

Module Specification:

Digital Essentials

Digital Essentials is a nine-credit module which sits within the suite of Level 3 modules



To gain the CIM Level 3 Foundation Certificate in Marketing a pass in the mandatory module plus one elective module is required. However, each module can be taken as a standalone module to gain a module award.

Aim of the module

This module provides an understanding of what is meant by digital marketing and the key communication tools used. It outlines the key factors that influence the digital consumer including social networks and virtual communities. It identifies the importance of developing campaign content aimed at specific market segments and how campaigns can be measured.

Module structure

The module comprises six learning outcomes. Each learning outcome will be covered by the related assessment criteria and will be assessed by way of assignment. The assessment will require submission of an assignment based on a given scenario and an organisation of choice.

CIM Level 3 Awards

There are currently three modules available for Awards at Level 3.

Marketing Principles = *CIM Level 3 Award in Marketing Principles*

Customer Communications = *CIM Level 3 Award in Customer Communications*

Digital Essentials = *CIM Level 3 Award in Digital Essentials*

Entry requirements

It is not necessary to have any previous experience or knowledge of marketing and the student can choose to study to suit the requirements and availability.

However, evidence of achieving one of the following English Language qualifications within the last two years is also required if English is not the student's first language: IELTS Academic Module with an overall score of 6.5 (each component pass mark must be 6.0 or above) or Cambridge Certificate of Advanced English grade C or above is required. CIM will consider other equivalent alternatives.

Progression

Successful achievement of the Level 3 Foundation Certificate in Marketing will allow progression onto the CIM Level 4 Certificate in Professional Marketing. Progression from having successfully achieved an individual Level 3 module onto Level 4 will require diagnostic testing to ensure the correct entry level prior to study.

Credits and learning hours

Digital Essentials has been calculated as carrying nine credits which equates to around 80 - 90 notional learning hours (based on notional learning time – see below for further explanation).

Credits – This module has a credit value which indicates how many credits are awarded when a module is completed. The credit value also gives an indication of how long it will normally take to achieve a module or qualification. One credit usually equates to 10 hours of learning.

Guided learning hours (GLH) – Ofqual's definition of GLH is: '*The number of hours of teacher-supervised or directed study time required to teach a qualification or unit of a qualification*'. Please note – GLH does **not** usually include learning time spent away from the assessor.

Notional learning time – is the amount of time it is expected to take, on average, to complete the learning outcomes of a module to the standard defined by the assessment criteria and includes:

- guided learning hours
- practical and work-based learning
- assessment preparation time and
- assessment time

Modes of study

Enrolment at a CIM Accredited Study Centre is required to study CIM Modular Pathway qualifications. The following modes of study are available:

- face to face
- blended
- distance learning

Please visit www.cim.co.uk/Learn/WhereToStudy.aspx for more information on which centres offer which mode of study.

Assessment Methodology

Assessment methods used for the Level 3 Awards are employer-driven, practitioner-based, relevant and appropriate for business needs. In addition, assessments for all qualifications comply with regulatory requirements, are fit for purpose, fair, valid, reliable and manageable to ensure confidence in the standard of learner achievement.

Digital Essentials is assessed by assignment based on a given scenario and an organisation of choice. Assignment briefs will be available for centres to view seven months in advance of the assessment session to which it relates. A new assignment brief will be produced for each assessment session.

Assessment delivery

There are three assessment sessions per year. These will take place in the beginning of December, end of March/beginning of April, and end of June/beginning of July (please see <http://www.cimlearningzone.co.uk/assessment/important-dates> for exact dates).

Assessment grading

Grade	Percentage Marks	Grade Descriptors
Distinction	70% - 100%	Responses clearly structured, learner shows ability to apply concepts using relevant argument and evaluation.
Merit	60% - 69%	Answers are logical and clear showing sound understanding of the subject. Answers entirely relevant to the question requirements.
Pass	50% - 59%	Answers are factually sound showing ability to answer the questions in a basic way. There is lack of analysis and evaluation and in some cases relevance to the question.
Fail	0% - 49%	Learner responses insufficient to attain a Pass

The percentage mark along with the corresponding grade will be issued for each module.

