

a

## Unit 4: Investigating Digital Marketing

---

### Delivery guidance

#### Approaching the unit

This unit gives learners the opportunity to investigate the fundamentals of digital marketing. Learners begin by exploring how digital marketing has evolved in recent years. Moreover, learners will investigate how a selected organisation utilises digital marketing strategies effectively. Learners will then review the digital marketing tools and methods of a selected organisation describing the steps involved in a range of digital marketing tools and techniques.

You should employ a wide variety of teaching and learning techniques to encourage the exploration of the different types of digital marketing. Learners should have a clear understanding of a range of digital technology and marketing tools so that they can develop their digital marketing knowledge. Learners should be encouraged to research a range of different businesses from different sectors to appreciate the different types of digital marketing used and the differences in application across industries. Learners will have opportunities to work independently and collaboratively, and will develop their skills of research, analysis, evaluative techniques and written and verbal communication.

You can involve employers in the delivery of this unit if there are local opportunities to do so. Visits from guest speakers who work in digital marketing roles will add interest as well as consolidate their learning. Moreover, scheduling employer engagement opportunities will give learners the chance to learn how different organisations have adopted digital marketing strategies.

#### Delivering the content areas

To support your learners' success in this unit, your delivery must cover all content areas. You should develop your learners' ability to demonstrate their understanding of the content terms and language, apply their knowledge to a range of different businesses from different sectors of the economy including services, goods, business to business and business to customer.

Content area A requires learners to explore how digital marketing tools and techniques have changed over time due to technological advancement. Learners should first start their research by investigating the early digital marketing approaches, then explore how these approaches have adapted and changed over time. Learners should then focus their research on a specific organisation providing examples of how their marketing activities have advanced and changed eventually due to improvements in technology. Finally, learners should explain how digital marketing has changed consumer behaviour in a selected organisation.

Learners can further progress their research in content area A by assessing and evaluating the impact of evolving marketing strategies due to technological advancement. Learners should be given the opportunity to examine in detail the effect of evolution within digital marketing and how the organisation has exploited new digital marketing strategies as a result.

Content area B requires learners to conduct research into a specific business's digital marketing for



a selected key customer segment. Further analysis is then required into the different digital marketing tools and how they could be used to target key customer segments in a selected organisation.

Content area C requires learners to review different content options for the development of digital marketing tools. Learners will investigate the different digital marketing content formats such as video, text, images etc and explain the different steps an organisation takes when developing digital marketing content for a specific customer segment.

It is advised that learners are guided to use a wide variety of websites, books, journals etc. when conducting research for their assignment.

Video clips from websites such as YouTube can help learners explore the different digital marketing campaigns for a range of businesses. Furthermore, blogs are a useful way for learners to obtain information on how organisations identify digital marketing content for customer segments and the different digital tools used.

Learners should be introduced to a wide variety of digital tools that organisations use. Learners should research a range of social media platforms such as; Facebook, Instagram, Twitter, Snapchat, Pinterest etc, in order to gain an insight into how organisations utilise these platforms to target customer segments and create digital marketing content.

Digital technology is constantly changing, and you should encourage learners to investigate how digital marketing practice is changing as a result. Learners should be encouraged to research current digital marketing trend strategies as this would help reflect real world practice.

## Assessment guidance

The assessment of this unit is through assignments taken after learning aims A and B and then after learning aim C has been delivered. Authorised assignment briefs are available on the website, or alternatively, centres can adapt these or create their own to meet their needs of their learners. Where centres are adapting or creating their own, it is advisable that they utilise the free Assignment Checking Service to ensure that internal assessment requirements are being met.

An assignment is a distinct activity completed independently by learners that is separate from the teaching, practice and exploration and other activities that learners complete with the discretion from, and formative assessment by, teachers.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There are specific practical components to this unit, for example creating a digital marketing campaign. Therefore, specific evidence will be required and this could vary depending on what types of digital marketing the learner has decided to create. Banner adverts, email marketing, digital posters, social media content etc. will all be valid evidence for learning aim C. Learners should be aware that they can submit a portfolio of evidence for their digital marketing campaign and should be encouraged to explore different types of digital marketing. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

Sample Marked Learner Work and Centre Assessment Materials will be available to help centres prepare for internal assessment.

