



CAM Diploma

125 – Digital Marketing Essentials

**Senior Examiner Assessment Review Report
June and September 2011**



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UNIT NAME: Digital Marketing Essentials

AWARD NAME: CAM Diploma in Digital Marketing

DATE: June and September 2011

- **Background to the paper**

There are three main compulsory tasks to carry out in this assessment:

Task One (30% of the marks) – Campaign Tools

Task Two (40% of the marks) – Using Campaign Tools

Task Three (30% of the marks) – Monitoring and Measurement.

The main focus of this assessment is to look at existing digital marketing campaigns through investigating the role of digital campaigns in the candidate's organisation or a chosen organisation. Further investigation is carried out on how existing digital campaigns are used in the sectors provided and the final task looking at monitoring and measurement of campaigns.

The format of the written assessment is based on three main tasks, which includes preparing reports and producing a presentation with speaker notes.

The Digital Marketing Essentials unit can be undertaken as a standalone award or part of the Diploma in Digital Marketing and is assessed by a written assignment.

All tasks were clearly related to specific syllabus elements. Further guidance notes for each task were provided.

- **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

Syllabus Elements

All areas of the syllabus are assessed. The syllabus is split into three main sections listed below and each section is assessed by a written task.

The syllabus weighting for this unit is:

Campaign Tools 30%

Using Campaign Tools 40%

Monitoring and Measurement 30%.

Assessment Tasks

Task One is designed to test the candidates' general knowledge and understanding of digital marketing tools in relation to a specific organisation.

Task Two gives candidates the opportunity to apply their knowledge in other sectors. A list of sectors is provided and the candidate is asked to investigate the use of search marketing, online advertising and how websites are used within a selected campaign.

Task Three looks at the monitoring of digital campaigns and ways of improvement within the candidates organisation or a chosen organisation.

The majority of candidates achieved very good marks. The formats of reports and powerpoint presentations was well presented with graphical illustrations, screenshots of the chosen digital campaigns to support answers.

Magic Formula and Command Words

Breakdown of the magic formula for this level is as follows:

Concept 40%, Application 30%, Evaluation 20% and Format 10%.

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

explain the purpose and importance

define the terms

identify and describe the populations

evaluate the differences

recommend THREE key performance indicators.

Assessment Format

The assessment consisted of three tasks, each worth hundred marks. Task One and Task Two requires the candidate to prepare a report, 1200 words. Task Three is to produce a presentation, maximum of eight slides with speaker notes.

The majority of candidates completed all tasks adhering to the word count.

Grade Differentiation

The mark scheme for this assessment gives examiners clear guidance, listing each bullet point of each task, on answers that justify the relevant allocation of grades. A general interpretation of the differentiation of grade across the paper is as follows:

A grade candidates will generally have/are:

- noticeable for their professionalism
- completed all elements within each task and focused clearly on the task
- theory and practice integrated
- excellent examples quoted
- questions answered in a very structured way.
- tasks attempted where the work is true to life but also academically accurate
- work which is fluent and consistent from task to task
- demonstrated an excellent knowledge of the theory within the syllabus for this unit
- references indicate that a variety of sources have been used in preparation

- thinking “outside the box” in an innovative manner
- used appropriate format and presentation.

B grade candidates will generally have/are:

- noticeable for their professionalism.
- completed all tasks
- completed all or most elements within tasks and focused clearly on the task
- theory and practice were integrated
- excellent examples were quoted
- questions answered in a very structured way
- demonstrated a good knowledge of the theory within the syllabus for this unit
- references indicate that a variety of sources have been used in preparation
- used appropriate format and presentation.

C grade candidates will generally have/are:

- completed all or most tasks
- completed all or most elements within tasks giving an adequate level of depth and detail
- demonstrated an adequate knowledge of the theory within the syllabus for this unit
- well-prepared but less likely to apply marketing knowledge to the chosen organisation, instead a generic response is made to the task
- answers that could easily be transferred to another organisation which is a good indication that there is a lack of application.

