



MODULE HANDBOOK

BMTP4014

Niche Marketing & Social Media

LEVEL 4

Module Tutor: Deborah Jenkins

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BMTP4014

Niche Marketing and Social Media

Level 4

Credits 20

Pre-Requisites None

AIM(S)

- To introduce the student to the key discipline of marketing and social media within the fields of Events & Festivals, International Travel, Tourism, Hospitality and Leisure Resort Management.
- To investigate current niche tourism events and marketing trends and developments focusing on the use, influence and impact of social media and digital marketing.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Define and assess the niche market development in Events, Festivals, International Travel, Tourism, Hospitality and Leisure Resort marketing in terms of focusing on theories, guest needs, identifying relevant stakeholders and assessing the impact of marketing on strategic and operational practices.
- Understand the process and stages of practical marketing planning, including the role of the marketing environment, marketing research, the marketing mix and the impact and use of niche, digital and social media marketing.

INDICATIVE CONTENT

- The nature and scope of marketing within Events, Festivals, International Travel, Tourism, Hospitality and Leisure Resort Management, niche marketing, stakeholders, guest needs and sustainability
- Strategic marketing, market segmentation, generational marketing, psychographics, demographics, target markets, niche markets, planning, market research, market information systems, methodologies, internal analysis, external analysis, macro and micro environment, competitor analysis
- Marketing mix - product, product differentiation, pricing strategies / yield management, placemaking, packaging/branding, promotional mix including advertising, PR, digital marketing and social media, performance analysis, people (service impacts, consumer satisfaction)
- Digital marketing, website impacts and designs, corporate cultures, consumer behaviour, targeting, databases, technological advances, guest loyalty, industry case studies· Social media, impacts, influencers, images, brand identity, communication mix, social influencers, travel blogs, travel journals, blogging, vlogging, ethical marketing, images, videos, destinations, events, festivals, airlines, hotels, attractions, events, competition, Impact of Trip Advisor et al

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Marketing report	1500 words (marketing plan)	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Social media Campaign	Social media content 5 mins	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

Week	Time	Lecture Theme	Supporting Material	Assessment hand out date	Assessment Submission date
Week 1 w/c 30/09	9AM - 1PM	➤ Who am I... who are you? ➤ Learning outcomes of this module. ➤ Overview of SOSTAC assignments 1 & 2 ➤ The nature and scope of marketing	Group introductions and socialisation. Direct to student copy of module handbook Presentation What is Marketing?	Assignment 1	Assignment 1 Marketing report (1500 words)
Week 2 w/c 07/10	9AM - 1PM	Situational analysis The 5 C's overview Company & Customers ➤ SWOT Elements of the internal analysis ➤ Identify methods used for Segmentation & Targeting	Presentation- Internal analysis how does this effect our marketing planning? Presentation – Segmentation and the target market. Activity – Simmilarweb walkthrough and use.		
Week 3 w/c 14/10	9AM - 1PM	Situational analysis Competitors ➤ Positioning Direct/Indirect competitors Collaborators The importance of stakeholders for marketing? B2B/B2C Climate - PESTLE ➤ Understand the implication of a macro analysis (PESTLE)	Presentation- Positioning: Where are we? And how do we measure up? Presentation – who we work with and how does this affect marketing and partnerships. Presentation – What Is PESTEL? Activity – complete a PESTEL analysis for a well- known chain restaurant.		Students can request one to one feedback for assessments this week, we do not accept emailed drafts.