Command words

The list of command words below enables a clear indication of what is required at Level 3. Command words are in every question/task of the assessments and inform what should be included in an answer.

Command word	Interpretation of command word
Apply	Put into effect in a recognised way
Argue	Present a reasoned case
Assess	Make an informed judgement
Calculate	Work out the value of something
Comment	Present an informed opinion
Compare	Identify similarities
Complete	Finish a task by adding to given information
Consider	Review and respond to given information
Contrast	Identify differences
Criticise	Assess worth against explicit expectations
Debate	Present different perspectives on an issue
Deduce	Draw conclusions from information provided
Define	Specify meaning
Describe	Set out characteristics
Develop	Take forward or build upon given information
Discuss	Present key points
Estimate	Assign an approximate value
Evaluate	Judge from available evidence
Examine	Investigate closely

Explain	Set out purposes or reasons
Explore	Investigate without preconceptions about the outcome
Give	Produce an answer from recall
Identify	Name or otherwise characterise
Illustrate	Present clarifying examples
Interpret	Translate information into recognisable form
Justify	Support a case with evidence
Outline	Set out main characteristics
Prove	Demonstrate validity on the basis of evidence
Recommend	Put forward proposals, supported by a clear rationale
Relate	Demonstrate connections between items
Review	Survey information
State	Express in clear terms
Suggest	Present a possible case
Summarise	Present principal points without detail

Module content

The module content which follows covers:

Level – this positions the level of the module within the Regulated Qualifications Framework (RQF).

Credit value – this is the academic value given by the module.

Notional learning time – this is the average amount of time it will take to complete the module. This includes guided learning hours, practical and work-based learning, assessment preparation time and assessment time.

Purpose statement – gives a summary of the purpose of the module.

Assessment – gives the assessment methodology for the module.

Learning outcomes – the learning outcomes of the module sets out what a learner will know, understand or be able to do as a result of successfully completing the module.

Assessment criteria – specify the standard required to achieve each of the learning outcomes.

Indicative content – this clarifies what is required to achieve the assessment criteria and related learning outcomes.

Module Title: Digital Essentials

Level 3	Credit Value: 9	Notional Learning Time: 90 GLH
---------	-----------------	--------------------------------

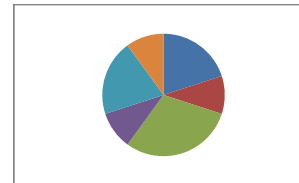
Purpose Statement

This module provides an understanding to the key concepts associated with digital marketing. The impact of changing digital environment is considered in relation to the customer and the digital tools used for communications. The importance of digital content is recognised in the context of digital campaigns, as well as the need to monitor performance.

Assessment

Work related assignment

Module Weighting



LO 1 – weighting	10%
LO 2 – weighting	15%
LO 3 – weighting	20%
LO 4 – weighting	20%
LO 5 – weighting	20%
LO 6 – weighting	15%

Learning Outcomes

By the end of this module students should be able to:

Fundamentals of Digital Marketing

1. Understand what is meant by digital marketing
2. Examine the key factors that influence the digital consumer

Digital Marketing Communications

3. Understand the key digital marketing communications tools
4. Know how to develop digital marketing content

Working on Digital Campaigns

5. Develop digital marketing communications campaigns
6. Understand methods of measuring digital marketing communications campaigns

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative content
1. Understand what is meant by digital marketing	1.1 Explain the key characteristics of digital marketing	<ul style="list-style-type: none"> • Use of digital media channels • Putting the customer at the centre of online processes • Maintaining a constant dialogue with customers • Use of databases and CRM • Increased number of channels available since intro of digital • Convenience, immediacy, adaptation, and availability of data and information has changed with intro of digital • Digital tools used are all online or in digital format • Many platforms to suit taste, complexity, style, purpose, visual (Pinterest) v textual (Twitter), Instagram • Crowdsourcing, crowdfunding, micro-tasking
	1.2 Contrast the use of digital marketing and traditional marketing techniques	<ul style="list-style-type: none"> • Mass vs niche – digital messages are more easily adapted/individualised • Push vs Pull – digital promotion is generally consumer rather than company driven • Permission marketing • 24/7 Global audience • Flexibility of digital. • Digital often consumed more quickly, compared to traditional. • Creates certain consumer expectations (speed of response, updating, information currency etc) • Marketing process essentially the same but customer expectation has changed (e.g. faster

