of the strategies and tactics presented.

'Discuss the implications of the audit.....'

Candidates were expected to reflect on the online marketing opportunities and threats generated by the marketing audit

'Discuss the potential barriers....'

Candidates were expected to reflect upon internal barriers to the successful development and implementation of the proposed digital marketing plan.

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

80% of the marks were allocated to Task One with 20% given to the marketing audit and 50% being given to development of the digital marketing plan. It is important for the candidates to be selective in the key factors identified for inclusion in the audit of the chosen organisation. This should include an effective analysis of the current online 'mix' activities and how they interact with the offline marketing activities. It is vital that key factors in the audit are identified

to shape and inform the digital marketing plan. Elements of the plan should be explained in sufficient depth to demonstrate understanding.

Task Two has 20% of the total marks allocated and must illustrate the candidate's ability to critically evaluate key stages in the digital planning process and how they relate to the organisation. This is a reflective process in itself and something that both the candidate and the organisation may learn from. It may be that e-mail marketing has worked effectively in recent campaigns in terms of targeting and better response rates, so this is a tried and tested part of the digital plan whilst the use of social media is in its infancy. The second part of the task considers potential barriers to implementation and these may be 'internal' often because of limited digital knowledge or resource, especially within smaller organisations or where bureaucracy exists.

10% of the task marks were given to format and presentation. The submission should be in a business format with contents pages, a good clear logical structure, credible references, clear use of appropriate models with supporting evidence and visuals. It should be concise, relevant, informative and visually attractive.

What differentiated the A, B, C, or D grades

A Grade candidates will generally have:

- Completed all tasks
- Completed all elements within each task
- Demonstrated an excellent knowledge of online and offline models and concepts - relevant to the unit syllabus and the organisation eg PESTEL/SWOT or development stages of a Digital Marketing Plan
- Demonstrated excellent research and analytical skills
- Developed excellent digital strategies and tactics emanating from a high quality digital audit
- Produced perceptive reflective statements concerning all aspects of the digital planning and implementation process
- Presented their report in a highly professional format with quality supporting appendices

B Grade candidates will generally have:

- Completed all tasks
- Completed all or most elements within tasks
- Demonstrated a good knowledge of online and offline models and concepts relevant to the unit syllabus and the organisation eg PESTEL/SWOT or development stages of a Digital Marketing Plan
- Developed digital strategies and tactics emanating from a high quality digital audit
- Produced perceptive reflective statements concerning most aspects of the digital planning and implementation process
- Presented their report in a professional format with quality supporting appendices

C Grade candidates will generally have:

- Completed all or most tasks
- Completed all or most elements within tasks
- Demonstrated an adequate knowledge of online and offline models and concepts relevant to the unit syllabus and the organisation eg PESTEL/SWOT or development stages of a Digital Marketing Plan
- Developed adequate digital strategies and tactics emanating from a solid digital audit
- Produced adequate reflective statements concerning most aspects of the digital planning and implementation process

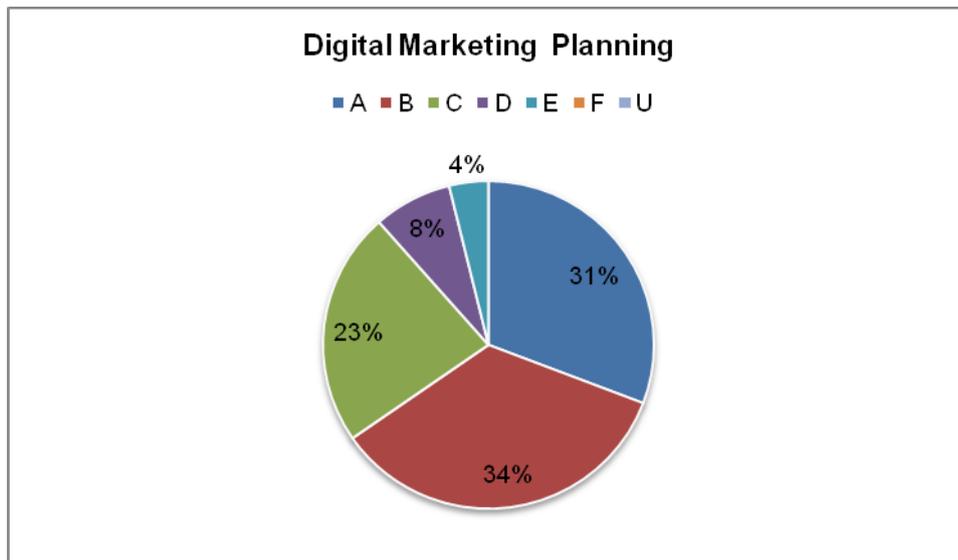
- Presented their report in a professional format with supporting appendices

D Grade candidates will generally have:

- Completed most tasks
- Completed most or some elements within tasks
- Demonstrated a weak knowledge of online and offline models and concepts relevant to the unit syllabus and the organisation eg PESTEL/SWOT or development stages of a Digital Marketing Plan, which suggested that gaps in knowledge existed
- Developed basic digital strategies and tactics emanating from a digital audit of limited depth
- Produced adequate reflective statements concerning some aspects of the digital planning and implementation process
- Presented their report in a basic format with supporting appendices of limited use

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

The overall pass rate for this paper was 88.46%.



