



Unit title	Marketing an Event
Guided learning hours	120
Number of lessons	60
Duration of lessons	2 hours
Links to other units	
Unit 1: Careers in Marketing Unit 8: Customer Immersion Experiences Unit 10: Work Experience in Marketing	

Key to learning opportunities			
AW	Assignment writing	RS	Revision session
GS	Guest speaker	V	Visit
IS	Independent study	WE	Work experience

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Learning aim A: Explore how organisations use promotion to successfully market events				
1	A1 Events, audiences and stakeholders <ul style="list-style-type: none"> • Different types of events: <ul style="list-style-type: none"> ○ corporate, e.g. seminars, conferences, trade shows, exhibitions, workshops ○ social, e.g. reunions, parties, celebrations, conventions ○ private, e.g. 	IS	<ul style="list-style-type: none"> • Tutor-led introduction: Give an overview of the unit and the topics to be covered. Explain the nature of the assessment and how this links to the activities that learners will undertake. What is event marketing? Why is event marketing important? • Small group activity: Ask learners to collaborate in small groups to come up with examples of different events they have experienced from the list. They should consider a wide range, as it may not be obvious at first what is classified as an event. 	<ul style="list-style-type: none"> • Marketing events: www.avenetri.com/strategy/event-marketing-strategy • What is event marketing?: www.instagram.com/what-is-event-marketing?



	<p>weddings, birthdays, anniversaries, family events</p> <ul style="list-style-type: none"> ○ virtual, e.g. webinars, networking events, webcasts, streaming events ○ charity, e.g. fundraisers, gala dinners, auctions ○ entertainment, e.g. festivals, concerts, carnivals, exhibitions, ceremonies, parades. 		<p>Learners should discuss in detail the purpose of events and the degree to which events were successful in fulfilling their purpose.</p> <ul style="list-style-type: none"> ● Large group activity: Learners choose one event from their small group and feed back to the larger group the event, their involvement, its purpose and extent to which it met its purpose. 	
2	<ul style="list-style-type: none"> ● Different types of events: <ul style="list-style-type: none"> ○ corporate, e.g. seminars, conferences, trade shows, exhibitions, workshops ○ social, e.g. reunions, parties, celebrations, conventions ○ private, e.g. weddings, birthdays, anniversaries, family events ○ virtual, e.g. webinars, networking events, webcasts, streaming 	IS	<ul style="list-style-type: none"> ● Tutor lead-in: Use web links to introduce a variety of events. You should include local events for a manageable scale, creative events and those to suit a diverse demographic ● Individual activity: Learners to carry out independent research into actual events. This is the first stage in learners finding an event to market, so the range should be varied. ● Plenary: A summary of the wide range of events that exist and that could suit the interest of learners. 	<ul style="list-style-type: none"> ● Cool and quirky events: www.designmynight.com/london/whats-on/cool-and-quirky-events-in-london ● Black girls camping: www.blackgirlscamping.com ● Asian events: www.bbc.co.uk/asiannetwork/events ● Small is beautiful: 20 British festivals: www.theguardian.com/travel/2008/apr/06/festivals.uk ● Virtual event ideas: www.blog.bizzabo.com/virtual-event-ideas#entertainment-



