

Chartered Postgraduate Diploma in Marketing

Marketing Leadership and Planning

**Senior Examiner Assessment Review Report
December 2010 and March 2011**

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UNIT NAME: Marketing Leadership and Planning
AWARD NAME: Chartered Postgraduate Diploma in Marketing
DATE: December 2010 and March 2011

- **Background to the paper:**

The paper consisted of three tasks in total and the focus was on the development of market oriented marketing strategies. The assessment was work-based and centred on applying this knowledge to the tasks. Candidates were given strategic responsibility to review their organisation's marketing strategy and recommend the changes required to enable the organisation to be more competitive and ensure it implements sustainable strategies. A particular focus of this strategy was its impact on the organisation's culture.

Candidates were expected to write a formal report to present their findings and develop a strategic marketing plan focusing on the newly defined or re-defined marketing strategy.

All three had to be completed with no element of selection. Task One focused on producing a report summarising the findings of the strategic audit and making the appropriate recommendations that would enable the development or redevelopment of a competitive market-oriented strategy, against the backdrop of the organisation's core vision and values.

Task Two concentrated on developing a strategic marketing plan that once again linked back to the newly recommended marketing strategy. The importance of analysing the organisations resources and capabilities along with the potential difficulties and barriers needed discussion. The main rationale for this is that candidates needed to understand that recommendations are only valid if they can be implemented, and it is also important for the candidates to understand that any recommendations made cannot be implemented without challenges and difficulties. The need to be able to acknowledge these issues ensures that the candidates evaluate and justify their recommendations rather than including them in the report without any justification.

It was an individual assessment. The key challenge of the assessment was to ensure candidates made sound corporate level decisions that were critically evaluated and applied and that due thought and application had been undertaken with appropriate justification. An element of self-reflection was also required, as the assessment was work-based. The individual's role in managing and leading any change to ensure the strategy was appropriately developed was also required. Finally, the candidate is required to justify any recommendations made was a fundamental part of this assessment.

- **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

Concept, Application and Evaluation:

Generic Approach

Overall the breakdown of the marking scheme was as follows:

Concept:	15%
Application:	30%
Evaluation:	45%
Presentation:	10%.

The assessment required candidates to identify the relevant theoretical principles and apply them at a corporate and senior marketing management level. Application was also central to the assessment. The need to critically analyse often incomplete and potentially contradictory areas of knowledge at a strategic level to ensure a relevant output/recommendation, was a key part of the assessment. The need to evaluate information and produce reliable and valid conclusions against the backdrop of relevant marketing theory was also an integral part of the assessment. The presentation of this report is also important, as at such a level candidates were expected to communicate confidently, both academically and professionally. It was important to ensure that any recommendations made were appropriately justified and supported.

There were three tasks in total, but they could not be completed in isolation. Candidates needed to appreciate that findings from the audit, recommendations with regards to strategy, and the organisational implications on culture and resources would also impact the strategic marketing plan. Also important are the leadership skills required for the successful implementation and evaluation of one's personal development needs.

Syllabus Coverage:

The syllabus is broken down into the following parts (all parts of equal weighting):

- Part One – Delivering Marketing Strategies
- Part Two – Strategic Marketing Planning
- Part Three – Market-led Strategic Change.

All areas of the above syllabus were in the assessment. In particular, Task One expected candidates to critically evaluate their organisation's existing marketing strategy; this task is covered under Part One of the syllabus – Delivering Marketing Strategies. Candidates also needed to focus on how the change in the organisation's strategy will impact the organisation and its culture. This is covered partially in Part One of the syllabus, but also in Parts Two and Three.

Task Two focused on developing a marketing plan; this is covered in Part Two of the syllabus – Strategic Marketing Planning. The second section of this task required candidates to critically analyse the implications for the resources and capabilities of the organisation, as well as highlighting the potential difficulties and barriers that might be encountered when implementing the plan. This is fundamental to the second part of the syllabus, as it requires candidates to

assess organisational resources and critically analyse how the new marketing strategy will impact on the organisation as a whole.

Task Three involved candidates analysing their own leadership skills in helping to successfully implement their marketing plan. This task is covered in Part Three of the Syllabus – Market-led Strategic Change. The need to discuss personal development needs was also key to the task, rather than just a theoretical approval of leadership styles.

It is important to note that the Marketing Leadership and Planning assessment aims to cover key issues at management level and a clear focus on leadership and marketing planning (in a number of different contexts) is central to the unit and any assessment. The need to fully justify and apply all recommendations is also a central part of the unit, as recommendations without critical analysis, application and justification will weaken the overall assignment. In addition, the need to ensure that the tasks are linked to one another is also key; candidates should, where appropriate, cross-reference tasks. If the tasks can underpin the recommendations made, it will strengthen the justification, rationale and evaluation.

The syllabus breakdown, as described above, may not be exactly replicated within in each assignment, but there will be a clear focus on the high-level corporate marketing leadership and planning issues, as well as the need to justify, analyse and critically evaluate any decisions made. The weaker assignments did not show transparency in the decisions made, while the stronger assignments appropriately justified their decisions whilst including the critical analysis required.

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

Task One required candidates to make recommendations on the development or redevelopment of a competitive market-oriented strategy, with the consideration of the organisation's core vision and values. The stronger assignments used the relevant concepts such as PESTEL in the first instance to structure their answer and provide conclusions and insight into current conditions. These answers also managed to focus well on the marketing strategy performance. However, the weaker assignments tended not to use concepts to structure the findings, which meant that answers lacked fluency and key issues were missing, so lacking impact. There was a variation with regards to the use of the audit and the quality of audit. Some candidates were able to analyse the key issues, going beyond just a SWOT or PESTLE, whilst others were very limited and as a result did not provide in-depth strategic level recommendations; the evaluation was as a result limited. Also, it is important to realise that the audit needs to underpin the actual answers. Integration of the actual audit is vital, otherwise the analysis is wasted.

The better answers focused on strategic marketing issues and these answers included recommendations on competitive positioning, explaining what this would mean for strategy and the organisation. At Level 7 it is important that candidates include high level, corporate discussions. The weaker assignments included tactical actions rather than strategic discussions. Many answers focused on growth strategies to the exclusion of how to make strategies more market orientated and competitive. Many of the assignments failed to even mention alignment with vision and values; this was a critical part of Task One.

The stronger answers made good use of concepts such as McKinsey 7Ss or appropriate headings and theory to explain the impact of their recommendations, and there was good linkage between parts a and b. However, the weaker answers tended to state what is needed

rather than evaluate impact and those that did, focused the discussion on the positives and benefits and did not include potential challenges and barriers, which is what is required when evaluating the impact on the organisation and its culture. Also, many of the weaker assignments lacked discussion on how change will 'create and shape a market-oriented culture'.