		<p>delivery, more choice, competitive price, easily found, etc)</p> <ul style="list-style-type: none"> • 4P's mix for digital: Product – range, downloads, online, access; Price – cashback, voucher sites, affiliate marketing; Place – easily found/SEO, paid search, navigation, stock; Promotion – limited space and time, impact messaging etc. • Five Forces for digital: Substitutes – constant threat and speed of tech innovation; New Entrants – location, economies of scale, brand equity, technology are now less relevant barriers; Rivalry – new companies may be more agile but may have less resource, established companies may be slow in digital adoption but may have more resource; etc • Segmentation for digital: broadly similar traditional. Personas.
	<p>1.3 Explain the role of the crowd in digital marketing</p>	<ul style="list-style-type: none"> • Crowdsourcing – generating ideas or solutions by asking a large number of people to share their ideas (e.g. Fiverr) • Crowd-funding – sourcing capital for business ventures by gathering small amounts of money from a large number of people (e.g. Kickstarter) • Micro-tasking – breaking down large complex projects into many small simple tasks and asking a large number of people to carry them out (e.g. Mechanical Turk)

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative content
	1.4 Summarise how the internet has changed consumers media consumption and habits	<ul style="list-style-type: none"> • Two way communications • Limited attention spans • Information overload • Time poverty • Dual screening and multitasking
2. Examine the key factors that influence the digital consumer	2.1 Explain why consumers use the internet and their expectations of and concerns about online transactions	<ul style="list-style-type: none"> • Motivation for going on-line (education/entertainment/social/news) • Chaffey's 6 Cs – Content, Customisation, Community, Convenience, Choice, Cost • Expectations – speed, range of products/services etc. • Concerns – security, lack of control, losing face • AIDA- Awareness, Interest, Desire, Action
	2.2 Compare on-line buying processes and how this differs from off-line purchasing	<ul style="list-style-type: none"> • Off-line purchasing – problem recognition, information search, evaluation of alternatives, purchase decision, post-purchase behaviour, compared with Chaffey and Smith's on-line buying process: Awareness, Findability, Evaluation, Decision, Purchase, Support, Rewards • Adapting the sales funnel to digital contexts
	2.3 Explain how social networks and virtual communities influence the consumer.	<ul style="list-style-type: none"> • Benefits of customer loyalty • Loyalty drivers • Switching • eCRM • C2C and C2B formats • Digital tribes – communities with shared interests
	2.4 Evaluate techniques for researching online consumers	<ul style="list-style-type: none"> • Primary and secondary research • Use of web analytics • Traditional market research tools and techniques • Developing personas/scenarios

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative content
3. Understand the key digital marketing communications tools	3.1 Compare the main content-based digital communications tools	<ul style="list-style-type: none"> • Online Video • Embedded Video • Blogs • Website landing pages • Wikis • Podcasts • Widgets
	3.2 Evaluate the different options available for search-based digital marketing	<ul style="list-style-type: none"> • PPC • SEO • Advantages and disadvantages • Google AdWords • Other search sites – e.g. Yahoo, Bing
	3.3 Describe the range of mobile digital communications tools	<ul style="list-style-type: none"> • Apps • Location-based communications • SMS • QR Codes • NFC • Mobile banner advertisements
	3.4 Analyse the various social networks and how they can be used for digital marketing communications	<ul style="list-style-type: none"> • Social networks • Instagram, Pinterest • Professional sites – e.g. LinkedIn, Xing • Micro-blogging sites – e.g. Twitter • Facebook • Google + • International and niche outlets e.g. Weibo, Vkontakte • Trends and emerging formats – e.g. Pinterest, Vine
4. Know how to develop digital marketing content	4.1 Explain how digital marketing content differs from traditional marketing content	<ul style="list-style-type: none"> • The shift to a more soft-selling approach with brand/marketer needing to think like a publisher rather than an advertiser • Digital content and advertising messages • Focus on value and interest