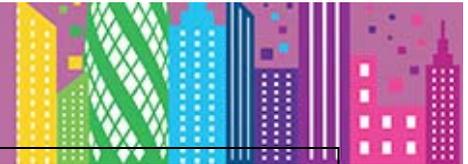
	<p>events</p> <ul style="list-style-type: none"> o charity, e.g. fundraisers, gala dinners, auctions o entertainment, e.g. festivals, concerts, carnivals, exhibitions, ceremonies, parades. 			ideas
3	<ul style="list-style-type: none"> • Audience classification: <ul style="list-style-type: none"> o demographic segmentation – age, gender, ethnicity, geography, employment, income o psychographic segmentation – behaviour, needs, hobbies, social status, lifestyle. 	IS	<ul style="list-style-type: none"> • Tutor presentation: Introduce audience classification, using examples. • Small group activity: Present learners with a range of specific events that might attract different demographic and psychographic segments. They should be able to explain why certain segments are interested in these events. • Tutor-led class discussion: Learners to share with the class their understanding of why different segments are attracted to specific events. 	<ul style="list-style-type: none"> • Tutor presentation and note taking • Psychographics and marketing: www.blog.hubspot.com/insiders/marketing-psychographics • Demographic segmentation: www.yieldify.com/blog/demographic-segmentation-ecommerce-marketing/ • Events and segmentation: www.billetto.co.uk/blog/how-to-segment-event-attendees
4	<ul style="list-style-type: none"> • Stakeholders: <ul style="list-style-type: none"> o attendees o team members o community o suppliers o press and media o competitors 	IS	<ul style="list-style-type: none"> • Tutor led class discussion: Introduce different stakeholders from the unit content. Explain and generate a discussion on stakeholder influence • Paired activity/small group: Give each pair or group a case study scenario of an event. Learners will agree on the rank order of stakeholders in terms of importance or level of influence. For example, performers 	<ul style="list-style-type: none"> • Tutor presentation and note taking • Managing event stakeholders: www.eventmanagerblog.com/how-to-master-stakeholders



	<ul style="list-style-type: none"> o performers and participants. 		<p>would have a high level of influence at a music festival. Learners should attempt to justify their conclusions, which may not always clear-cut, but should generate a discussion.</p> <ul style="list-style-type: none"> • Group discussion: Learners to feed conclusions back to the class on stakeholders for given events. • Plenary: Draw on the conclusions from students, summarising the need to consider the views of all stakeholders in the staging and marketing of events. 	
5	<p>A2 Purpose and scope of marketing for events</p> <ul style="list-style-type: none"> • Promoting brands, products and organisations. • Generating income, fundraising, sales. • Relationship building, audience engagement. • Improving knowledge of products and services. • Promoting community, groups, organisations. • Improving collaboration and cohesion among stakeholders. 	IS	<ul style="list-style-type: none"> • Tutor-led discussion: Introduce the purpose of marketing events. Cover the unit content list as a guide for learners to carry out their own research. Supply each group with two contrasting events to identify the purposes of the events. • Small group activity: Learners to carry out research as a small group. They could then apply this understanding to two contrasting case studies, taking examples from experiential marketing campaigns. For example, Misereor Social Swipe which promotes a charity and Zappo’s Google Cupcake Ambush, an audience relationship builder. • Tutor led discussion: Draw on information from the small group activity to establish the purpose and scope of contrasting 	<ul style="list-style-type: none"> • PCs or laptops with internet connection for research. For example: • Importance of event marketing: www.medium.com/first-event/the-importance-of-event-marketing • Event marketing guide: www.blog.bizzabo.com/event-marketing-guide • Benefits of marketing events: www.learn.g2.com/event-marketing-benefits • Benefits of marketing events: www.face2face-marketing.com/great-benefits-event-marketing • An interesting range of



			marketing events	experiential marketing events: www.blog.hubspot.com/marketing/best-experiential-marketing-campaigns .
6-7	<p>A3 Principles of events marketing</p> <ul style="list-style-type: none"> • Qualitative and quantitative research. • Event objectives, purpose and reasoning. • Branding and personality. • Audience and target market. • Budget planning. • Timelines. • Project management. • Sustainability. • Ethics. • Managing risk. 	IS	<ul style="list-style-type: none"> • Tutor presentation: Introduce learners to the principles of events marketing for a successful event. • Small group activity: Assign two principles from the unit content list to each group (or however many will cover the list). Through research, groups will gain an understanding of each principle and be able to give an example for each one. For example, an event objective might be an increased registration for a webinar product launch. • Large group activity: In the second lesson, learners present their findings to the larger group. They should be able to explain why each principle is important and give an example. All learners should take notes to cover all principles. • Plenary: A summary drawing on learner examples of the relevance of event principles. 	<p>Various websites address the principles of marketing, for example:</p> <ul style="list-style-type: none"> • Principles: www.smallbusiness.chron.com/five-essential-principles-event-marketing • Brand personality: www.nativesgroup.com/marketing/explaining-the-five-dimensions-of-brand-personality/ • Budget planning: www.eventbright.co.uk/blog/academy/event-budget-planning • Timelines: www.marketinginsidergroup.com/event-marketing-strategy-and-timelines-for-busy-eventmanagers/ • Target audience: www.billetto.co.uk/blog/target-audience-for-event/
8	<p>A4 Marketing strategies for events</p> <ul style="list-style-type: none"> • Cause marketing: 	IS	<ul style="list-style-type: none"> • Tutor presentation: Introduce marketing strategies using a range of videos. • Small activity: Students to carry out 	<p>There are various videos for introducing marketing strategies. For example:</p>



