

Examiner's Report

Unit Title Integrated Marketing Communications

Unit Code 5UIMC

RQF Level Level 5

Session June 2022

Comments on Global Cohort Performance

	Comments
Task 1	<p>The assessment criteria here were for the most part understood and the responses to the question around this learning outcome were above average.</p> <p>This question was answered effectively for the most part with the majority of answers around the pass grade.</p> <p>Weaker candidates failed to define core terms and failed to outline the benefits of IMC to the chosen organisation. Better candidates were able to clearly define IMC but this was not always given.</p> <p>Candidates that dealt with the benefits of an integrated approach were rewarded. Weaker candidates did not address the issues of IMC and simply looked and the benefits of diverse communications channels without the necessary element of integration. Some candidates even dealt with the individual elements of the communications mix but did not draw them together within an IMC framework – something that is fundamental to the unit.</p> <p>Some candidates covered the challenges in developing and IMC strategy and where these were linked to the issues of benefits they were credited.</p> <p>Overall there was very little reference to relevant theory in many of the weaker submissions.</p>
Task 2	<p>The assessment criterion assessed in this question produced mixed outcomes.</p> <p>Better candidates were able to define advertising and place this within the context of an IMC strategy and made this relevant to the chosen organisation. Benefits could be usefully discussed using the 4Cs or 4Es frameworks.</p> <p>Too often the role and nature of advertising was discussed with very little relation to IMC. Candidates simply described the use of advertising and were unable to contextualise this within an integrated strategy.</p> <p>Candidates used a range of frameworks to help them structure their answers to this question and these included the DRIP model (differentiate, remind, inform, persuade). A useful approach was to consider the role of adverting within the overall customer journey – this was not used frequently but when it was it proved effective.</p> <p>The role of advertising to reduce demand was mentioned by several candidates and this rather strange approach needed handling carefully – again all these elements needed to be contextualised in order to achieve a higher grade.</p>
Task 3	<p>There was a mixed knowledge of this outcome in the work presented.</p> <p>The average grade for this question was 10.2/20 with a standard deviation of 2.4. 9 candidates failed to achieve a pass grade and there were 4 distinction grades awarded.</p> <p>A definition of the three core concepts was usefully employed by the majority of candidates. The need to link these concepts and to link to the support of the brand however was not covered as effectively. Some poorer candidates neglected to cover all three concepts. The fundamental</p>

	<p>concept of positioning, especially in relation to the questions focus on brand, was not fully understood by a significant minority of candidates.</p> <p>Some candidates successfully linked the concepts to decision making and journeys and the development of more valuable brand-based relationships.</p> <p>Weaker candidates failed to define concepts and did not link the discussion effectively to context.</p>
<p>Task 4</p>	<p>This question was answered effectively only at a superficial level, far more detail on the methods used was required to achieve a higher grade.</p> <p>The best candidates covered three clear and discrete data types that were relevant to the measurement of IMC effectiveness. The role of generic data types generated typically pass grades – these then needed examples of methods that might be used to measure IMC campaign outputs.</p> <p>Too often candidates covered only very generic data types that had only marginal relevance to the question set. The use of qualitative, quantitative, and secondary data does not effectively deal with the question set. Candidates struggled at times to find three clearly discrete data types, covering qualitative, quantitative and for example primary research there is clear overlap here.</p> <p>Weaker candidates failed to cover the three data types and provided a limited discussion.</p>
<p>Task 5</p>	<p>There was a fair knowledge of IMC process. However the evaluation of these models was lacking</p> <p>This is a familiar area of questioning. Better candidates were able to identify, evaluate and contextualise an appropriate process for a new IMC campaign.</p> <p>There were some mixed responses to this question. Some candidates attempted to apply a PESTEL structure to their response and whilst this worked occasionally this was rarely appropriate for the development of IMC.</p> <p>More frequently the SOSTAC model was used as was the McDonald’s 4 step process.</p> <p>Most answers tended to description and/or outline application of process rather than complying with the commend word evaluate.</p>

Question 1

1. Comments on learners' performance

Weaker candidates failed to define core terms and failed to outline the benefits of IMC for the chosen organisation. A definition of IMC would have been useful and this was not always given. A discussion of benefits might have been relevant under the 4Es or 4Cs framework.

Candidates that dealt with the benefits of an integrated approach were rewarded. Weaker candidates did not address the issues of IMC and simply looked at the benefits of diverse communications channels without the necessary element of integration. Some candidates even dealt with the individual elements of the communications mix but did not draw them together within an IMC framework – something that is fundamental to the unit.