Week 4 w/c 21/10	9AM – 1PM	➤ Explain the role of the marketing mix ➤ The nature of marketing research, methodologies, and tools The need for a marketing information system “CRM”	Presentation- What is the marketing mix? Activity- Marketing mix analysis . Marketing mix		
Week 5 w/c 28/10		Marketing planning Objectives SMART Targets Strategy Ansoffs matrix / Marketing mix Tactics Communications mix RACE and communications channels. Industry week	Presentation – Setting Objectives making marketing sustainable- the effects on an ever-changing world Presentation – How do we communicate and what? Presentation- Marketing mix recap		
Week 6 w/c 04/11	9AM – 1PM	➤ Action Gannt charts for comms schedule Control metrics and measuring success. ➤ Control Metrics and Kpi's	Group Activity - Analyse the communications strategies of brands Activity- Create a Gannt chart Presentation Scheduling		
Week 7 w/c 18/11		Digital tools tech and metrics introduction and The 5 S' of digital overview	Presentation The digital market and objectives- CRM and social media management tools, Activity - Google analytics free trial account	Introduction to Assessment 2	Assignment 1
Week 8 w/c 25/11		Digital communications models	Presentation old vs new communications models in a digital		

			age Communications activity		
Week 9 w/c 02/12		SEO and SMO	Presentation Computer Lab Workshop Group activity		
Week 10 w/c 09/12		Content creation and design theory and practice	Presentation Computer Lab Workshop		
Week 11 w/c 16/11		Assessment workshop and module recap	Presentation		
12 W/C 6th Jan		Contemporary and future marketing	Topical Issues Niche Markets,		Assessment 2

LECTURE SCHEDULE

Please be aware that this schedule is subject to change, so regular consultation of the Moodle site is essential

Practical activities and online sessions will be used to develop a practical marketing understanding and students will be required to undertake academic research and online study to develop their skills and practical knowledge relating to their specialist areas of study.

Module Code	BMTP4014	
Module Title	Niche Marketing and Social Media	
Classification	Reading List entry	Electronic*
Essential	Kotler, P. and Armstrong, G. (2020), Principles of Marketing, 8th Ed, Pearson: Harlow	☒
Essential	Middleton V, Fyall A and Morgan M, (2009) Marketing in Travel and Tourism, Butterworth-Heinemann, Oxford	☐
Essential	Frochot I. and Batat W., (2013) Marketing and Designing the Tourist Experience. Goodfellow, Oxford	☒
Essential	Jobber, D. and Ellis-Chadwick, F (2020), Principles and practice of marketing. 9th ed. London:	
Essential	Chaffey, D and Ellis- Chadwick, F. (2019) Digital Marketing. 7 th ed, Pearsons, London.	
Essential	Bowie,D. Buttle,F. Brookes,M & Mariussen,A (2017), Hospitality Marketing. 3 rd ed, Routledge, London	☐
Essential	Smith PR & Zook ZE (2020) Marketing Communications. 7 th ed, Kogan Page, London	☒
Essential	Kotler, P., Armstrong, G., Harris, L. and He, H., 2020. Principles of marketing. 8 th European ed, London: Pearson Education Limited.	☐
Essential	Tresidder R. and Hirst C., (2012) Marketing in Food, Hospitality, Tourism and Events. Goodfellow, Oxford	☒
Essential	Clow, K and Baack, D (2013), Integrated Advertising, Promotion and Marketing Communications 6e, Pearson,London	☒

Recommended

Blythe, J, (2009) Principles and Practice of Marketing. Thomson Learning: London

Kotler, P. and Armstrong, G. (2009), Principles of Marketing, 13th Ed, Pearson: Harlow

Clow, K & Baack, D (2013), Integrated Advertising, Promotion and Marketing Communications 6e, Pearson, London

Egan, J, (2004) Relationship Marketing: Exploring Relationship Strategies in Marketing. Financial Times/Prentice Hall: Harlow

Frochot I. and Batat W., (2013) Marketing and Designing the Tourist Experience. Goodfellow, Oxford

Housden M (2010), Marketing Research & Information, Butterworth Heinemann, Oxford

Jobber D & Fahy J (2012), Foundations of Marketing, McGraw Hill, London

Jobber D & Ellis-Chadwick F (2012) Principles and Practice of Marketing, McGraw Hill 7ed, London

Middleton V, Fyall A, Morgan M, (2009) Marketing in Travel and Tourism, Butterworth Heinemann, Oxford.