Task Two required candidates to develop a strategic marketing plan to deliver the newly defined strategy, whilst also critically analysing the implications for the resources and capabilities of the organisation, as well as the potential difficulties and barriers in implementing the plan. The majority of the answers delivered some sort of marketing plan. Some of the stronger ones were strategic and considered vision, mission and corporate objectives as the context for their marketing plan. Better answers also discussed competitive positioning and this was reflected in their actions. However, the weaker often lacked consistency between what had been recommended in the previous task and what their plan contained. These answers also tended to be tactical, and some started with the marketing mix. It was also a shame to see some candidates had set a long list of objectives but that their strategy and actions only delivered on one or two of these.

The second part of Task Two was handled well by some candidates. The stronger assignments discussed the resources and capabilities of the organisation, while the weaker assignments had given this part little thought and so it lacked the critical analysis required in implementing the plan.

A key issue in Task Three was the lack of critical analysis of the leadership styles and skills relating to the candidate's own organisation. The weaker assignments failed to do the latter and while commenting on various leadership skills, often theoretically, did not apply the context. The key problem was the lack of comment on skills and lack of overall critical analysis. This was particularly weak. It seemed as though candidates were not focusing on this task and rather regarded it as the last task and so therefore was an afterthought. The actual discussion of leadership needed better contextualisation to make it relevant rather than just discussing the theory with little application. Leadership is a fundamental part of the syllabus and candidates need to ensure they are able to discuss and apply the key concepts at a strategic postgraduate level.

The key stakeholders were not identified; this meant that much of the discussion by candidates tended to be very generic, rather than discussing actions to engage the support of the key stakeholders.

The main weakness with the second part of the Third Task was the lack of connection with the strategy to be implemented. Very few actually came up with any sort of recommendations for actions to develop skills, choosing instead to make some very vague and brief "need to" comments.

It was important that candidates did not just provide bullet point lists outlining their strengths and weaknesses, but actually developed in depth the implications of these points to their leadership skills. In essence, how can they overcome weaknesses, how can they ensure they build on strengths, how does one's leadership style impact the implementation of recommendations? The need for self-reflection and evaluation was fundamental to the task to identify the candidate's personal development needs. The need to understand that recommendations made must be implemented is fundamental to the unit, rather than making recommendations that are potentially unrealistic and cannot be seen through.

The criticality of the analysis was lacking in the weaker assignments and the depth of analysis in evaluating one's personal development needs was very superficial and needed greater focus. Some of the assignments submitted included nothing more than bullet points, leaving it to the examiner to come to their own conclusions. However, the stronger assignments considered the implications of leadership as well as their role in the process. Weaker assignments glossed over this and did not critically appraise the key role of leadership, or the degree to which it was present, or its level of effectiveness in the organisation; commenting on their own role seemed to be an afterthought. Some candidates had a more informal assessment of their own leadership qualities and did not contextualise it with what was needed within their organisation, particularly to allow the implementation of their marketing plan and the previous recommendations that had been made.

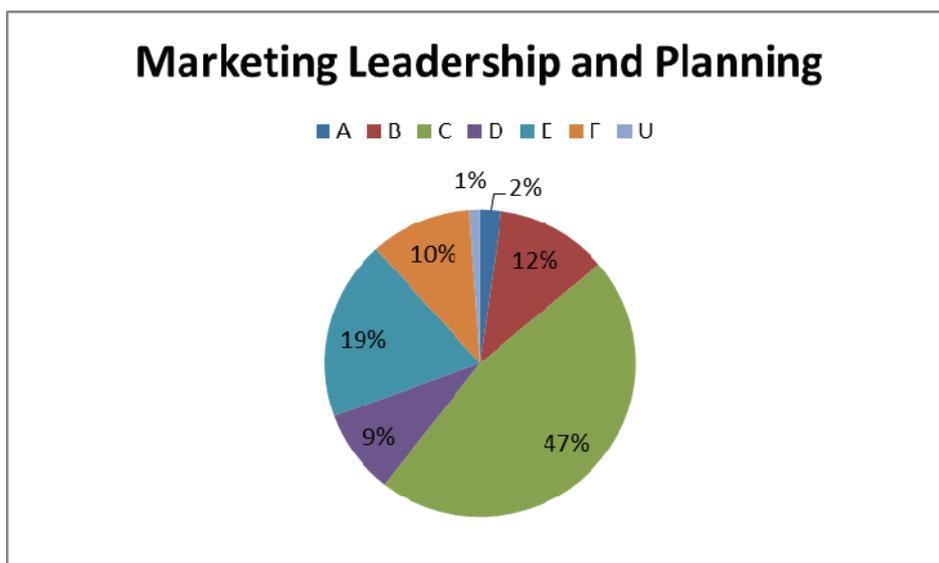
Stronger candidates tried to assess their own leadership skills via a combination of formal/informal tools and techniques, and then made a candid assessment of their own development needs in the context of leadership, as well as the challenges that their own organisation faces.

Some of the candidates had extensive knowledge of the theory around leadership and discussed it in some depth relating it back to their own organisation. However, in the assignments where the application was lacking it meant that very generalised, theory-led answers on leadership were included. This did not add to the high level postgraduate discussion expected from the candidates.

- **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 December 2010 session was 60.56%. In comparison the pass rate for the September session was 53.85%.

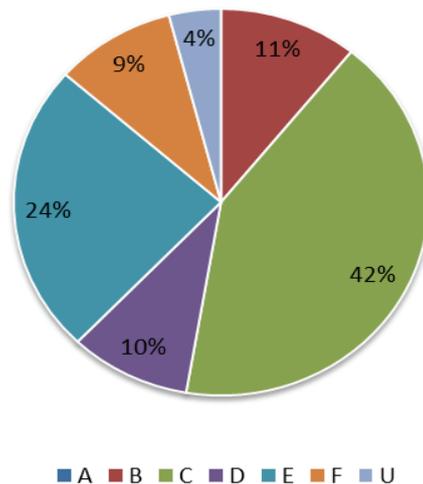
The grade profile for December 2010 was as follows:



The overall pass rate for the March 2011 session was 52.70%.

The grade profile for March 2011 was as follows:

Marketing Leadership and Planning



- **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**

The main issue with this cohort was the critical appraisal and high-level thinking. Candidates found it difficult to carry out a critical appraisal of the existing organisation's strategy. Many of the assignments included descriptive accounts of the various strategies or made little reference to the organisation, and instead included theory on corporate level marketing strategy. It is surprising how many of the candidates at postgraduate level failed to consider, or even understand, strategic competitive positioning. This is fundamental to a corporate and marketing strategy as it sets the boundaries, dictates the terms and influences every decision made. This was a major weakness, as without this critical appraisal it meant subsequent recommendations (strategy/marketing plan) were not underpinned appropriately. The stronger assignments took a more integrated approach to the work and did not see the tasks individually, but rather as an overall piece of work. There was also evidence of confusion between strategy and tactics, with most candidates comfortable at the tactical level but seeming to be out of their depth at the strategic level.

Some of the weaker assignments were also very descriptive and did not offer the critical perspective expected at this level. Their ability to question, challenge and critically apply needed further development. The focus of the assessment was long-term market orientation. This was tackled only in part by the weaker candidates, with a small batch of candidates tackling the answers against the context of market orientation.