	<p>alignment of the brand to a well-known or on-trend issue.</p> <ul style="list-style-type: none"> Relationship marketing: enhancement and building of relationships with customers through marketing campaigns and interactions. Diversity marketing: targeting different marketing segments with different marketing campaigns and promotional materials. Fully digital marketing: progressive marketing focusing solely on the online and digital promotion and advertising of events. 		<p>research on cause, relationship, diversity and digital marketing. Learners should investigate actual business examples of each type of strategy and prepare a four-slide PowerPoint presentation. The advantages of each strategy should be clearly set out. For example, diversity marketing recognises differences in sub-groups, improving an inclusive reputation while reaching out to the widest possible audience, improving sales. Learners should then give an example of diversity. Alternatively, ask each group to specialise in one strategy each.</p> <ul style="list-style-type: none"> Group activity: The four-slide presentations of the four different types of strategy are fed back to the larger group. Questions should be encouraged and notes taken. Plenary: Using student evidence, conclude the session by reinforcing the importance of each strategy. 	<ul style="list-style-type: none"> Cause marketing: www.brandwatch.com/blog/cause-marketing/ Relationship marketing: www.strategies.ca/en/relationshipmarketing/understanding-relationship-marketing/ Diversity marketing: www.hanrec.com/post/diversity-marketing-campaigns Digital marketing: www.lyfemarketing.com/blog/how-digital-marketing-works
<p>9-10</p>	<ul style="list-style-type: none"> Content marketing: the creation and sharing of online materials to stimulate interest in products or services rather than the overarching brand. Influencer marketing: the implementation of 	<p>GS</p>	<p>This activity can be split into two lessons, depending on the level of input from the guest speaker and the opportunity to build collaborative work into the guest speaker session. For example:</p> <ul style="list-style-type: none"> Paired activity: Learners should prepare questions to ask the guest speaker and take notes of their responses to the questions. It is useful for learners to understand the 	<p>Examples of highly rated marketing campaigns include:</p> <ul style="list-style-type: none"> Best online campaigns: www.coschedule.com/blog/best-marketing-campaign-examples Guerrilla marketing: www.moosend.com/blog/guerrilla-marketing-ideas/



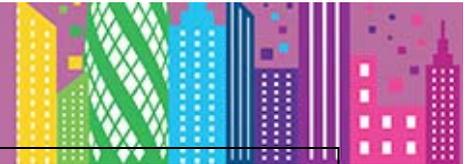
	<p>endorsements, brand partnerships, gifting and product placement with people and organisations with expert knowledge or social influence.</p> <ul style="list-style-type: none"> • Experiential marketing: the creation of experiences to build relationships with an audience through emotional stimulation and interactive, collaborative activities. • Guerrilla marketing: the enhancement of audience interest and interaction through surprise and unconventional interactions, e.g. flashmobs, publicity stunts, live art and street performance. 		<p>importance and usefulness of each strategy and this should be reflected in their questions.</p> <ul style="list-style-type: none"> • Guest speaker: Introduction to the four remaining marketing strategies: content, influencer, experiential and Guerrilla. The meeting can be either in person or virtually. • Tutor recap: Following the input from the speaker, recap the four strategies. • Paired activity: Students to carry out their own research into highly rated content, influencer, experiential and guerrilla marketing strategies. • Plenary: A summing up of the four marketing strategies drawing on speaker input and learner research. 	<ul style="list-style-type: none"> • Content marketing: www.optinmonster.com/content-marketing-examples
11-15	Assignment writing	AW	Complete Assignment 1: Marketing events successfully	Assignment brief