Work lower than grade D has probably missed an entire question or has misunderstood what was required from the tasks attempted. Low marks were given because of:

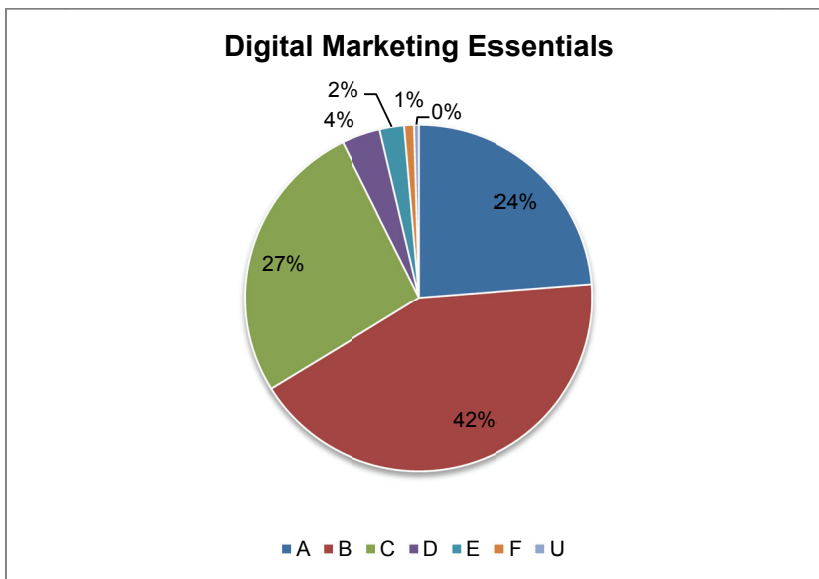
- poor structure to the answer
- style not as requested
- failing to address the question as set
- not matching theory to practice
- just describing rather than analysing
- writing all known about an organisation without addressing the question as set
- merging many sections of the question so that it was difficult to award marks to a particular section.

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

The pass rate for the Digital Marketing Essentials unit was excellent. Candidates who performed really well demonstrated a good knowledge of the syllabus, application of digital tools with relevant examples of digital campaigns chosen/provided.

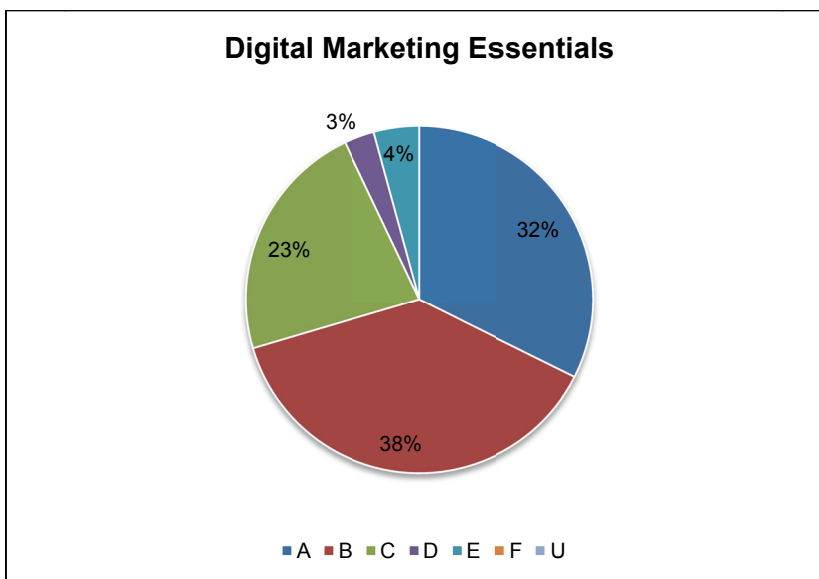
The overall pass rate for the June 2011 paper was 92.69%.

The grade profile was as follows:



The overall pass rate for the September 2011 paper was 92.96%.

The grade profile was as follows:



- **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**

As you can see from the results, the pass rates are very high therefore it is clear that the cohort, made up of students from several centres, is of acceptable quality.

As this assessment is around existing Digital Campaigns, it is important for candidates to be actively looking at campaigns which have been successful. Past press, radio, television and mobile campaigns may be found on the web in various ways. Search engines and comparison shopping sites are helpful.

There was a number of candidates going above the permitted word count. Word count continued to be challenging for a number of candidates but lumping excessive content into appendices is not to be advised as appendices are not marked.

Where questions are asked in a task, the answers must be contained within the main body of the answer rather than in a detailed appendix. Concise and effective report writing are skills required in business. Being able to keep within the word count whilst addressing each component of the task is an important skill. It is essential that the word count is clearly shown.

The resources available may vary across cohorts and there is vast coverage of the area of Digital Marketing on the internet, which at times may be confusing. Cohorts should take the opportunity to tap into the knowledge provided on the Digital Minds Forum, CAM Twitter feed, learning zone area for this qualification and the PDF Digital Marketing books available through the CIM membership area.