Assessment decisions are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification, the criteria for each unit have been defined according to a framework within the unit specification. This unit provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of the qualification.

The assessment criteria for the unit are hierarchical and holistic. For example, if an M criterion requires the learner to show 'analysis' and the related P criterion requires the learner to 'explain', then to satisfy the M criterion a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In Appendix 1 'Glossary of terms used for internally-assessed units', we have set out definitions of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessor will give a grade for the unit. This is given simply according to the highest level for which the learner is judged to have met all the criteria.

Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 3 of the national framework.

## Getting started

**This gives you a starting place for one way of delivering the unit.  
Activities are provided in preparation for the external assessment.**

### Unit 4: Investigating Digital Marketing

#### Introduction

This unit is designed to give learners an insight into the role of digital marketing within the marketing industry. This unit provides learners with the opportunity to investigate how digital marketing practice has evolved and the different tools used to target customer segments.

Learners will start by exploring how digital marketing has changed over time. This includes researching the digital marketing technologies and the tools used. Learners should be encouraged to research how digital marketing has evolved over the years and how businesses have adapted to take advantage of new digital marketing practices. Show learners how traditional marketing has been integrated with digital marketing and how the digital marketing strategy of a business influences the marketing mix.

Learners should then be urged to conduct research into a specific organisation and how the behaviour of specific customer segments have changed because of evolving digital marketing technology. For example, how the evolution of digital marketing technology influenced customer purchasing behaviour in different industry segments.

While studying this unit, learners should be made aware of the potential marketing career opportunities within the digital marketing industry. As part of their careers advice, Learners should be encouraged to research potential career options within the digital marketing industry and the steps required to obtain specific digital marketing careers.

Learners will require the use of IT facilities, including internet access to conduct research and undertake the assessment opportunities. If possible, centres should provide computer room facilities when delivering this unit so that learners can adequate facilities to conduct research. Also, learners should be made aware of the legal and ethical issues within the digital marketing industry. Guest speakers can help illustrate how organisations comply with legal and ethical practices within the digital marketing industry.

**Content area A: Explore the principles of digital marketing practice used in the marketing industry**

- Content area A provides a foundation for learners, it provides learners with an overview of the digital marketing practices, technology and the tools used within the industry.
- Content area A1 is designed to allow learners to understand the principles of digital marketing. This includes how traditional marketing has been integrated with digital marketing and the contribution digital marketing has to organisational goals. Case studies, for example on how businesses have used both traditional and digital marketing to promote brand awareness, could be used to demonstrate this point. Furthermore, a discussion on the different ways digital marketing can contribute to organisational goals e.g. increased visibility, improving customer acquisition costs and revenue would also help explain the principles of digital marketing. Learners should explore the concept of agile delivery and how marketing content needs to be managed to meet the evolving needs of customers and technological advancements. Video clips and/or case studies exploring how businesses have changed their digital marketing over the years would help show this.
- A1 also requires learners to explain legal issues within digital marketing. This includes data protection legislation such as GDPR. Learners could be introduced to the 7 key principles outlined in the GDPR and then asked to apply them to different scenarios. For example, learners could explore the principle of purpose limitation and how data should only be collected for a specific purpose. The significant point is that learners can demonstrate sufficient knowledge as to how data protection legislation has impacted and changed digital marketing practices. Learners should also explore safeguarding legislation and electronic communications regulation (PECR). The tutor should provide case study scenarios to contextualise the use of these legislation within digital marketing practice. Better still, guest speakers could be utilised to provide real world industry knowledge to further enhance learning.
- A1 also asks learners to explore ethical issues such as deceptive marketing practices. Learners should be given the opportunity to investigate 'false advertising scandals' and the impact this can have on an organisations image.
- For content area A1, learners should also be made aware of the 7ps within the marketing mix. Learners should be introduced to each P element individually but understanding should be applied from a digital point of view. The basic concept of the 7ps and the theory involved in creating the 'right' mix still applies, however the toolbox used to implement the mix will be different. An analogy of baking a cake could be used to illustrate this point to the learners. For example, a person who is baking a chocolate cake has used the same recipe and ingredients for many years, the recipe was passed down to them from their mother. The recipe and basic ingredients have stayed the same e.g. eggs, flour chocolate; however, the tools used to create the cake have changed over the years, e.g. electric whisk, more sophisticated oven, new kitchen gadgets etc. This illustrates the fact that just like baking a cake, the initial concept of the 7ps (product, price, promotion, place, process, people, physical evidence) is the same, but the tools used to implement the strategy have changed. E.g. social media marketing as a core promotional strategy instead of traditional marketing methods.
- A2 requires learners to understand the evolution of digital techniques and the changes in digital activities as a result. Learners should firstly be introduced to the range of digital technology such as smartphones, tablets, computers, instant data and automation and