Learning aim B: Develop a marketing campaign to promote an event				
16-17	<p>B1 Research and feasibility</p> <ul style="list-style-type: none"> • Research activities: <ul style="list-style-type: none"> ○ primary and secondary research ○ qualitative and quantitative ○ research ○ stakeholder interviews ○ event trends and themes ○ methods ○ market and audience – size, demographic, affordability ○ event venue – location, size, availability, audience perception ○ competition – similarity, location, cost, experience, reputation, marketing. 	IS	<ul style="list-style-type: none"> • Tutor presentation: Introduce learners to the four research activities. You should stress the importance of learners being clear about the type of event they are planning for. This will determine the research focus. • Individual activity: Learners will need to carry out secondary research into their chosen event. This will include investigating market, industry and government trends to help justify choices. Researching competition will also enable them to focus on detail and scope of the event as well as developing a USP. <p>Learners also need to draw on their work from A1 to establish an audience and carry out research into relevant demographics.</p> <p>Their primary research should include qualitative methods – for example, a focus group involving friends, peers and family members – and they should also create a quantitative questionnaire for the selected audience.</p> <p>Other stakeholders need to be considered and learners can draw up a list of relevant questions – for example, for team members who would have different skills to contribute.</p>	<p>Various websites give information on what is trending at the moment and into the near future</p> <ul style="list-style-type: none"> • General trends: www.eventmanagerblog.com/event-trends • Event research: www.one-resource.com/event-planning-research-how-to-make-your-event-a-success/ • Event planning statistics: www.eventbrite.com/blog/event-statistics-ds00/ • Understanding your audience: www.eventory.cc/blog/the-very-first-step-of-the-event-planning-process-understanding-the-target-audience/ • Engaging stakeholders: www.mcigroup.com/en/news-andinsights/news/global/how-to-engage-your-event-stakeholders-with-a-powerful-communications-plan • Venue: www.blog.sundialgroup.com/tips-selecting-the-right-venue-for-your-event



<p>18-19</p>	<ul style="list-style-type: none"> • Feasibility factors: <ul style="list-style-type: none"> ○ event clarity and purpose ○ aims and objectives of event ○ constraints: budget, technical, resources – human and physical ○ technical feasibility ○ operational feasibility ○ economic feasibility ○ ethical feasibility. 	<p>IS</p>	<ul style="list-style-type: none"> • Tutor presentation: Introduce the importance of identifying the purpose, aims and objectives of an event. Case study examples could be presented to learners where detailed and specific objectives that can be measured have been used. Preparing a handout could help learners with the next activity. • Paired activity: Learners to introduce their event to each other. They can then work collaboratively to share ideas on establishing the purposes, aims and objectives of their events using the input of the tutor presentation and handout. • Plenary: Summ up of the importance of setting clear objectives for planning the event and for measuring the success of the campaign in the future. • Tutor presentation: Introduce the remaining feasibility factors. Again, try to use case studies to illustrate content. For example, the budget for a trade fair might include the cost of promotional takeaways, the ethical impact of a street festival might include noise and litter and planning, and a virtual event will require technological expertise. Brainstorm with learners as a group other examples of feasibility issues. • Individual activity: Learners could construct a table to be populated with examples of the feasibility issues that apply to their own event. 	<ul style="list-style-type: none"> • Presentation, note-taking and a hand-out. • Assessing the feasibility of an event: www.leoisaac.com/evt/top072.htm • Event objectives: www.socialtables.com/blog/event-planning/defining-event-goals/#examples • Ethical considerations: www.handband.com.au/au/blog/ethical-considerations-when-planning-events/ <p>A range of websites address feasibility issues and challenges, includes:</p> <ul style="list-style-type: none"> • www.eventify.io/planning-a-virtual-event-top-12-challenges-to-handle • www.hrnews.co.uk/importance-of-human-resources-in-event-planning/ • www.aleitevents.com/15-event-management-challenges/
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			<ul style="list-style-type: none"> • Plenary: Summarise the importance of feasibility considerations with a few examples of student findings from their tables. 	
20–21	<p>B2 Preparing a marketing campaign</p> <ul style="list-style-type: none"> • Rationale of the campaign and event. • Aims and objectives of the marketing campaign. • Key performance indicators. • Research and analysis: <ul style="list-style-type: none"> ◦ primary, e.g. surveys, questionnaires, focus groups ◦ secondary, e.g. reports and studies done by government agencies, trade associations or other organisations in the industry. 	IS	<ul style="list-style-type: none"> • Lead in: Introduce the structure of the marketing campaign. Remind learners of the importance of setting clear aims and objectives as a steer for marketing the event as they will be used along with other KPIs to evaluate the event. • Individual activity: Learners could create a table with campaign planning headings. They could then draw on research carried out in previous lessons, with the addition of KPIs, and finalise information to include in their campaign. • Plenary: A summary of the elements of the campaign illustrated by one important decision from each student. 	<ul style="list-style-type: none"> • KPIs explained: https://www.wintergardensblackpool.co.uk/conferences-and-events/blog/event-management-kpi-s-explained • KPIs for event management: https://www.eventbrite.co.uk/blog/definitive-list-kpis-event-management-ds0c/(Difinitive
22	<ul style="list-style-type: none"> • Situational analysis: <ul style="list-style-type: none"> ◦ SWOT (strengths, weaknesses, opportunities, threats) ◦ PESTLE (political, economic, social, 	IS	<ul style="list-style-type: none"> • Tutor presentation: Situational analysis should be taught using diagrams and videos, which can be applied to events. The external threat of COVID-19 could be included. • Paired activity: Learners to work in pairs to discuss and compare the specific way in which situation analysis will impact on their event 	<ul style="list-style-type: none"> • PESTLE: www.tutor2u.net/business/reference/what-is-pest-analysis • SWOT analysis for events: www.eventbrite.com/blog/event-swot-analysis/ • Brexit impact on events:



	<p>technological, legal and environmental)</p> <ul style="list-style-type: none"> o Porter’s Five Forces. 		<p>planning.</p> <p>Tutor presentation: Summarise learner responses from the small group activity comparing different elements, and internal and external factors</p>	<p>www.livedesignonline.com/business-people-news/2020-pandemic-impact-covid-19-live-events-industry</p>
23	<ul style="list-style-type: none"> • Event image and branding. • Budgeting. • Timelines for campaign, including monitoring and milestones. 	IS	<ul style="list-style-type: none"> • Tutor presentation: Introduce the need for a brand identity using images from websites. • Individual activity: Learners to carry out research into brand identity. They will consider a brand image for their event – for example, event logo, stage design, etc. • Mini-plenary: A summary of the importance of brand image with ideas from students. • Tutor presentation: Introduce budgeting and timelines. There are templates for both that can be introduced as examples. • Individual activity: Learners to create two documents: a spreadsheet of likely expenditure for their event and a timeline that includes monitoring points. • Plenary: Some feedback from learners to share with the class from their budget and timeline. Learners should attempt to justify their decisions. 	<ul style="list-style-type: none"> • Brand identity: https://www.pinterest.com/chezong/event-brand-identity/ • Budget templates: www.guidebook.com/mobile-guides/found-best-event-budget-templates/ • Timeline templates: www.venngage.com/blog/timeline-template/#3
24–25	<p>B3 Creating marketing media</p> <ul style="list-style-type: none"> • Print-based media: flyers, leaflets, posters, brochures, tickets, 	IS	<ul style="list-style-type: none"> • Tutor presentation: Introduce print-based marketing media using the range of examples that can be found online. Present learners with the advantages of using the range of media, e.g. the creative scope of a standout leaflet or issuing tickets for a target audience. 	<ul style="list-style-type: none"> • Event flyers examples: www.venngage.com/gallery/event-flyer-examples/ • Graphics for events: www.blog.printsome.com/graph



