



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

**School of Hospitality and Tourism Management
Leisure and Tourism**

Module Handbook September 2026 **Niche Marketing & Social Media**

BMTP4014
LEVEL 4



Module Lead:

Natalie Brailsford
n.brailsford@uwtsd.ac.uk

Welcome to Niche Marketing and Social Media Autumn Term 2026

This is a Level four, 20 credit module.

To get the best out of this module it is vital that you engage with the themes explored as well as both the online and offline activities during tutorial sessions, which are designed to enrich the learning experience as well as to encourage self-directed study together with collaboration and interaction with your peer group.

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.

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 microenvironment, 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 etc.

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	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMTP4014	
Module Title	Niche Marketing and Social Media	
Classification	Reading List entry	Electronic*
Essential	Kotler, P., Armstrong, G. and Balasubramanian, S. (2024) Principles of Marketing. Harlow, Essex, United Kingdom: Pearson.	☒
Essential	Chaffey, D., Ellis-Chadwick, F. and AbedRabbo, M. (2019) Digital Marketing. Harlow: Pearson.	
Essential	Frochot, I. and Batat, W. (2013) Marketing and designing the tourist experience. Oxford: Goodfellow Publishers.	☒
Essential	Chaffey, D. and Smith, P.R. (2023) Digital Marketing Excellence: Planning, optimizing and integrating online marketing. Milton Park, Abingdon, Oxon: Routledge.	☒
Essential	Tresidder, R. and Hirst, C. (2012) Marketing in food, hospitality, tourism and events: A critical approach. Oxford: Goodfellow.	☒
Essential	Middleton, V.T.C. et al. (2009) Marketing in travel and tourism. Amsterdam u.a.: Elsevier/Butterworth-Heinemann.	☒
Further	Bowie, D. (2017) Hospitality marketing. London: Routledge, Taylor & Francis Group.	☒
Further	Clow, K.E. and Baack, D. (2013) Integrated Advertising, promotion, and Marketing Communications. Harlow, England: Pearson.	☒
Further	Jobber, D. and Ellis-Chadwick, F. (2020) Principles and practice of marketing. Maidenhead: McGraw Hill.	
Journals	European Journal of Marketing	☒
Journals	Journal of Marketing	☒
Journals	Journal of Marketing Management	☒
Journals	Journal of Strategic Marketing	☒
magazine	Marketing Week and the Monthly Marketer magazine from the Chartered Institute of Marketing (CIM)	☒
Websites	ClickZ Marketing News Available from: http://clickz.com	☒
Websites	CIM, The Chartered Institute of Marketing Available from: http://www.cim.co.uk	☒
Websites	Red Herring, the Business of Technology Available from: http://www.redherring.com	☒
Websites	Marketing Week marketing news, opinion, trends	☒
Websites	Digital Marketing News Marketing Dive	☒
Websites	https://ethicalmarketingnews.com/	☒

Level 4 Niche Marketing and Social Media: Scheme of Work Autumn Term 2026

WK	Date	Time	Lecture Theme	Key content
1	01/10/2026	12pm – 4pm	What is Marketing? The Evolution of Marketing	Production Orientation, Sales Orientation, Marketing Orientation, Relationship Marketing, Experience Economy
2	08/10/2026	12pm – 4pm	Understanding Customers and Consumer Behaviour	Consumer Behaviour, Needs vs Wants, Customer Decision-Making Process, Emotional vs Rational Purchasing
3	15/10/2026	12pm – 4pm	Branding, Perception and Brand Loyalty	Brand Identity, Brand Image, Brand Equity, Brand Personality, Customer Loyalty
4	22/10/2026	12pm – 4pm	The Marketing Environment and Market Analysis	SWOT, PESTLE, Stakeholder Theory, Macro Environment, Micro-environment, Competitor Analysis
5	29/10/2026	12pm – 4pm	Industry Briefing	Assessment Brief Launch meetings
05/11/2026		Reading week – No lectures		
6	12/11/2026	12pm – 4pm	Marketing Research and Customer Insights, Marketing Planning and Measuring Success	Marketing Research Process, Primary Research, Secondary Research, Marketing Information Systems (MIS), SMART Objectives, KPIs, Marketing Metrics, Strategic Marketing Planning
7	19/11/2026	12pm – 4pm	Market Segmentation, Targeting and Niche Marketing	Demographics, Psychographics, Behavioural Segmentation, Geographic Segmentation, Generational Marketing
8	26/11/2026	12pm – 4pm	The Marketing Mix in Tourism, Hospitality and Events	7Ps Marketing Mix, Product Differentiation, Pricing Strategies, Yield Management, Distribution Channels, Placemaking, Branding, Promotional Mix, Service Quality, Customer Satisfaction
9	03/12/2026	12pm – 4pm	Digital Marketing and Customer Engagement	Digital Marketing, CRM, Databases, Website Design, SEO, Personalisation, Technological Advances, AI in Marketing