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative content
		<ul style="list-style-type: none"> • Attracting an audience with valuable and interesting content vs buying an audience through traditional mass media advertising slots in prime time media • “Always on” nature of digital content • Hofacker’s 5 stages framework – exposure, attention, comprehension/perception, yielding/acceptance, retention as an alternative to the older AIDA model
	4.2 Explain the key steps for producing successful digital marketing content	<ul style="list-style-type: none"> • Understand the customer – what they value and the problems they need to solve • Consider the customer’s needs in terms of information and/or entertainment • Link this knowledge to the organisation’s expertise • Explore relevant media types • Develop or curate specific content for different media • Update content regularly • Link content to easy purchasing processes
	4.3 Discuss how different forms of digital marketing content could be used	<ul style="list-style-type: none"> • Expensive but longer lasting (Stock) content vs Cheaper and quickly dated (Flow) content • Entertain/Inspire/Educate/Convince (Bosomworth’s framework) • Formats: <ul style="list-style-type: none"> ○ Virals/Quizzes/Games/Competitions ○ Infographics/e-books/guides/trend reports ○ Webinars/interactive demos/case studies • Reviews/ratings/events/endorsements
	4.4 Discuss the participative nature of digital content development	<ul style="list-style-type: none"> • Consumer generated content • Consumers part in brand stories • Content sharing • Discussions and forums

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative content
5. Develop digital marketing communications campaigns	5.1 Develop campaign content aimed at a specific market segment and communication mix choice	<ul style="list-style-type: none"> • Choice of segment/persona • Selection of communications mix options • Generating specific content (e.g. an email, blog or website page)
	5.2 Explain the purpose of a campaign	<ul style="list-style-type: none"> • Setting objectives • Reach, Act, Convert, Engage • Acquisition/retention • Links to off-line marketing
	5.3 Summarise what is meant by digital marketing mixes	<ul style="list-style-type: none"> • 7Ps (Product, Price, Place, Promotion, People, Process, Physical evidence) in a digital context
	5.4 Assess the tactical communication mix options available for campaigns both in terms of their communication effectiveness and their resource requirements	Communications mix options: <ul style="list-style-type: none"> • Searching engine marketing • Search Advertising • Online advertising • Affiliate marketing • Video marketing • Social media • Email marketing • Mobile marketing • Website design • Resource considerations: <ul style="list-style-type: none"> ○ Human resources/time ○ Financial resources/budgets

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Indicative content
6. Understand methods of measuring digital marketing communications campaigns	6.1 Identify the role of metrics in digital marketing campaigns	<ul style="list-style-type: none"> • Objectives • Goals • KPIs
	6.2 Describe how information is tracked and collected in Digital Marketing	<ul style="list-style-type: none"> • Via Cookies (small text files on a device used to identify previous visitors to a website) • Server-based tracking (using the log files generated by clicks on a website) • Universal analytics – Google’s new service to allow individuals to be tracked rather than via browsers or devices. On-site and off-site analytics.
	6.3 Evaluate the usefulness of metrics used to measure campaign success	<ul style="list-style-type: none"> • Hits • Page Views • Visits • Visitors – new/returning • Navigation analytics • Stickiness - time spent on site • Reaction to content – bounces, conversion • Referrals • Customer feedback tools
	6.4 Discuss how the data collected can be analysed and used to modify campaigns	<ul style="list-style-type: none"> • Taking corrective action in response to variance from targets/goals for campaigns • Observing customer behaviour patterns in response to campaigns • Segmentation – looking at how specific groups of users/customers behave in response to the campaign • Testing (e.g. A/B tests for different landing pages, concept testing and usability testing)



CIM

Chartered Institute of Marketing
Moor Hall
Cookham
Maidenhead
Berkshire
SL6 9QH
UK
Telephone: 01628 427500
Facsimile: 01628 427399
www.cim.co.uk