	<p>newspaper, billboard, programmes, running orders, signage.</p>		<p>Provide accessible software.</p> <ul style="list-style-type: none"> • Individual activity: Learners to design print-based media to promote the event. They should be able to explain how the designs link to the desired brand image. • Plenary: Tutor-led discussion on creating physical images involves learners explaining their designs and making a link to the brand image. 	<p>ics-for-events/</p> <ul style="list-style-type: none"> • Event marketing: www.buffer.com/library/social-media-event-marketing/ () • Best websites: www.top10bestwebsitebuilders.co.uk • Video: building an events page: www.youtube.com/watch?v=NNgwFHonm6E&feature=emb_rel_pause
26	<ul style="list-style-type: none"> • Digital media: videos, social media, email, websites, SEO, blogs. 	IS	<ul style="list-style-type: none"> • Tutor presentation: Introduce digital media formats. Use examples to demonstrate the potential and opportunities for and scope of audience engagement. Encourage learners to be creative – for example, building an events web page that links to social media promotion or creating a video that can be used later for event highlights. • Paired activity: Learners to research the range of digital media and discuss their findings, as well as the uses and benefits for their event, with their peers. • Individual activity: Learners to create digital communications that reflect the desired brand image of their event. 	<ul style="list-style-type: none"> • Events and social media strategy: www.socialtables.com/blog/social-media/comprehensive-strategy/ • 7 email marketing practices: https://www.campaignmonitor.com/blog/email-marketing/2020/01/7-email-marketing-best-practices-for-event-promotion/(7



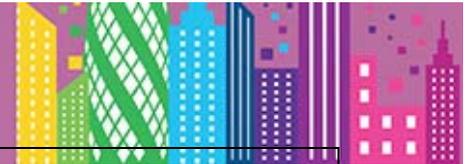
<p>27-28</p>	<ul style="list-style-type: none"> • Content: venue information, directions, transport links, pricing, registration and booking instructions, add-ons, promotional offers, sponsor and partner information, QR codes. 	<p>IS</p>	<ul style="list-style-type: none"> • Tutor presentation: Recap on progress so far in creating marketing media. Introduce the information that needs to be included in marketing materials for attendees to access the event. • Individual activity: Learners to add content information to their marketing materials, as handouts, online or both. • Plenary: Tutor-led discussion on the importance of giving detailed and accurate information. 	<ul style="list-style-type: none"> • Event flyers: www.eventmanagerblog.com/event-flyer
<p>29-30</p>	<ul style="list-style-type: none"> • Design and proofing: layout, storyboarding, colour schemes, themes, typography, quality checks, brand and event image alignment. • Communication: tone, language, formality, accuracy. 	<p>IS</p>	<ul style="list-style-type: none"> • Tutor presentation: Recap on progress so far in creating marketing media. Introduce design and proofing, paying attention to detail, showing examples. You can also give examples of leaflet/poster fails. • Individual activity: Learners to create their materials, ensuring that their designs are in line with the desired image and branding, and that communication is accurate. • Paired activity: Learners to share their designs and explain their choices. This gives them the chance to proofread the wording in their designs. • Plenary: Tutor-led discussion with examples of learner designs. 	<ul style="list-style-type: none"> • Event flyers: www.venngage.com/gallery/event-flyer-examples/ • Event posters: www.pinterest.com/kmcconaugheyray/event-posters/ • Poster and leaflet fails: www.pinterest.com/pin/788833690952656635/



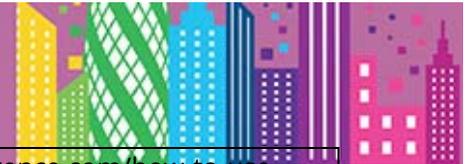
31-32	<ul style="list-style-type: none"> • Distribution: location, methods, frequency, digital sources. • Promotional methods: sales promotions, competitions, giveaways, VIP experiences, social media interactions, discounts, early-bird deals. 	IS	<ul style="list-style-type: none"> • Tutor presentation: Introduce location options using case study examples, including the possibilities of online events. Also introduce promotional methods and explain why each method might be used – for example, early-bird deals guaranteeing ticket sales. • Individual activity: Learners to carry out research to decide on options for locating their event. They can use websites that give venues that are available at future dates. Learners to also research promotional methods relevant to their event using a range of case study material. Tutors should discuss learner choices individually to ensure that promotional methods are appropriate. • Plenary: Review the importance of implementing the appropriate event distribution and promotional methods that will attract and engage. 	<ul style="list-style-type: none"> • Venues: www.billetto.co.uk/blog/types-of-venues-for-events/ • Virtual event tips: www.creativebloq.com/advice/virtual-event-tips • Contest ideas: www.eventbrite.com/blog/social-media-contest-ideas-ds00/ • Selling tickets: www.eventbrite.co.uk/l/sell-tickets/ • Event ideas: https://blog.bizzabo.com/vip-event-ideas
33-39	Assignment writing	AW	Complete Assignment 2: Planning marketing and promotion	<ul style="list-style-type: none"> • Assignment brief