10	10/12/2026	12pm – 4pm	Social Media Marketing and Influencer Culture	Social Media Strategy, e-WOM (Electronic Word of Mouth), Influencer Marketing, User Generated Content (UGC), Travel Blogs, Vlogs, TripAdvisor Impact
17/12/2026 24/12/2026 31/12/2026		Winter Break – No Lectures		
11	07/01/2027	12pm – 4pm	Assignment workshop and practice presentations	
12	14/01/2027	12pm – 4pm	Assessment presentations to industry	

Overall Assessment Description



This module is designed to simulate a real-world marketing consultancy project within the tourism and events industry. In Assessment 1, students will develop a professional marketing plan in response to an industry brief which will be launched in week 5, applying key marketing concepts and strategies to a chosen product, service, event, destination, or organisation. In Assessment 2, students will build upon their marketing plan by delivering a professional presentation to the industry partner, showcasing a proposed social media campaign. The target audience, objectives, platform choices, content themes, and measures of success identified in Assessment 1 should directly inform the social media content and campaign recommendations presented in Assessment 2. Together, these assessments develop both strategic marketing planning and practical digital marketing skills relevant to industry practice.

LEVEL 4 ASSESSMENT ONE 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%
Lecturer:	Natalie Brailsford	Internal Verifier:	Neil Dyer
Assignment Title:	Marketing Plan	Word count (or equivalent):	1500 +/- 10%
Submission deadline:	2 nd December 23:59Hrs	Return date of provisional marks & written feedback:	20/01/2027 23:59Hrs
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: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
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.		

Work over the word limit:

To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure:

- You write clearly and concisely.
- All students complete the assessment on an equal basis.

If You Go Over the Word Limit

If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module.

Amount Over Limit	Penalty Applied
Up to 10% over	No penalty
10%–25% over	5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
26%–50% over	10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
Over 50%	Mark capped at the pass mark

Examples (Undergraduate):

- A mark of **44%** would be reduced to the pass mark of **40%** if the work is 10–25% over.
- A mark of **49%** would be reduced by 5 marks to **44%**.
- A mark of **47%** at 25–50% over would be reduced to **40%**.
- A mark of **55%** at 25–50% over would be reduced by 10 marks to **45%**.

If You Are Under the Word Limit

If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes.

Feedback

If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.

Module Learning Outcomes

(from module syllabus)

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.

Use of Generative AI in Assessment

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No ☒
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	Yes ☐ No ☒
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☒ No ☐
PROGRAMMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

Assessment One: Marketing plan (1500 words +/- 10%)

Students are required to develop a marketing plan that responds to the live industry brief. The plan should demonstrate the application of marketing theory to support strategic and practical recommendations.

Word counts are provided as guidance only and may vary according to the requirements of the industry brief. Students should ensure that sufficient emphasis is placed on the application of marketing theory, analysis, and the justification of recommendations rather than descriptive content.

The marketing plan should include:

- Professional cover page **(Not included in word count)**
- Introduction to the proposed product, service, event, destination, or concept **(Not included in word count)**
- Situational and market analysis (150 words)
- Customer and target market analysis (150 words)
- Segmentation, Targeting and Positioning (STP) (150 words)
- Branding and value proposition (100 words)
- Marketing objectives (50 words)
- Application of the Marketing Mix (7Ps) (250 words)

- **Marketing communications strategy (250 words)**
 - Key campaign message
 - Promotional objectives
 - Integrated communications approach
 - Customer engagement strategy

- **Social Media Strategy and Digital Marketing Considerations (300 words)**
 - Identification of appropriate social media platforms
 - Justification of platform selection
 - Proposed content themes/content pillars
 - Tone of voice and brand personality
 - Overview of the target audience's digital behaviours
 - How social media will support the marketing objectives

- **Campaign Implementation and Measures of Success (100 words)**
 - Campaign timeline
 - Resource requirements
 - Proposed KPIs and performance metrics

- Reference page

Further guidance regarding the specific requirements of each section will be provided following the launch of the live industry brief on week five. This will ensure that the assessment remains aligned with the objectives, expectations, and context of the industry partner's project. Students will be expected to use the information provided within the brief, alongside relevant marketing theory, market research, and industry evidence, to develop a professional and well-justified marketing plan that addresses the identified business opportunity.

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: Use a range of credible academic, industry and market research sources to support your marketing plan. Marketing decisions should be justified using relevant theory and evidence, particularly within the areas of target markets, branding, marketing communications and social media strategy. Accurate Harvard referencing should be used throughout with a minimum of 15 references throughout the plan.

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: Demonstrate an understanding of key marketing concepts including market analysis, consumer behaviour, STP, branding, the marketing mix, marketing communications and digital marketing. Show how these concepts have informed the development of your marketing plan and recommendations.

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: Analyse and interpret market information to make informed marketing decisions. Justify your proposed strategies, target markets and promotional activities using

evidence and theory. Demonstrate logical reasoning and clear links between your analysis, objectives and recommendations.