Tresidder R. and Hirst C., (2012) Marketing in Food, Hospitality, Tourism and Events. Goodfellow, Oxford

Wilson, A, (2006) Marketing Research: An Investigative Approach, 2nd Ed. Pearson: Harlow

Journals

European Journal of Marketing

Journal of Marketing

Journal of Marketing Management

Journal of Marketing Research

Journal of Strategic Marketing

Also advisable to read a weekly publication or Marketing Week and the Monthly Marketer magazine from the Chartered Institute of Marketing

Websites

www.wnim.co.uk

www.shapetheagenda.com

www.mad.co.uk

www.bized.com

www.economist.com

ClickZ Marketing News (online) Available from:

<http://clickz.com> (Accessed 10 August 2012)

Brand Republic (online) Available from:

<http://www.brandrepublic.co.uk> (Accessed 10 August 2012)

CIM, The Chartered Institute of Marketing (online) Available from:

<http://www.cim.co.uk> (Accessed 10 August 2012)

CIM, Papers and surveys (online) Available from <http://www.shapetheagenda.com> (Accessed 26 August 2012)

MAD (online) Available from <http://www.mad.co.uk> (Accessed 26 August 2012)

biz/ed (online) Available from: <http://www.bized.co.uk> (Accessed 10 August 2012)

Red Herring, the Business of Technology (online) Available from: <http://www.redherring.com> (Accessed 26 August 2012)

www.shapetheagenda.com

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA (Hons) Leisure, Events, Tourism & International Travel & Tourism Management		
Module:	Niche Marketing & Social Media		
Module code:	BMTH4014	Contribution to Overall Module Assessment (%):	50%
Lecturers:	Deborah Jenkins	Internal Verifier:	Chris Wilkin
Assignment Title:	Marketing Report	Word count (or equivalent):	1500 Words
Submission deadline:	13 December 2024 11.59pm	Return date of provisional marks & written feedback:	
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

TASK DESCRIPTION

MARKETING REPORT

Assignment Brief:

As an Events Marketing professional, you are required to develop a marketing plan to effectively promote and publicise a WTM stand developing a destination of your choice. A marketing strategy to develop a destination of your choice. Your report should demonstrate your understanding of niche marketing, strategic marketing planning, and the use of digital and social media to engage specific target markets. Drawing from in-class learning and frameworks, you will utilise the SOSTAC digital marketing planning system to guide your approach.

Your marketing report should reflect key areas covered in class, including strategic marketing, market segmentation, generational marketing, psychographics, demographics, and niche markets. Consider the importance of market research, competitor analysis, and both macro and micro-environmental factors when developing your plan. The report should incorporate aspects of the marketing mix (product, price, place, promotion, people) and explore the impact of digital marketing, social media influencers, and technological advances on consumer behaviour and brand engagement.

Your report should address the following:

1. Introduction (100 Words):

- Outline the purpose of your marketing plan and who it is being prepared for.
- Briefly introduce the key frameworks and theorists (SOSTAC, 4 Ps, Ansoff's Matrix, etc.) that will guide your plan.
- Reference in-class topics such as strategic marketing, market segmentation, and niche market planning.

2. Situation Analysis (300 Words):

Conduct a thorough analysis using the 5 C's model:

- **Company:** Perform a SWOT analysis (micro-analysis) of your event or attraction (tables excluded from the word count).
 - **Customers:** Explore segmentation using psychographics, demographics, generational marketing, and consumer behaviour. Tools like SimilarWeb can help analyse online behaviour.
 - **Competitors:** Perform a competitor analysis and develop a perceptual positioning map to understand competitor placements and opportunities for differentiation.
 - **Collaborators:** Examine relationships and partnerships within the event's ecosystem, focusing on stakeholders like distributors, influencers, and collaborators.
 - **Climate:** Analyse the macro and micro environments using a PESTLE framework. Consider the impacts of external factors such as technological advancements, economic changes, and social trends impacting the event or attraction marketing.
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3. Objectives (50 Words):

- Set a clear and concise SMART objective for your marketing plan.
 - Justify your chosen target and explain how it aligns with the marketing goals.
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4. Strategy (300 Words):

- Define the overall market strategy using Ansoff's Matrix.
 - Analyse the marketing mix for the event or tourist attraction, focusing on product differentiation, pricing strategies, placement (placemaking), packaging/branding, and the promotional mix. Reflect on in-class discussions around yield management, digital marketing, and performance analysis..
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5. Tactics (400 Words):

Develop tactical strategies using the RACE framework and the Communications Mix, focusing on addressing the target market's specific needs and behaviours.