It can be a challenge to set a core reading book for this unit due to the nature of the subject. The Dave Chaffey Internet Marketing book and the website www.smartinsights.com provides a wealth of resources, may be too much sometimes so the candidate needs to filter out the relevant content. On the other hand, some centres chose more basic books like Understanding Digital Marketing. As the only resource, this would not be enough for the candidate to perform well in this assessment.

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

Candidates followed up the guidelines within the assessment brief and recommendations provided made in previous years.

- **Comments and examples of:**
 - strengths and good practice
 - common mistakes when tackling this type of question/task

Strengths and Good Practice:

- On the whole, the paper was tackled well by the majority of students.
- Stronger students demonstrated a good level of knowledge and an ability to apply this in context.
- A wide variety of examples were used throughout the reports/presentations where required.
- Discussions were well underpinned with relevant theories and concepts which were well referenced although limited in breadth of source perhaps.
- There was a good level of evaluation demonstrated, showing insights into the various topics and an ability to make quality judgements regarding these was shown.
- Recommendations were relevant and well-reasoned
- The majority of candidates completed all tasks which were well answered.
- All submissions were well presented, good choice of digital campaigns were selected which were visually backed up by screenshots.
- Reporting tasks were well formatted and presented with clear report style headings.

- Overall, candidates answered questions by paying attention to the assessment criteria.

Common Mistakes:

- There were a small number of fail grades and the weaknesses included lack of underpinning theory, eg customer insights, long tail keywords, KPI's. Some students did not address all sections of the tasks or the balance of their answer did not match the marking criteria.
- The main area of weakness for some candidates was not answering the question set in relation to the command words. For instance, listing strengths and weaknesses rather than explaining, describing or evaluating as required.
- Some candidates did not show much evidence of wide reading, examples from other organisations. It is helpful to actually demonstrate in the paper evidence of reading from the various books and websites referenced in the Bibliography.
- In the presentation of Task Three, most speaker notes reinforced the key bullet points with some candidates just copying the same text as on screen.

Strengths and Weaknesses by Task:

Task One – Campaign Tools

- Most candidates provided a very good explanation of the importance of customer insight and keyword research with the popular tools like Google Adwords and Wordtracker and also listing other online and website resources that can provide useful customer insights.
- Candidates who scored higher marks included examples of keyword research tools with keywords and keyword phrases relevant to the products and market from the chosen organisation.
- The SEO and PPC part of the task was well answered in identifying key components of these tools but some candidates did not provide further depth to go onto really exploring how well the chosen organisation was utilising these tools.
- Candidates understood the nature of the long tail in SEO. Some went onto presenting visual graphs and real examples (with keyword text) of how it could be used and provide added benefits to the organisation.
- The selection of digital tools not currently used by the organisation was very good and relevant which covered a wide range including email, mobile, apps, search tools.
- In some cases, candidates chose digital tools which were not digital marketing promotional tools which presented a challenge to gain the marks available.
- The weakest part of the task was on explaining the actions that the chosen tools can be used for within digital marketing campaigns, and their key success factors

Task Two – Using Campaign Tools

- Out of all the tasks, this was the task where candidates seemed to lose marks on some of the elements. However, overall the task was reasonably well answered with the challenge being choosing a relevant campaign from a sector other than the candidate's own. There were lots of well-known campaigns within the sectors which provided a lot of rich data and statistics for the candidates to investigate.
- The key to finding a digital marketing campaign used within the sector was to use one covering search advertising, have some visual examples of websites from the campaign and have examples/screenshots of online promotion/advertising.

- Some candidates focused in on some of these parts and left others only answered very briefly so not gaining the marks available.
- Search advertising campaigns (usage, evaluation and effectiveness); candidates who scored the highest marks really dug into the evaluation looking at the usage of search like SEO/PPC, investigating how the campaign was using these search marketing methods, evaluating them within the campaign and then analysing how effective the campaigns were. This included showing how well the campaigns were performing in search engine results, page rank and any other campaign measurement sources. Main marks were lost by candidates not answering the 'effectiveness' part of the task.
- Websites or landing pages (usage, evaluation and effectiveness). Some good visuals screens shots were provided to answer this part of the task. Candidates who scored high marks here evaluated all the different components of the webpage, highlighting the good and the bad points of the webpage.
- For the mobile and online video part of the task, most candidates gave a weak answer. Candidates focused on describing mobile and video but did not go onto explaining how it can be used for digital promotion/advertising campaigns.
- Recommendations of suitable social media channels that could be used for campaigns in the chosen sector were good. The weakness of this part of the task was mainly candidates not going on to give reasons for their choice.
- Where many candidates lost marks, it was in failing to answer all of the question set – such as not evaluating or giving reasons when asked.
- The majority of candidates presented a good explanation of the use of mobile and video but further marks could have been gained for application.