There was mixed use of models and frameworks. Whilst the majority of candidates used the appropriate frameworks and models to help them draw conclusions and make recommendations, there were those that included models for the sake of it rather than actually applying them. This meant that they did not add value to the answers and subsequently the high

level, strategic answers were not produced. It also meant that words were wasted and could have been better utilised to produce more strategic and higher level answers.

It is important in this unit that strategic recommendations are underpinned by the analysis undertaken. Fundamental to any discussion is the framework that is utilised and the use of organisational information to make the appropriate recommendations. The need to justify, explain, and substantiate recommendations made is also what distinguishes A/B grades from C grades and below.

It is also important to be aware that if individuals are working together in centres they are still able to apply and contextualise their assessment to their relevant organisation.

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

A number of recommendations were made in the last report; please see below:

- Look at the different parts of the syllabus covered in the assessment and understand the relevant concepts, theories and rationales.
- *(Assignments submitted for this cohort did look at the different parts of the syllabus; however, as reiterated above, there needed to be further integration across the tasks. This is still lacking – candidates are not looking at the assessment as a whole but rather focusing on its individual parts).*
- Obtain as much information as possible about the chosen organisation to ensure the relevant analysis can be undertaken along with the critical evaluation.
- *(There was greater background information on the organisation – some candidates were able to use this information to underpin their decisions/recommendations, whilst others did not include this information in their decision making process. In this cohort there were candidates that had chosen organisations but seemed to have little knowledge of them and their source of information was very generic, rather than appropriately applied or contextualised).*
- Ensure there is linkage across the different tasks.

(This is still lacking and there is clearly a lack of integration across tasks; many assignments tackled the tasks individually, rather than seeing those underpinning decisions and helping to justify decisions made. Please also see first bullet point above).
- Develop knowledge on oneself as a leader or one's role at corporate level, ie assessing one's own leadership skills and link that to the theoretical principles.

(This was a major element of the assessment and by the very nature of the unit, will continue to be a focal point. There was greater focus on the role of leadership and one's leadership skills; however, any discussion on leadership needs to be linked back to the implementation of the plan and is the focus of the assignment. The need to identify one's own developmental needs is also crucial, which was overlooked by many candidates and almost not acknowledged as part of Task Three).

- Ensure that the leadership part of the assessment is actually focused on rather than included as an afterthought.
- **Guidance about how candidates can avoid making similar errors and strategies for improving performance**
 - Focus on the tasks in an integrated manner, looking at how they underpin each other.
 - Ensure critical analysis is included; this will help to avoid too much description.
 - There needs to be a balance of theory and application; it is imperative that candidates are able to include the relevant theory. However, it must be appropriately applied rather than just including theory for the sake of it; think about what is the relevance of the discussion – how is it helping to answer the task?
 - Candidates need to ensure that their answers demonstrate how effective high-level strategic marketing strategies can be developed and critically appraised. Whilst the focus is on developing and delivering strategic marketing plans, candidates need to ensure their plans help to support the delivery of the organisation's value proposition.
 - Candidates are expected to understand how the marketing plan allows the organisation to gain competitive advantage and take a market-oriented approach. Hence, any plans written need to take this into account, rather than making recommendations that are not linked or integrated to the focus of the assignment. It is recommended candidates go back to the main focus of the assessment and ensure that thread runs through the assessment.
 - Candidates need to write more succinctly. Whilst it is inevitable that there will be some overlap and repetition across the tasks, the need to write to the point with use of cross-referencing would help to improve the quality of the work.
 - Understand better the different stakeholders involved in the decision making process so that the strategy can be better applied and contextualised. This would also allow candidates to demonstrate the cultivation and impact of key stakeholders in the overall plan.

More practical pointers include:

- looking at all the tasks and assessing how they feed into each other
- focusing on the brief and assessing in advance key areas to focus on
- planning the answer and focusing on the task individually, but also the assignment as a whole
- ensuring a full understanding of what is required by the tasks and what they entail, rather than focusing on them partially and not answering them completely
- focusing on the weighting of the tasks and what is being asked from each of them
- combining theory and practice well with a strong academic underpinning

- looking at the key focus of the assessment and ensuring this is underpinned in the tasks
- ensuring consistent quality of referencing and presentation.
- **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**

Where critical analysis is required, candidates need to look at the task and analyse what exactly is being asked and go into the appropriate depth, discussing the key points in a critical manner. When making recommendations, candidates must justify their choice, why have these choices/recommendations been made, and what might be the implication to the organisation from both a strategic and resource perspective. In addition, candidates should look through all tasks before attempting them and ensure they are able to identify the linkage across all the tasks.

With a typical leadership task, candidates need to consider how they can benchmark their leadership style in a critical way and give thought to evaluate a coherent personal development plan, which is underpinned by critical analysis as well as considering the long- term vision of the organisation.

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

- Focus strategically rather than tactically.
- Substantiate and justify any decisions/recommendations made.
- Show greater transparency of the evaluation taken place before recommendations are discussed.
- Understand the relevant concepts, theories and frameworks and use them to underpin discussions and tasks to ensure they are appropriately applied.
- Ensure that all tasks are actually attempted in the appropriate depth and the cross referencing of points and recommendations made is included in the cross referencing.

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

No syllabus or assessment changes have been recommended. However, future assessments may require tasks to be presented in different formats.

Two new books that will be useful for candidates to refer to:

Boxall, P. and Purcell, J. (2011) Strategy and human resource management. New York, Palgrave Macmillan.

Northouse, P (2009) Leadership: theory and practice. 5th edition, Sage.

- **Possible future assessment themes**

Future assessments will follow a similar structure, although they may differ in the number of tasks and the relevant weightings.

Future assessments may have a greater focus on any one of the following:

- monitoring and evaluating marketing decisions
- relationship marketing
- leading and inspiring an organisation
- organisational culture
- CSR and sustainability
- marketing strategies and value proposition
- vision and mission.

Marketing planning and leadership is a fundamental part of this unit and so will be a part of future assessments to a greater or lesser degree. All assessments will be focusing on corporate level and strategic issues, rather than being purely tactical in nature. The need to use analysis and audits to underpin decisions/recommendations made is fundamental.

'POSTGRADUATENESS'

Purpose of this paper

This paper has been put together to help tutors with their delivery and facilitation of the units that make up the CIM Chartered Postgraduate Diploma in Marketing (CPGD), which is a Masters level qualification. As indicated by the Senior Examiners' Reports that are posted to the website after assessment sessions, students' work often lacks 'postgraduateness', and this paper sets out to clarify what is meant by this term and provides guidance on how you can help your students to achieve what is required to pass the assessments for this qualification.

What is required?