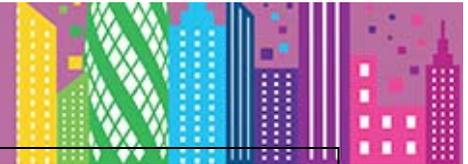
Learning aim C: Market and promote an event for a given audience				
39–40	<p>C1 Marketing implementation</p> <ul style="list-style-type: none"> • Communication of the plan. • Timescales, deadlines and milestones. • Campaign launch. • Distribution of marketing materials. • Digital marketing tracking, monitoring and responding. • Adjustments and contingencies. 	IS	<ul style="list-style-type: none"> • Tutor presentation: Introduce the learning aim and assessment. Give an overview of market implementation using examples. Learners should add to their planning work – for example, adding detail to timelines, distributing the actual materials planned and providing an overview of how the actual event will be tracked – and adjust their plans if necessary • Paired activity: Drawing on event planning, students could explore the main features of marketing implementation from further research and suggest how methods could be applied to event planning for their own events. • Tutor-led discussion: Draw on learner ideas for implementing marketing, opening up the discussion to the wider group on the importance of each method. 	<ul style="list-style-type: none"> • Distributing leaflets and flyers: www.solopress.com/blog/business-marketing/the-best-ways-to-distribute-your-leaflets-and-flyers/
41–42	<p>C2 Audience touchpoints</p> <ul style="list-style-type: none"> • Physical touchpoints: <ul style="list-style-type: none"> ○ entrance and exit points ○ feedback stations ○ promotion personnel ○ sales personnel ○ promotional giveaways or samples. 	IS	<ul style="list-style-type: none"> • Tutor presentation: Introduce physical touchpoints with examples from the events industry. Real-time feedback might include entrance personnel, cameras, feedback stations with surveys, etc. You could give learners a case study event for physical touchpoints. • Paired activity: Learners carry out research into physical touchpoints. In pairs they discuss the usefulness of a range of touchpoints for a given event and the types 	<ul style="list-style-type: none"> • Touchpoints: www.theeventexpert.co.uk/touched-or-ticked-off-the-event-customer-journey/ • Event feedback: www.eventmanagerblog.com/interactive-real-time-event-feedback



			<p>of information that organisers might find useful.</p> <ul style="list-style-type: none"> • Plenary: Review the usefulness of physical touchpoints as a real-time tool for measuring events drawing on student discussions. 	
43-44	<ul style="list-style-type: none"> • Digital touchpoints: <ul style="list-style-type: none"> ○ social media interaction ○ website interaction ○ hashtagging ○ virtual marketing ○ mobile applications. 	IS	<ul style="list-style-type: none"> • Tutor presentation: Introduce digital touchpoints using a video. You can include both pre-event and real-time digital touchpoints – for example, pre-event emailing or social media communications. Real-time event communications can include feedback stations with QR codes and instant mobile messages, etc. The same case study as above can be given for digital opportunities. • Paired activity: Learners to carry out research into digital touchpoints and apply these possibilities to a case study. • Plenary: Tutor-led discussion drawing on learner ideas for applying digital touchpoints to the given case study. 	<ul style="list-style-type: none"> • Video: Digital touchpoints: www.splashthat.com/blog/event-marketing-communications-checklist • Real-time event feedback: www.qualtrics.com/blog/the-3-critical-stages-of-event-feedback/
45-46	<p>C3 Post-event marketing</p> <ul style="list-style-type: none"> • Delayed feedback: post-event email, surveys, feedback competitions, paper surveys, post-event social media updates, recommendation polls. • Sharing event highlights: 	IS	<ul style="list-style-type: none"> • Tutor presentation: Introduce delayed feedback using examples from websites. Stress to learners that immediate feedback could avoid a drop-off in levels of engagement. • Small group activity: Learners to research the methods of communication, and discuss the relevance and advantages of 	<ul style="list-style-type: none"> • Video on post event follow-up: www.splashthat.com/blog/post-event-follow-up-plan IS • Post event actionable tips: billetto.co.uk/l/after-event-is-over • Using follow-up video clips: https://www.digitalmarketing-