Leverage in-class discussions on digital marketing tactics, website impacts, consumer databases, social media, and influencer marketing.

Analyse current social media and digital presence using SimilarWeb, and provide recommendations to enhance engagement and customer experience through social influencers, travel blogs, and online reviews (e.g., TripAdvisor).

6. Action (100 Words):

- Justify the chosen marketing channels and schedule, explaining what informed your decisions.
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7. Control (150 Words):

- Discuss how you will measure the success of your marketing plan.
 - Identify key performance indicators (KPIs) such as new customers, social media interactions, web searches, and profits, and explain how these will track progress.
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8. Conclusion (100 Words):

- Summarize the key challenges identified in your marketing plan and provide recommendations for overcoming these challenges in future campaigns.

References

You will be expected to use credible reference sources (minimum of 15) for information used within your marketing plan. Your references are not part of the word count.

Appendices

Supporting materials are not part of the word count.

Wordcount: 1500 words + - 10%. **You must display your wordcount on your cover page.**

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *Marketing theory, social media, influencers, user generated content, market research, principles of marketing, marketing mix, target marketing, market segmentation, niche marketing, case study specific research and covid-19 research. Minimum 6 sources including academic texts, journals and online topical sources.*

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *Understanding of the practical application of social media and influencers in marketing within market planning in terms of market research, niche marketing, marketing mix, principles of marketing and target marketing relating to an Events, Travel and Tourism or Leisure Resort case study and the current global pandemic and it's impact on the chosen sector*

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *Using social media, influencers market research evaluate the potential product and launch performance in the current pandemic and economic climate in terms of visitor numbers, profit, competition, relaunch and marketing performance in order to reach conclusions and offer actionable and viable recommendations for the future.*

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment: *Understand the principles of marketing, market research, social media and niche marketing in practice, including marketing mix and the impacts of social media in order to reach conclusions and suggest strategic recommendations with regard to the feasibility of developing and launching the product during the current global pandemic and economic climate.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *Well researched, well structured and well presented bid pitch which is structured as an effective bid pitch for a social media campaign using underpinning theory and research.*

GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and	Major gaps in knowledge and	Gaps in knowledge of the	Limited knowledge and	Knowledge of the basic	Competent knowledge of the	Excellent knowledge and	Exceptional, detailed

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
understanding (Knowledge of the basic underlying concepts and principles of a subject.)	understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	basic underlying concepts and principles. Exhibits very good understanding.	understanding of the basic underlying concepts and principles of the subject.	knowledge and understanding of the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

General Comments & Feedback

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA (Hons) Leisure, Events, Tourism & International Travel & Tourism Management		
Module:	Niche Marketing and Social Media		
Module code:	BMTH4014	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Deborah Jenkins	Internal Verifier:	Chris Wilkin
Assignment Title:	Social media content – ‘All Aboard’ immersive suite	Word count (or equivalent):	5/6 min per student
Submission deadline:	W/C 13 January 2025 TBC	Return date of provisional marks & written feedback:	
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

TASK DESCRIPTION

SCENARIO

“More and more destinations and companies are using content to attract consumers, By leveraging digital content, companies can boost visibility, encourage engagement, and ultimately drive consumer action.”

Social Media Campaign (5-6 minutes)- ALL ABOARD !!

In a group you are required to develop professional video content and a social media campaign promoting train GWR Railway's train travel to an event or destination or attraction.

The campaign should target one of the customer profiles developed in your first assessment.

The campaign will need to creatively integrate key elements of the RACE framework (Reach, Act, Convert, Engage) and use Aristotle's modes of persuasion (ethos, pathos, logos) to effectively communicate your message. The campaign should also leverage user-generated content, influencer marketing, storytelling, place-building, and visual/virtual content to connect with your chosen target market.