The syllabi and assessments for the CPGD have been designed to meet the QCA and QAA Level Descriptors for a postgraduate (Level 7) qualification, which are as follows:

QCA definition of a Level 7 qualification

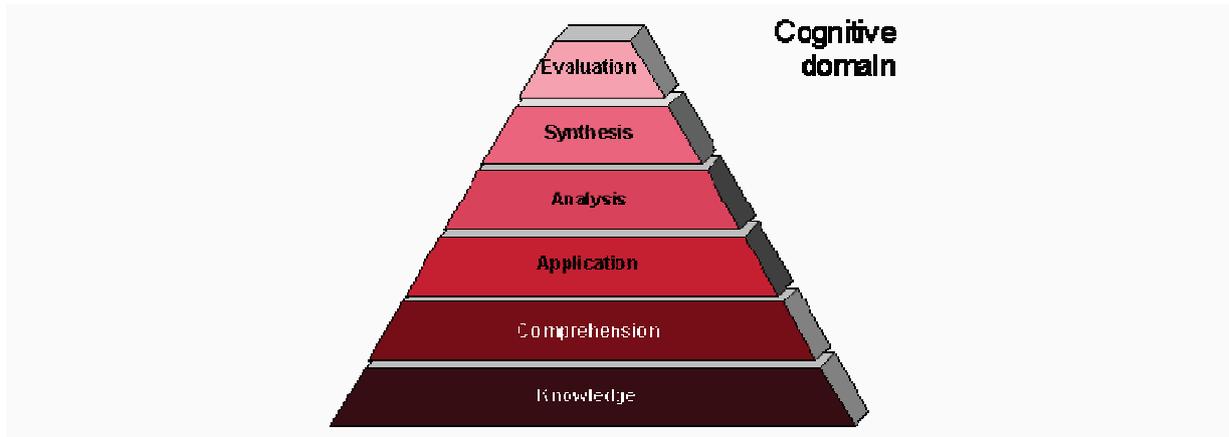
- Display mastery of a complex and specialist area of knowledge and skills
- Demonstrate expertise in highly specialised and advanced technical, professional and or/research skills
- Develop new skills to a high level, including novel and emerging techniques
- Take significant responsibility for the work of other professional staff, lead and initiate activity
- Accept accountability in related decision making including the use of supervision

QAA requirements of a professional with a Masters qualification

- Consistently apply knowledge in specific area and demonstrate wider intellectual skills
- Deal with complex issues both systematically and creatively, make sound judgments in the absence of complex data
- Be adaptable, show originality, insight and critical and reflective abilities which can be brought to bear upon problem situations
- Make decisions in complex and unpredictable situations
- Evaluate and integrate theory in a wide range of situations

As clearly illustrated by these descriptors, knowledge alone is insufficient. Additionally, CIM qualifications have been designed with a practitioner-focus and therefore students must demonstrate a practical insight into how knowledge at this level can be applied and its efficacy evaluated.

Most of you will be familiar with Bloom's Taxonomy, (Bloom, 1956), which illustrates different levels of thinking and learning:



The Cognitive Domain – Bloom's Taxonomy from
<http://www.learningandteaching.info/learning/bloomtax.htm>

The CPGD expects students to demonstrate the higher levels of these cognitive domains through their work. Indeed, this model has been developed further by Anderson and Krathwohl (Anderson & Krathwohl, 2001), who added 'Creating' above 'Evaluating', arguing that at Masters level, students should be creative in their own thinking

By way of explanation, students need to be able to do more than simply apply their knowledge to a variety of business contexts. At postgraduate level students need to be able to assess the relevance of different theories and concepts for a particular business situation and justify why they would, or would not, recommend their use as a basis for current practice or indeed as the rationale for changing business practice. This ability requires students to engage with a range of concepts and theories - evaluate them for their suitability (critical analysis) and then develop a rationale for why they are appropriate. It may be that established models need to be adapted or extended in order to be suitable. Creative thinking should be encouraged as it will be rewarded. It is also necessary for students to be able to appraise the effectiveness of their plans, actions and recommendations and so detail practical ways of measuring success against set criteria – critical evaluation.

Postgraduate study is more than amassing information; it should challenge conceptual thinking and encourage students to assess things from various perspectives, and to develop (and justify) their own opinions in connection with these concepts. In applying theories to different contexts they will see that 'one size does not fit all' and have to be able to adapt their conceptual thinking. In so doing, students will refine their problem solving ability and become more confident in dealing with complex and unpredictable events. As well as the here and now, postgraduate thinking is also about lateral and forward thinking, and this shift in mindset is crucial to strategic thinking. Instead of principally thinking about departmental issues, the strategic approach requires students to consider matters from an organisational, or even a business sector perspective, balancing the needs of different parts of the organisation to meet corporate objectives.

Tutors need to encourage critical thinking and the evidence of this is that students can substantiate their views; this assumes that they have formed a view of their own rather than simply regurgitated what they have read about. And, as well as supporting their arguments and opinions with appropriate concepts, they need to be able to explain the relevance of the

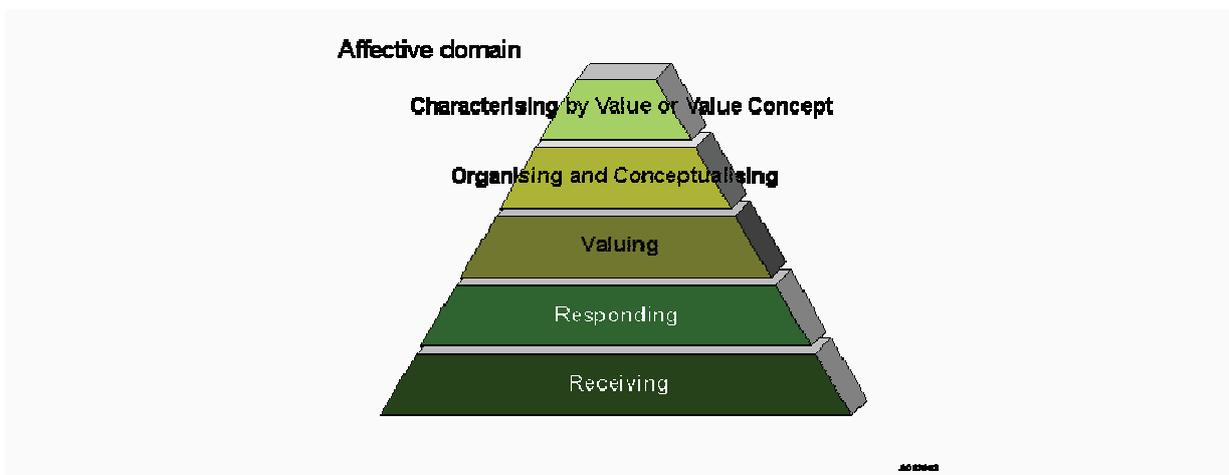
diagrams, tables, figures and facts that they draw on, either from their own research or from the case study material that is provided for some of the units.

A rich source of information about critical thinking can be found from: www.criticalthinking.org but here it might be good just to reflect on what this term actually means – here is one definition found on this site:

"Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness..."