investigate how this has changed over time. For example, learners could look at the evolution of the mobile phone to the smartphone device and how businesses have utilised mobile/smartphone technology over the years. Learners should then explore different areas where digital marketing has evolved which includes; social media marketing, search engine optimisation (SEO), search engine marketing (SEM), website and email marketing. It is important that learners investigate all the digital marketing methods from a range of different businesses so they can compile good quality research to support their summative assignment.

- Within A2 content encourage learners to explore the evolution of social media and how businesses have used social media as part of their digital marketing strategy over the years. learners could start by looking at some of the first recognised social media platforms for example; Six Degrees (1997) My Space (2003), and Friendster (2002). Then learners could start to explore the early years of YouTube (2005), Facebook (2004) and Twitter (2006) etc and the businesses which became early adopters of these social media platforms.
- A3 requires you to explain the reasons for social media engagement with different customers. This includes the customers motivations for using social media, the advantages and disadvantages of social media platforms and how organisations communicate with social media. In groups learners can be assigned different social media platforms to investigate, they could then look at the functionality of each and provide examples of how different businesses use them to communicate. Learners could then present their findings to the class. For example, some consumers will be loyal to Facebook (2004) as they have had an account for over 15 years. While Tik Tok (2016) will control different demographic as it a newer form of social media.
- A4 requires learners to explain how Digital technology has changed customer behaviour. Learners should explore how businesses can acquire new customers using digital technology as well as how they can utilise digital platforms to increase sales, move into new markets, and launch new products.
- A4 requires learners to explain how businesses can use digital marketing tools and channels for brand management purposes. This includes creating a positive image, reinforcing brand messages or managing bad publicity.
- A4 introduces the concept of customer segmentation and how customers interest and behaviours influence the type of digital marketing they will engage with. Learners should explore a range of digital marketing methods and identify which methods would best suit certain customer profiles. Business case studies on types of segmentation along with specific examples of target key customer segments for organisations can be used to help illustrate this point.
- How organisations adapt to customer behaviour for key target segment groups is also part of A4 topic area. Learners should consider the online customer journey and how important this is to get right. The more barriers (steps) in the way of a customer purchasing online, the greater the chance of customers not committing to a purchase. Therefore, learners need to showcase how organisations invite smooth transaction processes as part of the customer journey.
- A4 also asks learners to explore the increase in consumer power online. This is through customer reviews, social media campaign groups and online complaining. Learners should appreciate the viral power of online platforms and how businesses can be impacted both positively and negatively by the power of consumer voice.

**Content area B: Explore the use of digital marketing tools to target key customer segments**

- Learning aim B requires learners to explore the use of digital marketing tools to target key consumer segments.
- B1 introduces learners to the digital marketing toolbox which includes; email, websites, Online PR, search engine optimisation, blogs, social networks and online advertising. Show learners different examples of how businesses have used digital marketing; this could be illustrated using video clips and/or case studies
- B2 content also asks learners to consider the advantages and disadvantages of different digital marketing tools. Learners could draw a table that identifies the different advantages and disadvantages of digital marketing. Guide learners to consider cost vs benefits of different marketing methods, the audience reach potential, time to post digital content, the usability of different digital marketing platforms, human resources required.
- B2 also asks learners to identify the opportunities and threats of the different digital marketing tools. This can include the opportunities for businesses to improve efficiency e.g. customer response time, business automation etc as well as the threats of using digital marketing e.g. negative customer feedback.
- Learners should be given the opportunity to investigate how businesses use digital marketing tools in different business contexts, this includes, business to business (B2B), business to customer (B2C) and not for profit (NfP). Different contexts will utilise digital marketing tools in different ways learners need to understand how businesses will use digital marketing to target key customer segments within the different contexts.