	social media coverage, press coverage, website updates.		<p>the different methods. You could give groups a worksheet for recording ideas.</p> <ul style="list-style-type: none"> • Plenary: Tutor-led discussion with each group sharing examples from research. • Tutor presentation: Introduce sharing event highlights in a presentation using examples, including video footage and photos of the event to retain audience engagement. • Individual activity: From the presentation, learners to make notes on advantages of different methods of sharing event highlights and apply them to their event. What type of highlights could be included? • Plenary: Tutor-led discussion on the benefits of sharing highlights. 	<p>conference.com/how-to-use-video-to-promote-host-and-recap-your-next-event</p>
47	<ul style="list-style-type: none"> • Follow-up marketing: email, social media, letters, cards. • Appreciation: gratitude letters, recognition awards, delegate thanks. • Responding to audience complaints, feedback and suggestions. 	IS	<ul style="list-style-type: none"> • Tutor lead-in: Identify the importance of follow-up marketing, audience appreciation and responding to audience feedback. • Paired activity: Give learners a case study of an event and ask them to prepare (i) a follow-up email or a letter that acknowledges with gratitude their attendance at an event, and (ii) a response to a complaint. • Tutor-led discussion: Learners to share their examples of communications. 	<ul style="list-style-type: none"> • Post-event engagement: www.splashthat.com/resources/event-marketing-guide/post-event-engagement-strategies



Learning aim D: Evaluate the success of the marketing campaign in meeting objectives				
48-49	<p>D1 Evaluation of the marketing of an event</p> <ul style="list-style-type: none"> Review of success: meeting aims and objectives, timing, keeping to set budget. Effectiveness of research and planning. Effectiveness of marketing methods. Effectiveness of pre-event and post-event marketing. 	IS	<ul style="list-style-type: none"> Tutor-led discussion: Present problematic scenarios. For example, (i) the aims of generating income and building relationships have not been adequately met; (ii) communication was with a wide demographic instead of the audience identified through early research; (iii) marketing went over budget before the launch; and (iv) an experiential strategy lacked a suitable digital input. Other examples can be used. Small group activity: Provide a worksheet with scenarios. Each group to consider the four scenarios, and discuss the consequence of each and how planning could be improved. Tutor-led discussion: Draw on learner conclusions from the review scenarios. Discuss the importance of a thoroughly planned and well-executed marketing strategy, as well as using the event to gain insight for the future. 	<ul style="list-style-type: none"> 7 tips for event evaluation: www.checkmarket.com/blog/event-evaluation-tips/
50-51	<ul style="list-style-type: none"> Analytics of digital marketing methods: number of shares, website views, social media interactions. 	IS	<ul style="list-style-type: none"> Tutor recap: Introduce data analytics as a tool for reviewing the event. You can present a case study to learners. Paired activity: Learners to research the digital analytics techniques and record how each can be used to evaluate a given event. Learners to also evaluate the risks of not 	<ul style="list-style-type: none"> Data analytics: www.brandquarterly.com/data-analytics-changing-game-event-marketing



			<p>carrying out these analytics for future events.</p> <ul style="list-style-type: none"> • Plenary: Tutor-led discussion on the usefulness of using a wide range of metrics to gain insights into the success of events and planning for future marketing. 	
52-60	Assignment writing	AW	<p>Assignment 3: Marketing and promoting an event</p>	<ul style="list-style-type: none"> • Assignment brief

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