A statement by Michael Scriven & Richard Paul
{presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987}.

People's values are likely to impact their thinking and useful discussion can be had with students as to why they hold the views that they do about business direction and leadership, and how these values influence decisions that they are likely to recommend. Kratwohl, Blook and Madi (1964) considered values to be part of the 'affective domain' and suggested that students studying at higher levels should be able to distinguish their implicit values through analysis.



The Affective Domain – Bloom's Taxonomy from
<http://www.learningandteaching.info/learning/bloomtax.htm>

Addressing the issues

CIM's Senior Examiners at this level say that far too many assessments currently submitted are theoretical, operational and not contextualised; too few are strategic. What can be done to address these issues in the way you teach and facilitate learning whilst students study the CPGD?

Firstly, students do need to have a broad knowledge base; they need to be familiar with the concepts and theories covered by the syllabi of the unit(s) they are taking, but this is not enough! They need to be able to understand this knowledge not just from a marketing

perspective, but from that of the organisation and the sector, with an in-depth appreciation of the business environment that affects both.

Secondly, students need to use their knowledge to answer the questions/tasks set. This may seem obvious, but this represents the most common problem seen in both examinations and assignments. Currently, much of the work submitted may be relevant but it does NOT demonstrate the outcomes highlighted through the QCA/QAA Level descriptors listed at the beginning of this paper.

Raising the bar

The CPGD is a postgraduate/Masters level qualification in marketing and it assumes that students already have a comprehensive background in marketing. Do the students you are recruiting meet the entry criteria? If so, they should have the underpinning knowledge they need. If you are not sure, ask your students to take the diagnostic test for Level 7 that is on the Tutor Zone. You can access it using the following link: <http://qm.cim.co.uk/> (The username and password is the same, namely: DN Tool-1).

In addition to this, are your prospective students ready to study at postgraduate level? Do they realise that they will be expected to study independently as well as to participate with sessions that are facilitated by their tutors? At this level, we usually recommend that students should expect to spend between three to five times the amount of time in personal study as they do in guided learning from their tutor; a 10 credit unit should take approximately 100 hours of study, a 20 credit units approximately 200 hours. Part of this personal study will involve reading extensively around subjects covered by the syllabus – there are no set texts that cover the whole syllabus of any of the units of the CPGD, so students should expect to dip in and out of several texts for each unit in order to cover the syllabus and to appreciate the topic from different authors' perspectives. A student going to university to take a Masters degree would not expect to pass without going to the library to access a wide range of different texts and journals to complete their studies; the same should be the case for people taking the CIM's Chartered Postgraduate Diploma.

The CPGD is a professional qualification so as well as being well-grounded in academic marketing theory, students need to be able to relate these concepts to the business environment and so should also be reading the marketing press, relevant trade journals, market/company reports, blogs and weblinks. Business case studies need to be used in the delivery of the programme to stimulate discussion about the challenges of applying theory to practice in different contexts, and drawing on students' experience will help to enrich this debate.

There is also another challenge; some students are good at expressing their views verbally but need help to organise and present them in a way that meets the Level 7 descriptors and the assessment criteria of the questions/tasks set. They need to be able to develop coherent arguments that are well supported by relevant writers in such a way that if they were consultants, a Chief Executive would be prepared to pay good money for their work. This means that they need to stick to the brief and deliver what is required within the constraints that have been set, including the budget. For assignments, this includes acknowledging and referencing all sourced material accurately using Harvard referencing, and all work should be proof-read to ensure that it does not contain basic grammatical or formatting mistakes – avoidable errors that cost valuable marks. Many students need help with how to present their ideas at a level that would be deemed 'strategic', and feedback on draft work or on answers to questions from past papers should include format, tone and presentation as well as the content of what has been

presented and how arguments are supported with academic theories. This is particularly important for students that have not done academic studies before (or completed them a long time ago).

What differentiates a pass from a fail, and different grades for CIM units at Level 7?

CIM has put together Grade Descriptors for each level of its qualification which outline the expectations for various grades. This document can be found attached to each assignment brief. The same principles are applied when grading examination papers. The Grade Descriptors for the CPGD are attached to this document as Appendix 1.

It should be noted at this point, that whilst examination scripts and assignments are considered holistically, they are marked using a marking scheme and at this level the 'Magic Formula' is applied in approximately the following proportions:

Concept	15%
Application	30%
Evaluation	45%
Presentation	10%

It might help to clarify the thinking behind this model as it is open to misinterpretation. It was originally put together to help differentiate the requirements between different levels of study. When considered as a whole, the amount of marks available for 'concept' decreases as you go up the levels; 'application' and 'presentation' remain the same; and the amount of evaluation increases as you progress up the levels, as can be seen from the table below:

Magic Formula across the levels

	Concept	Application	Evaluation	Format and Presentation
CIM Introductory Certificate (Level 3)	45%	30%	15%	10%
CIM Professional Certificate (Level 4)	40%	30%	20%	10%
CAM Diplomas (Level 4)	40%	30%	20%	10%
CIM Professional Diploma (Level 6)	30%	30%	30%	10%
CIM Chartered Postgraduate Diploma (Level 7)	15%	30%	45%	10%

It is worth explaining what is meant by this as it is essential that students understand how their work will be marked. They can then use their understanding to their advantage..

'Concept' relates to theories, models and concepts, and marks for concept are given when students provide information about a topic, which might include definitions, explanations, diagrams, models, general examples, etc. The important thing to note here is that the material is usually provided in a *generic* way and is not related to a given scenario. Some students appear to spot key words in a task/question and then 'tell us all they know' about a subject without

answering the question/task set, and their work may well be annotated with 'TD' = theory dump. Whilst some marks will be available for concept, and students at the lower levels are likely to provide more material on this basis, large quantities of generic material is not appropriate at the higher levels. In all cases, students should avoid simply repeating material in the case studies provided; this wastes valuable time in the exam or words in the assignment and gains no marks – the examiners are already familiar with the case study!

'Application' is exactly what it says – the *application* of theories and concepts; it is essential that *relevant* concepts are related to case study material or a given or chosen scenario and that students demonstrate their understanding of both the concept(s) and the situation by relating the two. Examiners will expect to see models populated by text that shows that the student understands how the organisation fits the chosen model, or an explanation as to why it does not. At the higher levels, students will be rewarded for extending or adapting models that otherwise do not automatically fit a business situation. CIM qualifications are practitioner-focused so application demonstrates that students are able to use and adapt what they have learnt to a variety of marketing and business situations.

'Evaluation' includes a range of skills that ultimately demonstrate insight; at the lower levels it will include doing some straight forward analysis and drawing conclusions from that analysis; it will also include making recommendations. At higher levels, we expect students to be *critical* in their approach by using models, concepts and techniques in their analysis and to compare the results obtained. We would expect students at this level to be able to assess an organisation's capabilities and assets, and the opportunities presented by the market. They may also use these tools to justify their conclusions and to support the rationale of any recommendations, or as the means for critical evaluation, e.g., of the outcomes of a plan. The essence of this skill is to use concepts and theories to provide *objective reasoning* – in both analysis and evaluation. If the student expresses an opinion, they need to be able to substantiate that view with a reasoned argument. If an examiner reads a student's piece of work and can ask 'How?' or 'Why?' then insufficient rationale has been provided; to gain good marks, justification needs to be given and should include references to relevant concepts and theories.