**Content area C: Review different content options for the development of digital marketing tools**

- Learning aim C requires learners to review different content options for the development of digital marketing tools. This involves looking at the reasons why organisations select different types of digital marketing formats and how organisations produce successful digital marketing content. Learners should be given the opportunity to research a range of businesses in different contexts in order to fully understand the processes behind developing digital marketing content for different target customer segments.
- C1 requires learners to explore the different content options for digital marketing tools. This includes; text, images, animated GIFS, videos and sound. Learners should research examples of different businesses marketing campaigns and highlight how they have used these effectively. Learners could present their research in a presentation to the rest of the class and the tutor could further consolidate learning through Q&A discussion.
- The tutor should emphasise that for C1 learners are not required to actually produce digital marketing content but appreciate the process in selecting the correct formats to target customers. Moreover, learners should have a basic knowledge of how these formats can be created using different digital tools. An employer led masterclass could be a great way to teach learners the different content options while providing real life examples.
- C2 asks learners to investigate successful digital marketing content. This includes looking at the role of the customer within content creation, emphasis on user-generated content, product reviews and online feedback.
- For C2 learners should explore how user – generated content can be successful for organisations. This includes looking at influencers who will create content such as blogs, vlogs, video unboxing, etc. encourage learners to discuss the benefits and drawbacks of free user generated marketing.
- For C2 learners should also consider the role of the customer in content creation. This could be how organisations generate success by engaging with customers through digital marketing content for example a Facebook competition.

## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Content from this unit also links to the following units within this specification:

- Unit 1: Careers in Marketing
- Unit 2: Marketing Principles
- Unit 3: Customer Communications
- Unit 7: Marketing an Event

### Textbooks

Chaffey D, Chadwick F (2019) *Digital Marketing – Strategy Implementation and Practice* (7<sup>th</sup> edition)  
Pearson Education Limited, Harlow, London.

### Journals

Marketing week - marketing news opinions trends and jobs,

Journal of Digital & Social Media Marketing - professional journal for all those involved in the marketing of products or services using digital channels.

### Websites

Sky's way of working: <http://s3-eu-west-1.amazonaws.com/skygroup-sky-static/documents/about-sky/policies/skys-ways-of-working.pdf> -

<https://blog.glia.com/5-companies-evolved-embracing-new-tech/> - examples of agile delivery

<https://smbp.uwaterloo.ca/2018/06/asseenonasos-how-asos-engages-customers-via-social-media/> - How ASOS use social networking prompts

<https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation> - GOV.UK guide to general data protection regulations

<https://ico.org.uk/for-organisations/guide-to-pecr/> - privacy and electronic communications regulations (PECR) guide

<https://www.businessinsider.com/false-advertising-scandals-2016-3?r=US&IR=T> - article titled '18 false advertising scandals'

<https://www.marketingdive.com/news/burger-kings-whopper-detour-generated-15m-app-downloads/548203/> - The 'Burger King Whopper Detour' Campaign case study

<https://www.struttandparker.com/virtual-viewings> - Strutt and Parker (property agency) case study

<https://www.planbox.com/4-companies-that-are-killing-it-with-crowdsourcing/> - article titled '4 companies that are killing it with crowdsourcing'.

[www.moneysupermarket.com](http://www.moneysupermarket.com) - popular comparison website

<https://www.thinkwithgoogle.com/intl/en-154/insights-inspiration/case-studies/> -

Thinkwithgoogle.com case studies

<https://hbr.org/2015/06/case-study-can-retailers-win-back-shoppers-who-browse-then-buy-online> - case study titled 'can retailers win back shoppers who browse then buy online'

<https://endearhq.com/blog/showrooming-webrooming> - blog post titled 'Everything You Need to

*Know About Showrooming & Webrooming and How They Affect Modern Retailers'.*

<https://onlinegeniuses.com/5-industries-impacted-by-online-reviews-infographic/> - article titled 'industries impacted by online reviews'

<https://mention.com/en/blog/online-reviews/> - the blog post titled '7 Reasons Online Reviews are Essential for Your Brand'.