Key Task: Create a Social Media Campaign as part of the events marketing team that can be a BID to the GWR management team. The pitch will need to be professionally presented, persuasive, and grounded in marketing theory and academic research.

Your social media content should be designed for a specific platform (e.g., TikTok, Instagram, Facebook, LinkedIn, or YouTube) but should consider how the content can be adapted for multiple platforms.

Your presentation should include the following:

1. Introduction to the Product (Train Travel and Event/Destination):

Provide a brief overview of the train journey and event/destination.

Outline the aims and objectives of your social media campaign, clearly linking them to your customer profile.

2. Target Market Justification:

Identify and justify your key target market using psychographic, demographic, and generational theories, as well as tourism concepts.

Explain how this market aligns with the chosen event or destination and why they are the ideal focus for your campaign.

3. Campaign Presentation:

Present your social media campaign plan with visual displays, including branding, key messages, hashtags, straplines, images, and content ideas.

Highlight promotional activities and events that will engage your target market.

Incorporate elements of user-generated content, influencer marketing, storytelling, place-building, and virtual content, as appropriate to the product and target market.

4. Visual & Video Content:

Include a launch image and a short, high-impact video (approx. 30 seconds) as part of your campaign pitch.

Showcase examples of the content designed for your chosen social media platform(s).

Demonstrate how your content can be adapted across different platforms for greater reach and engagement.

5. Justification for Social Media Platform(s):

Explain why you chose the particular platform for your campaign and justify this decision using marketing theory and academic research.

Consider the platform's relevance to your target market and how it supports your campaign objectives.

6. Financial Viability & Campaign Impact:

Assess the financial viability of your campaign, considering costs, resources, and potential return on investment.

Discuss the anticipated impact of the campaign on brand awareness, customer engagement, and ticket sales for the event.

Submission: Your social media campaign pitch should be recorded and submitted as a video presentation. This pitch should be professional, persuasive, and supported by visuals that effectively communicate your campaign ideas.

This assignment encourages you to apply theory to practice and develop creative digital marketing strategies while considering the financial and operational aspects of campaign management.

ASSESSMENT FORMAT

This is an group presentation of 5 Minutes per student. The video bid must be no shorter than 4 minutes and no longer than 6 minutes.

Students may work together as a group, but each student should prepare an individual presentation focusing on their specific area of the campaign and they will be marked on their own individual presentation which should be recorded as an individual Bid Pitch.

The assignment should include underpinning marketing and social media theory, and where relevant statistics to support the campaign development. This can include theory and research relating directly to digital marketing, niche marketing, social media, video development, creative content, images, influencer and user generated content, market research, market segmentation and strategic marketing.

The presentation should include a Harvard Style Bibliography and all statistics, references and research sources should be clearly and appropriately referenced.

Submission is through Turnitin (uploading the link to your recording and a bibliography) by the deadline date and time on the assignment schedule.

As this is a recorded presentation, please ensure your presentation plays. It is strongly suggested that you send a copy to the tutor via email prior to submission to ensure there is a playable version for marking. Assignments that do not play cannot be marked or graded.....

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *Underpinning with relevant marketing mix, niche marketing, digital marketing, tourism marketing, events marketing and social media texts as well as impact statistics and costings where relevant. A minimum of 5 academic texts. Journals and online sources.*

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *A practical knowledge and understanding of the events marketing, niche marketing, marketing communications mix and their use and impacts .*

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare

and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *Be able to appreciate the impacts of social media marketing and marketing communications mix within the events, travel and tourism sector and to be able to apply this to case studies.*

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment: *Demonstrate an ability to develop a social media and marketing communication strategy using either specific or a range of marketing techniques including content, advertising, PR, events and social media to influence the target market and produce a competitive and financially effective strategy to effectively compete against the competition .*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *Present to a high standard presentation and campaign and develop structured marketing and social media skills which are required by the industry to develop an effective high impact campaign*

GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency /	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		illogical and contradictory.	mis-interpretation.				
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

Additional Feedback