Task Three – Monitoring

- This was the highest scoring task and most candidates performed to an excellent standard.
 - The slides were presented professionally, good use of visuals, theory and application.
 - 'Key performance indicators' (KPIs) were well explained and candidates presented their importance in the context of measuring digital activities.
 - Appropriate goals were identified for candidates' organisations concerning website visitors.
 - The importance of a web analytics dashboard was presented well, some candidates had a bit of a disconnect when it came to showing how this can help to measure the goals previously identified.
 - Candidates made excellent presentations describing the importance of mapping the customers' journey on the website, and suggesting ways in which the user experience can be improved
 - Evaluating what makes a good landing page was answered well and lots of suggestions were made on different ways for A/B testing.
- **Guidance about how candidates can avoid making similar errors and strategies for improving performance**

The results on this paper were excellent so the following is some general guidance.

- Candidates must read the instructions, plan and structure their work carefully.
- They must submit work with a treasury tag in the top left corner with no other cover bindings. We do not want to return work unmarked.

- CIM registration numbers should appear in the footer on each page in small typeface, it is not acceptable for scripts to have the student's name. These measures allow work to be assessed without the bias of binding or identity.
- Candidates should be encouraged to research competitors, sectors and potential digital tools before attempting tasks.
- Where the task requires the candidate to provide more than one example or identify more than one activity, equal effort needs to be made on each.
- Candidates need to be made aware that marks are awarded equally within each area of the task where more than one example is requested.
- When considering digital tools, the important thing is to identify those appropriate to the organisation selected.
- Consideration should also be given to how the organisation's competitors are using digital communications.
- It is useful to use a table format when comparing tools supported by commentary.
- There is an opportunity to use screen shots (screen grabs) in both reports and presentations to help support examples provided.

We are conscious of environmental damage and where feasible, we urge students to print on both sides of paper and to use reduced size presentation slides, this saves paper, transport costs and storage costs.

Please remember that word counts should be respected. The requirement is to submit work within the word count, stating the word count after each task. Where word counts are exceeded, marks are deducted (this did not need to be applied in this Board).

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

Each task has a stipulated format – for example a report or presentation. Candidates should not move away from the requirement; however within each type there is an opportunity to demonstrate creativity and flair. We must see knowledge and application, but dynamism must also be apparent. Stale reproduction of textbook principles is not expected, nor is a systematic recital of bullet points.

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

The results from this exam board for this paper were excellent so the following is some general guidance.

- Candidates should read the assessment criteria and use the weightings to guide the amount of effort to spend on each task.
- When considering digital tools, it is essential that tools are chosen appropriate to the organisation.
- It is really useful to consider competitors to the chosen organisation and how they are using digital communications.
- Candidates should thoroughly research their sector, examples of companies and digital campaigns before tackling the questions.
- When producing the presentation, it is important to ensure that the material is applied to the chosen organisation. For example, whilst measurement will measure productivity, this should be linked to the organisation.
- The speaker notes should be used for text and the slides should contain visuals, with a few supporting words, if appropriate. Too many bullet points should be

avoided and opportunities to use visual data displays should be maximised. It is important not to clutter the slides, as the speaker notes can store details.

- When defining the terms or words, candidates should avoid a dictionary-style glossary of terms. The definitions should emerge from a well written presentation that links concepts.

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

There are no planned changes to the assessment. There are no major changes planned for the syllabus apart from minor tweaks related to terminology in Digital Marketing and technology which keeps the syllabus up to date with the latest market activity/trends.

- **Possible future assessment themes**

The assessment will be based on the three elements listed below where the candidate will be asked to focus on a product/service rather than an organisation/sector – select appropriate digital tools for selected products/services, investigate how they can learn lessons from successful digital campaigns and recommend how these can be improved through monitoring and measurement.

1. Digital Campaign Tools
2. Using Digital Campaign Tools
3. Monitoring Digital Campaigns