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 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: *Apply marketing theories and frameworks to a real-world tourism or events industry brief. Develop realistic and achievable marketing recommendations, including a social media strategy that could be implemented by the industry partner and subsequently developed into the social media campaign presentation.*

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 a professional, well-structured marketing plan that reflects industry standards. Communicate ideas clearly and effectively, demonstrate strategic thinking, and provide actionable recommendations that address the needs of the industry partner.*

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		
	25	
4. Practical Application Skills		
	25	
5. Transferable Skills for Life and Professional Practice		
	10	
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 TWO 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%
Lecturer:	Natalie Brailsford	Internal Verifier:	Neil Dyer
Assignment Title:	Social Media content and presentation	Word count (or equivalent):	10 minutes presentation +/- 10%
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Module Learning Outcomes

(from module syllabus)

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

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- 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.

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PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	Yes ☐ No ☒
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☒ No ☐
PROGRAMMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

Assessment TWO: Social Media Campaign Presentation

Building upon the marketing plan developed for the industry brief, students will deliver a professional **10-minute presentation** to the industry partner outlining a proposed social media campaign designed to support their marketing objectives.

The presentation should demonstrate how social media can be used strategically to engage the identified target audience, enhance brand awareness, and achieve the campaign objectives outlined within the marketing plan.

Students are expected to present campaign-ready content that is creative, audience-focused, and aligned with the industry partner's brand and business goals.

Presentation Requirements

Students should include:

Campaign Overview

- Brief introduction to the industry partner and campaign objective.
- Summary of the target audience and niche market.
- Rationale for selected social media platforms.

Content Strategy

- Key campaign message and theme.
- Customer engagement approach.
- Proposed campaign timeline.

Social Media Content

Present a minimum of:

- 2 pieces of social media content.
- Content suitable for at least two social media platforms.
- Example posts, captions, stories, reels, videos, graphics, influencer collaborations, competitions, or user-generated content initiatives.
- Appropriate calls to action and hashtags.

Justification

Students should explain:

- Why the content is suitable for the target audience.
- How niche marketing principles have informed the campaign.
- Relevant theories or concepts that support campaign decisions.
- How campaign success would be measured using social media metrics and KPIs.

Industry Recommendations

Conclude with:

- Expected benefits for the industry partner.
- Recommendations for implementation.
- Potential future opportunities for campaign development.

Reference 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: *Support and justify your proposed social media campaign using relevant academic literature, industry reports and digital marketing research. References should demonstrate an understanding of social media marketing, niche marketing, consumer behaviour and audience engagement. Any content decisions, platform selections and campaign recommendations presented to the industry partner should be underpinned by appropriate evidence and theory.*

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: *Demonstrate an understanding of key concepts relevant to niche marketing and social media marketing, including target audience identification, platform selection, content creation, brand positioning, customer engagement and digital communication strategies. The presentation should clearly show how marketing theory has informed the development of the proposed campaign.*

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: *Critically justify the proposed social media campaign and explain why the selected content, platforms and communication approaches are appropriate for the target audience and industry brief. Use evidence from the marketing plan and supporting research to demonstrate logical decision-making and provide clear rationale for campaign recommendations.*

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: *Develop a professional and realistic social media campaign that could be implemented by the industry partner. Students should present creative and engaging social media content that aligns with the marketing objectives, target audience and brand identity established within Assessment 1. The campaign should demonstrate the practical application of social media marketing principles within a tourism or events context.*

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: *Deliver a professional presentation suitable for an industry audience. Students should communicate ideas clearly and confidently, utilise effective presentation techniques, and demonstrate professionalism throughout. The presentation should be visually engaging, well-structured and persuasive, convincingly pitching the proposed social media campaign to the industry partner.*

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	Mark s avail able	Ma rks aw ar de d
1. Engagement with Literature Skills		
	15	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	30	
5. Transferable Skills for Life and Professional Practice		
	15	
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

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 understanding (Knowledge of the basic underlying concepts and	Major gaps in knowledge and understanding of the basic underlying concepts and	Gaps in knowledge of the basic underlying concepts and principles, with flawed or	Limited knowledge and understanding of the basic underlying concepts and	Knowledge of the basic underlying concepts and principles is accurate with a	Competent knowledge of the basic underlying concepts and principles. Exhibits very	Excellent knowledge and understanding of the basic underlying concepts and	Exceptional, detailed knowledge and understanding of the basic underlying

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principles of a subject.)	principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	superficial understanding. Some significant inaccuracies and/or irrelevant material.	principles within the subject area. Some elements may be missing.	good understanding of the field of study but lacks depth and/or breadth.	good understanding.	principles of the subject.	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.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but	An adequate awareness and mostly appropriate application of basic methods, materials, tools	A good and appropriate application of basic methods, materials, tools and/or techniques.	A very good application of a range of basic methods, materials, tools and/or techniques.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques.	Exceptional levels of application and deployment skills in particular practical

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	Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	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.	Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	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.	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.	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 qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or 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.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and 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	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 group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the	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 clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas	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 group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	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 group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently 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

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		evidence of the skills for employment requiring the exercise of some personal responsibility.	exercise of some personal responsibility, with some areas of minor weakness.	of strength and some of minor weakness.			for further development.