Assignments were received for the first tranche of this new Digital Marketing Planning unit were of a good standard overall. There has been some excellent work with very good market analysis in particular, coupled with some interesting companies and current market situations addressed. Many candidates used lengthy but well researched and analysed appendices to support various task elements and generally they were of a very high standard. In addition, the quality of presentation was very high with the majority of submissions. On the downside, and this maybe down to the structure of the assessment, few articulated their plan over the desired time period of the scenario and merely produced a schedule by chart with supporting discussion. Also, some failed to articulate how they would use the e-tools they selected in terms of message content or intended purpose for the desired target market. Finally in the reflection/evaluation section in Task Two, only one in four linked the first element to any academic literature and just chose to include strengths and weaknesses of the digital planning process based purely on their company. Therefore the importance of both

researching and linking academic literature must be emphasised. It should also be noted that some candidates failed to tackle Task Two which was both surprising and disappointing as the first task had been completed competently.

- **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**

In my view, the academic quality of the cohort was generally of a very good standard indeed with considerable initiative shown and knowledge demonstrated. This was particularly encouraging with it being the first time that this unit has run under the new award. The majority of assignments came from one centre and the high grades achieved indicate excellent teaching and support offered to the candidates.

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

As previously mentioned, this is the first year that the unit has been offered.

- **Comments and examples of:**

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

Strengths and good practice:

- Good analysis, awareness and application shown in organisational and environmental audits
- Good understanding of digital tools being employed within organisations currently (including their limitations)
- Most students utilised their audit information effectively to assist in developing their digital marketing plan.
- Good research skills, mainly secondary but in some cases also primary for level 4 candidates (very encouraging)
- Very good awareness of internal issues impacting upon successful implementation

Common mistakes when tackling this type of question/task:

- Few articulated their plan over the desired time period of the scenario
- Failure to explain the use and message of specific e-tools
- Only one in four linked the first element in the reflection/evaluation section of Task Two to any academic literature
- Failure to tackle ALL tasks

- **Guidance about how candidates can avoid making similar errors and strategies for improving performance**

Read the tasks thoroughly before starting the assessment and understand what is being asked. Don't lose sight of the tasks throughout and always keep in mind in your answers Include a campaign schedule designed to illustrate the plan over one of the two scenarios time periods.

Provide an explanation of the use and timing of the online tools being applied.
Relate the reflective task about the digital planning process to relevant academic literature including those previously stated in Task One.
Expand your literature search on digital marketing planning.

- **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**

Candidates can vary their approach to the marketing audit and develop the plan by utilising tools other than PESTEL/SWOT, such as Porters Five Forces, or indeed they can develop their own hybrid model or apply online marketing analysis tools - eg The Ten C's of Online Marketing. Some candidates used Ansoff's Matrix for the strategic development of the plan and used a significant portion of the word count on the model when they could have gone straight to the chosen element of the model. Many had also relied on the 5's' model by Smith and Chaffey. That said it would have been inspiring to see candidates show evidence of wider reading on online marketing text and journal articles at this level.

Whilst many candidates tackled the task well, an alternative approach would have been to include a commentary, link in the role outlined in the task and the way in which the findings could be relayed and also explain it to the marketing manager rather than just using report format.

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

Candidates should give evidence of wider reading that compares and contrasts writers on the topic rather than relying heavily on the set text only. In addition, better use of credible online reports should be made to reinforce key industry trends or specific points being made. Candidates could also show initiative by attempting some primary research where information gaps exist. Candidates should explore online marketing models rather than just relying purely on traditional marketing models.

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

The syllabus is new, fresh and topical and reflects the main elements involved in the analysis and development of a digital marketing plan. Inevitably, because of the rate of technological change, the syllabus should be under continuous review to reflect industry changes and consumer adoption of digital methods such as social media, mobile applications or search engine optimisation developments.

- **Possible future assessment themes**

The current theme of focusing the task on the candidate's own organisation appears to have worked well and hopefully is of benefit to the candidate and their sponsor. Another element that was tackled fairly well was the identification of the potential barriers to the successful implementation of the digital marketing plan. This could have been given a more significant marks allocation.

In terms of future themes, the focus could move to:

- A not-for-profit organisation
- A local education institution

Another alternative could see CAM approach a reasonably well known organisation to provide a brief including their own audit and then candidates could develop their plan based on the information supplied and wider research.