Some candidates covered the challenges in developing an IMC strategy and where these were linked to the issues of benefits they were credited.

Overall there was very little reference to relevant theory in many of the weaker submissions.

2. Recommendations for learners

Always define your terms using the theory where possible and make sure these core concepts are referenced accurately and consistently.

Benefits should be considered with examples used to illustrate them.

3. Quick Tips

Back up core points with quotes or examples from industry. Remember the 4Cs and 4Es models – they are useful frameworks for discussing benefits and characteristics of IMC.

Question 2

1. Comments on learners' performance

There will be questions on individual elements of the marketing communications mix and in this exam round advertising was the channel selected for examination. Better candidates were able to define advertising and place this within the context of an IMC strategy and made this relevant to the chosen organisation. The unit is about integration and it will never be enough to simply cover the channel without reference to the concept of IMC.

Too often the role and nature of advertising was discussed with very little relation to IMC. Candidates simply described the use of advertising and were unable to contextualise this within an integrated strategy.

Candidates used a range of frameworks to help them structure their answers to this question and these included the DRIP model (differentiate, remind, inform, persuade). A useful approach was to consider the role of advertising within the overall customer journey – this was not used frequently but when it was it proved effective.

The role of advertising to reduce demand was mentioned by several candidates and this rather strange approach needed handling carefully – again all these elements needed to be contextualised in order to achieve a higher grade.

2. Recommendations for learners

Avoid simply describing the channel and make sure that the channel is contextualised within an integrated strategy. How does advertising work within an IMC strategy how can advertising amplify and enhance other media and channels, for example how does email benefit advertising how does advertising integrate with the website and social media?

3. Quick Tips

Avoid description and ensure that the channel is placed within an integrated (IMC) context.

Question 3

1. Comments on learners' performance

A definition of the three core concepts of was useful. The better candidates were able to link this to the support of the brand within an IMC strategy. A simple definition of concept would achieve a pass grade at best you must make the links out to brand and IMC for higher grades.

Candidates need to ensure that all three concepts are covered in depth and in this task there was a problem with positing which occasionally was not covered or was misunderstood – the importance of this to brand meant that this caused problems for some candidates.

Weaker candidates failed to define concepts and did not link the discussion effectively to context.

2. Recommendations for learners

Make sure that you familiarise yourself these three concepts that are core to planning and implementation of IMC strategies.

Some candidates successfully linked the concepts to decision making and journeys and the development of more valuable brand-based relationships but remember to contextualise within an integrated (IMC) strategy.

3. Quick Tips

Always make sure that the question is covered – in this case there was a need to link concepts to the support of brand – this was rarely achieved.

Question 4

1. Comments on learners' performance

The best candidates covered a range of relevant data types that might be effectively employed in the measurement of the effectiveness of IMC campaigns. The issue for many candidates was that the data types selected were far too generic and there needed to be a focus on data types that were directly relevant to the task set out in the questions. Too often there was overlap in the data types selected.

2. Recommendations for learners

There was a limited range of data types discussed often relating simply to qualitative quantitative and secondary data. Whilst these were relevant the question required further application in order to deal with the question effectively. Better candidates showed how IMC campaign effectiveness could be measure and selected a range of data types that could be used to inform this process. For example, web traffic, brand metrics, likes and follows etc.

3. Quick Tips

Make sure that the question is effectively answered – you needed to cover **three** separate data types and these needed clearly to link to the measurement of IMC campaign effectiveness.

Question 5a and 5b

1. Comments on learners' performance

This is a familiar area of questioning. Better candidates were able to outline relevant IMC process models and the best candidates did not simply apply them but were able to provide and effective evaluation of the process model employed.

Some candidates attempted to apply a PESTEL structure to their response and whilst this worked occasionally this was rarely appropriate in that the model is not comprehensive. SOSTAC and McDonalds 4 step model were the most often used and certainly were the most relevant.

2. Recommendations for learners

Familiarise yourselves with appropriate IMC process models and limit yourselves to those directly associated with the planning implementation and measurement of integrated marketing communications plans. Again simple description will not achieve the higher grades, your answer has to link to the evaluation IMC process models. The PESTEL framework was probably too broad to help focus your efforts on this question.

3. Quick Tips

The use of relevant process frameworks can help with answer in this area of the curriculum, but these have to be relevant to the task set. Focus on command words in this case – evaluate.