So, it should not be assumed that only up to 15% of the marks available at postgraduate level can be obtained from what people have learnt, many more are potentially available from both 'Application' and 'Evaluation' if students apply this material and use it to support and justify their arguments. Students need to be able to 'pick and mix' from what they have learnt, integrate relevant theories and ideally, synthesize their knowledge to create innovative solutions to complex and unpredictable business situations. We often see evidence that students can analyse a situation but then lack the insight into how to implement a solution that takes account of the practical issues of e.g., obtaining buy-in, gaining commitment from external stakeholders, leading the change process.

'Format and Presentation' – up to 10% of marks are available for work that is presented in a professional way using the format requested and the appropriate tone given the audience suggested in the question/task. Additionally, assignment-based work must have all the sourced material in contains acknowledged within the text and suitably referenced using the Harvard Referencing protocol. These are 'easy' marks that are within the students' control, particularly when the assessment is not done under time-constraint. There is no excuse for poor spelling or grammar as work should be checked carefully prior to submission. Students should avoid 'walls of words' and unless the question/task asks for something else adopt a 'report style' by using headings and sub-headings as a way of sign-posting key points and different sections of work.

In an examination, some time spent planning is usually time well spent as students' work then tends to be more progressive and coherent and less repetitive. Students may well need to practise organising and presenting their ideas under time-constraint conditions as sometimes people who can put together strong arguments verbally are not always as good at doing this on paper. All too often, under the pressure of time, students seem to resort to operational and personal perspectives rather than structuring their ideas in a strategic and objective way. Students need to be skilled at understanding what is required in an exam question and then to plan their time according to the marks available for the different parts of the paper they need to complete. Meeting the assessment criteria for assignments is similar in that students should apportion their work according to the marks available for different tasks.

At Level 7 students may be asked to present their work in a number of different formats. It is important that they do this if they want to pick up the marks available for format. Within the specified format they should adopt a tone and approach suitable for the intended audience including financial analysis where appropriate. The different formats that might be asked for at this level are outlined in Appendix 3.

Communication is an essential skill for any marketer, particularly those functioning at senior level. Therefore, being able to communicate effectively is an integral part of achieving this qualification. Many of the skills and competences developed in the process of meeting the learning outcomes will develop professionalism and increase students' personal marketability.

Leading Marketing

The CPGD has two stages, and 'Leading Marketing' is the second stage of this qualification. It provides a practical framework for students to put into practice many of the learning outcomes that will have been achieved by completing Stage One of the qualification. The course provides the opportunity for students to apply academic knowledge to business situations at strategic level, and the assessment requires them to design, implement and evaluate a strategic business project. The business project will exploit the opportunities offered by, or minimise the threats posed by, an emerging marketing theme within their organisation and/or business sector. The intention of the programme is that tutors will facilitate students' understanding of what is required, and then help the students to establish 'action learning sets' (ALS) whereby much of the learning will be achieved through students sharing issues and problem solving with each other.

As well as the business project students have to assess their own skill set prior to implementing their strategic project and, with the support of a business mentor, to identify skills which need further development if they are to function effectively at senior level. Students are required to record and reflect on their experiences in a learning log and, with the support of their business mentor, to develop these areas of professional competence.

The self-managed learning experience of Leading Marketing will add value to the student's organisation and/or business sector and develop their personal and professional skills, knowledge and behaviours. For students who have been recording their CPD, it will also provide a route to Chartered Marketer as well as the Chartered Postgraduate Diploma in Marketing.

A Student Handbook has been written to guide students through the learning and assessment process of this unit, and the outcome – their 16,000 word project will be a powerful testimony to their learning and achievement.

Summary

The Chartered Postgraduate Diploma in Marketing was designed to enable students to:

- make the transition into strategic management
- work more cross-functionally at a senior management level
- make a significant contribution towards the organisation's corporate and business strategy
- contribute to board decisions
- demonstrate a high level of leadership and influence.

The intention of this document is to provide tutors with an insight into how to help students achieve this qualification and establish them as 'professional practitioners' in the field of marketing who can contribute to an organisation's success.

References

Anderson, L.W. & Krathwohl, D.R. (eds) (2001), *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman

Bloom, B. S. (ed.) (1956), *Taxonomy of Educational Objectives, the classification of educational goals – Handbook I: Cognitive Domain* New York: McKay

Websites

www.criticalthinking.org

www.learningandteaching.info/learning/bloomtax.htm

Chartered Postgraduate Diploma in Marketing (Level 7): Grade Descriptors

	Grade A	Grade B	Grade C	Grade D
	This grade is given for work that meets all of the assessment criteria to secure at least 70% and demonstrates a candidate's ability to:	This grade is given for work that meets all of the assessment criteria to secure at least 60 % and demonstrates a candidate's ability to:	This grade is given for work that meets enough of the assessment criteria to secure at least 50% and demonstrates a candidate's ability to:	This grade is given for borderline work that does not meet enough of the assessment criteria to secure a pass and is within the band 45 - 49%. This may be due to:
Concept 15%	identify relevant theoretical principles commensurate with postgraduate level and critically apply and evaluate these within a senior marketing management context using originality of thought	identify relevant theoretical principles commensurate with postgraduate level and critically apply and evaluate these within a senior marketing management context	identify relevant theoretical principles commensurate with postgraduate level and apply these within a senior marketing management context	repeating case material rather than evidencing knowledge of the marketing discipline at Postgraduate Diploma level
Application 30%	critically analyse complex, incomplete or contradictory areas of knowledge of a strategic nature and communicate the outcome effectively synthesise information, with critical awareness, in a manner which is innovative and original utilise knowledge, theories and concepts from the forefront of the discipline/practice, demonstrating a mature and analytical understanding and awareness of managing and working at a strategic level	analyse complex, incomplete or contradictory areas of knowledge of a strategic nature and communicate the outcome appropriately synthesise information in an effective manner, utilising appropriate knowledge, theories and concepts apply relevant contemporary issues demonstrating a detailed understanding and awareness of managing and working at a strategic level	analyse areas of knowledge of a strategic nature and communicate the outcome satisfactorily analyse information, in an appropriate manner, utilising knowledge of theories and concepts include some contemporary issues demonstrating an awareness of managing and working at a strategic level	a lack of knowledge and understanding of a strategic nature limited analysis of information with limited reference to theories and concepts limited inclusion of contemporary issues and limited awareness or understanding of managing and working at a strategic level
Evaluation 45%	produce reliable, valid and incisive conclusions and strategic recommendations based on findings critically evaluate marketing concepts, theories and methodologies, arguing alternative approaches, with evidence of an exceptional level of conceptual understanding of strategic issues apply initiative and originality of thought in problem solving and make decisions in complex and unpredictable situations	produce reliable and informative conclusions and strategic recommendations based on findings evaluate marketing concepts, theories and methodologies, arguing a range of approaches, with evidence of a high level of conceptual understanding of strategic issues apply initiative in problem solving and decision making	produce reliable conclusions and strategic recommendations based on findings evaluate marketing concepts, theories and methodologies, with evidence of a competent level of understanding of strategic issues apply techniques of problem solving and decision making	superficial conclusions and strategic recommendations which lack depth insufficient evaluation of marketing concepts, theories and methodologies, evidencing a lack of understanding of strategic issues an inability to apply appropriate techniques for problem solving and decision making
Presentation 10%	engage confidently in academic and professional communication, reporting on actions clearly, autonomously and competently	engage in academic and professional communication, reporting on actions clearly, autonomously and competently	engage in academic and professional communication, reporting on actions clearly, autonomously and competently	inappropriate use of academic and professional communication

Mastering Command Words Across the Levels continued

Command Word	Introductory Certificate level	Certificate level	Diploma level	Postgraduate level
<p>Analyse: Examine a topic together with thoughts and judgements about it</p>	<p>Can analyse factual information using a narrow range of given models , principles and definitions</p>	<p>Can analyse a range of materials and a selected number of sources with minimum guidance using given models, principles and definitions</p> <p>Can compare alternative models and techniques with using appropriate rationale and criteria</p>	<p>Can analyse new and/or abstract data and schools of thought and can consider alternative solutions and outcomes independently, using a range of appropriate models, principles and definitions</p> <p>Can compare and analyse alternative models and schools of thought using appropriate rationale and criteria</p>	<p>Can analyse complex, incomplete or contradictory areas of knowledge and diverging schools of thought using appropriate models, principles and definitions</p> <p>Can analyse a range of models and schools of thought independently demonstrating critical awareness and originality of thought</p>
<p>Appraise Evaluate, judge or assess</p>	<p>Can provide a factual account of the subject area, using appropriate terminology</p> <p>Can demonstrate an awareness of ethical issues in current areas of study and is able to discuss these in relation to different contexts</p>	<p>Can provide a detailed account of the subject area including key theories and models</p> <p>Can demonstrate an understanding of the wider social and environmental implications of different contexts</p>	<p>Can provide a comprehensive and detailed critique of the subject area demonstrating an in depth understanding and awareness</p> <p>Can incorporate a critical ethical dimension when analysing lines of argument</p>	<p>Can evidence a depth of understanding and a substantial body of knowledge working with ideas and models that are at the forefront of the discipline</p> <p>Can demonstrate awareness of and ability to articulate the implications of conflicting ethical dilemmas</p>
<p>Argue Provide reasoned arguments for or against and arrive at an appropriate conclusion</p>	<p>Can produce logical arguments in response to a given brief using terminology correctly</p>	<p>Can produce reasoned arguments in response to a given brief using terminology correctly</p>	<p>Can engage in an effective debate in a professional manner evidencing a comprehensive understanding and application of key principles</p>	<p>Can critically analyse complex, incomplete or contradictory areas of knowledge of a strategic nature and communicate the outcome effectively</p>
<p>Assess Evaluate or judge the importance of something, referring to appropriate schools of thought</p>	<p>Can consider and report on a range of information for a specified task</p>	<p>Can constructively consider and effectively assess a wide range of information for specified tasks</p>	<p>Can synthesise and assess new and/or abstract information and data in the context of wide ranging problems, using a range of techniques</p>	<p>Can assess a wide range of theoretical principles/methodologies, applicable to the discipline and their own work and apply these within a senior marketing management context</p>

Mastering Command Words Across the Levels continued

<p>Compare and contrast Look for similarities and differences leading to an informed conclusion</p>	<p>Can consider the similarities and differences between two contexts</p>	<p>Can constructively consider and effectively analyse the similarities and differences between two or more contexts</p>	<p>Can synthesise and analyse the similarities and differences between two or more contexts in a manner that is innovative and original</p>	<p>Can synthesise and analyse the similarities and differences between two or more contexts, in a manner that is innovative and original</p>
<p>Define Write the precise meaning of a word or phrase. Quote a source if possible.</p>	<p>Can define key words reflective of a body of knowledge at level 3</p>	<p>Can define key words reflective of a body of knowledge at level 4</p>	<p>Can define key words reflective of a body of knowledge at level 6</p>	<p>Can define key words reflective of a body of knowledge at level 7 Can show that the distinctions contained or implied in the definition are necessary or desirable</p>
<p>Describe Give a detailed account of</p>	<p>Can put forward key ideas and specific points related to a given purpose</p>	<p>Can constructively consider and clearly describe a range of ideas and information towards a given purpose</p>	<p>Can synthesise and analyse new and/or abstract ideas and information and present a clear description and account of the findings</p>	<p>Can critically analyse complex, incomplete or contradictory ideas and information and can present the findings clearly and effectively</p>
<p>Demonstrate Explain, using examples</p>	<p>Can clearly explain key points, using illustrative examples to underpin concepts used</p>	<p>Can clearly explain a range of ideas, using illustrative examples to underpin concepts used</p>	<p>Can explain a broad range of ideas persuasively and with originality, using a wide variety of illustrative examples to underpin findings and exemplify points</p>	<p>Can explain and utilise theories and concepts from the forefront of the discipline/practice demonstrating a mature and analytical understanding and awareness of principles and practice at a strategic level</p>
<p>Discuss Investigate or examine by argument and debate, giving reasons for and against</p>	<p>Can produce logical arguments in response to a given context, using appropriate marketing terminology</p>	<p>Can produce well structured, coherent and detailed arguments in response to a given context, using marketing terminology fluently</p>	<p>Can produce detailed and coherent arguments in response to well defined and abstract problems using relevant marketing and vocational language</p>	<p>Can synthesise information, with critical awareness in a manner which is innovative and original using language which is appropriate at a senior level</p>
<p>Evaluate Make an appraisal of the value (or not) of something, its validity, reliability, applicability</p>	<p>Can evaluate information and data accurately using defined techniques and/or tutor guidance</p>	<p>Can select appropriate techniques to evaluate the relevance and significance of the information and data collected</p>	<p>Can select from a range of techniques to critically evaluate complex, contradictory information to support conclusions and recommendations and in the process review its reliability, validity and applicability</p>	<p>Can critically evaluate complex, unpredictable and contentious information, often in a specialist context and arrive at informed conclusions and argue alternative approaches</p>

Mastering Command Words Across the Levels continued

<p>Explain Make plain, interpret and account for, enlighten, give reasons for</p>	<p>Can present relevant information demonstrating understanding of the subject matter</p>	<p>Can present valid and relevant information evidencing knowledge, understanding and application of key principles relevant to a defined context</p>	<p>Can present complex information evidencing comprehensive knowledge, understanding and application of key principles relevant to an applied context</p>	<p>Can present complex, incomplete or contradictory areas of knowledge of a strategic nature and communicate the information effectively</p>
<p>Illustrate Give examples to make clear and explicit, to demonstrate</p>	<p>Can apply relevant examples to underpin key points</p>	<p>Can apply a wide variety of illustrative examples to underpin concepts used</p>	<p>Can apply a wide variety of illustrative examples to underpin findings supported by references to wider reading to exemplify points</p>	<p>Can apply relevant contemporary issues demonstrating a mature and analytical understanding and awareness of strategic issues that are at the forefront of the discipline</p>
<p>Justify Support recommendations, explanations or arguments, with valid reasons for and against</p>	<p>Can provide clear lines of argument</p>	<p>Can support lines of argument with relevant information from a range of sources</p>	<p>Can effectively communicate well structured and coherent arguments relevant to appropriate contexts</p>	<p>Can articulate complex arguments with critical awareness in a manner which is innovative and original</p>
<p>Outline Give main features or general principles, ignoring minor details</p>	<p>Can selectively identify valid and relevant information from a range of sources relevant to level 3</p>	<p>Can selectively identify valid and relevant information from a range of sources relevant to level 4</p>	<p>Can selectively identify valid and relevant information from a range of sources relevant to level 6</p>	<p>Can selectively identify valid and relevant information from a range of sources relevant to level 7</p>
<p>Recommend Put forward proposals, supported with a clear rationale</p>	<p>Can produce reliable and valid conclusions and proposals using given classifications/principles appropriately contextualised to a given context</p>	<p>Can produce reliable and valid conclusions and proposals based on abstract data and information, appropriately contextualised to a given context</p>	<p>Can produce reliable and valid incisive conclusions and proposals based on complex, incomplete or contradictory data or information, appropriately contextualised to a given context</p>	<p>Can produce reliable, valid and incisive conclusions and proposals based on complex, incomplete or contradictory data or information, appropriately contextualised to a given context</p>
<p>State Present in a clear brief form</p>	<p>Can present a range of information using given classifications/principles, appropriately contextualised to a given context</p>	<p>Can present new and /or abstract data and information in a clear and concise manner, appropriately contextualised to a given context</p>	<p>Can present new and/or in a clear and concise manner abstract data and situations, in a clear and concise manner, appropriately contextualised to a given context</p>	<p>Can present complex, incomplete or contradictory data or information in a clear and concise manner, appropriately contextualised to a given context</p>
<p>Summarise Give a concise account of the key points, omit details and examples</p>	<p>Can summarise ideas and information</p>	<p>Can summarise information and collate in a logical manner</p>	<p>Can summarise abstract information, data and contradictory information in a logical, and concise manner</p>	<p>Can summarise complex, contradictory or contentious information in a logical and concise manner</p>

GUIDANCE ON FORMATS FOR CIM ASSESSMENTS

Candidates must be advised that there is not a prescriptive approach to producing documents for assessment. The content and structure of the document depends upon the audience addressed and the subject matter.

Candidates can undertake research on different types of documents by looking at what is available on the internet. For example, putting in the words “discussion papers for conferences” brings up a wide variety of discussion papers for a conference audience.

The following examples are intended as illustrative examples that could be adopted by candidates when presenting their work. It is not meant to be prescriptive guide that must always be followed and it is not guaranteed to gain a candidate full marks – it is, as stated, a guide only of a possible design structure.

Reports

When producing the report, candidates should adopt a formal style by writing in the third person. The document needs to be well structured, accurate, concise and clear. The following format provides one suggested approach for compiling the report, although an alternative approach is acceptable if it results in a systematic, well organised document.

- *Title Page*: the title of the report, who the report is written for, who it is written by and the date.
- *Terms of reference*: the purpose of the report.
- *Procedure*: the process followed
- *Executive summary*: the main points of an in-depth report enabling the reader to understand the report without the need to read it in full
- *Findings*: main findings of research. This section needs to be clearly structured and should show evidence of presentation of facts, not opinions. There also needs to be evidence of analysis and application of the research findings. Charts and diagrams should be included in the appendix and referred to in the findings. It is important that conclusions and recommendations are separated out and not included in this section.
- *Conclusion*: summary of findings and the implications of these findings to the organisation(s). It is important that new information is not introduced in this section. The emphasis should be on drawing together what was presented under findings in a well-structured summary.
- *Recommendations*: provide informed recommendations based on findings.

It is important that all relevant sources are noted within the report and these can be included within a reference section at the back of the report and referred to when relevant in the main body of the report.

Discussion Papers

A discussion paper is a document created as a basis for discussion rather than as an authoritative statement or report. It can take different forms. However, the following two examples illustrate possible approaches:

Example One

- Clear, succinct title
- Name of author and date
- Terms of reference
- Abstract (short explanation on motive, method, key results, conclusions)
- Introduction (motive of undertaking the research)
- Introduction including suggested approach
- Statement of main findings
- Explanation/implications of the findings

- Alternative approaches
- Implications of alternative approaches
- Summary
- Recommendations
- Bibliography
- References

Example Two

- Clear, succinct title
- Name of author and date
- Abstract
- Method (outline what was done, what theories were used)
- Results (outline of results)
- Discussion of conclusions from research results
- Conclusions (draw together most important research results and their consequences)
- Bibliography
- References

Example Three

- Date
- Author
- The audience
- The purpose
- Executive summary
- Background information (how does the problem/issue arise)
- The main points of discussion, the contentious points/pros and cons, opportunities and threats
- Summary
- Next steps
- References
- Bibliography

Briefing Paper:

A briefing paper includes relevant information about and analysis of a particular subject. The following examples are proposed formats:

Example One

- Clear, succinct title
- Name of author and date
- Subject Matter
- Background information
- Analysis
- Summary
- Recommendations
- Bibliography
- References

Example Two

- Clear, succinct title
- Name of author and date
- Subject matter
- Abstract
- Rationale
- Evidence
- Research Findings

- Conclusions
- Bibliography
- References

White papers

A white paper is a referenced document that explores research, arguments or schools of thought on a specific issue. The white paper usually identifies the problem, proposes solutions and looks at the benefits. It should also include a plan of action. A useful reference source is Michael Stelzner, *How to Write a White Paper—A White Paper on White Paper*.

The following example illustrates one possible approach to producing a white paper:

- Clear, succinct title
- Name of author and date
- Subject matter
- Outline of problem/issue/area for investigation
- Evaluate the context/background to the problem
- Propose solutions to resolve the problem including the benefits derived
- Propose a course of action
- Bibliography
- References

Articles

Articles are designed to appeal to a wider audience and therefore a balance needs to be achieved in producing a document that is both interesting to the reader as well as being academically robust and appropriately referenced.

The following example illustrates one approach to writing an article:

- Title
- Summary
- Introduction
- Body with supporting facts
- Ending/ closing

When writing online bullet points, numbered lists and subheadings should be used to break up text.