<https://www.hubspot.com/why-go-hubspot> - explains the benefits of using HubSpot

<https://landing.sendinblue.com/en/mailchimp> - provides a review of the features of Sendinblue.

<https://mailchimp.com/why-mailchimp/> - guide explaining why you should use Mailchimp for marketing practice.

<https://www.therecipeguru.com/post/2018/02/02/3-reasons-video-is-dominating-food-marketing-blog-post-titled-3-reasons-video-is-dominating-food-marketing>

<https://problogger.com/8-ways-to-find-trending-topics-and-key-words/> - the blog titled '8 ways to find trending topics and key words'

<https://www.smartinsights.com/digital-marketing-strategy/how-to-set-digital-marketing-objectives/> - the blog post titled 'how-to-set-digital-marketing-objectives'

[www.tesco.com/zones/food-love-stories](http://www.tesco.com/zones/food-love-stories) - Tesco's successful 'Food Love Stories campaign'

<https://digitalagencynetwork.com/mcdonalds-prepared-iconic-days-for-each-time-in-instagram-stories/> - Mc Donald's Iconic days Instagram campaign

<https://louisem.com/144557/often-post-social-media-the-blog-post-titled-how-often-should-you-post-on-social-media>

<https://www.youtube.com/watch?v=PKUn7wU5slc> - Video titled 'How to Develop a Social Media Strategy Step-by-Step'

[www.mailchimp.com](http://www.mailchimp.com) - email marketing automation platform Mailchimp

<https://www.huffingtonpost.co.uk/> - popular blog website

[www.postermywall.com](http://www.postermywall.com) - poster creating website

15 Content Calendar Templates to Help Your Content Strategy - Market Motive Blog - examples of content calendars [backlinko.com/templates/marketing/content-calendar](http://backlinko.com/templates/marketing/content-calendar) - downloadable template

[www.jotform.com/table-templates/demo/social-media-calendar](http://www.jotform.com/table-templates/demo/social-media-calendar) - visual demonstration of a social media content calendar

<https://offers.hubspot.com/thank-you/social-media-content-calendar?> - free content calendar download and guide

<https://www.youtube.com/watch?v=CUnI4NY6c8>

<https://uk.trustpilot.com/> - successful testimonial website

[socialb.co.uk/blog/unsuccessful-christmas-social-media-campaigns/#.Wg625bacbPA](http://socialb.co.uk/blog/unsuccessful-christmas-social-media-campaigns/#.Wg625bacbPA) - the blog post titled 'unsuccessful Christmas social media campaigns'

[ostmarketing.com/5-outstanding-social-media-marketing-case-studies/](http://ostmarketing.com/5-outstanding-social-media-marketing-case-studies/) - the blog post titled '5 outstanding social media marketing case studies'.

[https://www.youtube.com/watch?v=WoY\\_B062ODE](https://www.youtube.com/watch?v=WoY_B062ODE) - 'Three hardest Challenges of Digital Marketing in 2018'

[www.business2community.com/product-management/ben-jerrys-case-study-putting-cherry-top-product-launches-digital-marketing-0798226](http://www.business2community.com/product-management/ben-jerrys-case-study-putting-cherry-top-product-launches-digital-marketing-0798226) - Ben and Jerry's case study

[www.glowmetrics.com/about/glow-work/#gref](http://www.glowmetrics.com/about/glow-work/#gref) - glow metrics case study examples

<https://www.youtube.com/watch?v=zyMI43064qw> - video explaining various digital advertisement metrics.



## Other resources

Plickers (<https://get.plickers.com>) is a SMART device app that promotes an imaginative way for tutors to complete formative assessments.

Quizlet (<https://quizlet.com/en-gb>) a learning study tool that provides tutors with an imaginative way for tutors to complete formative assessments.

Kahoot (<https://kahoot.com>) a game-based learning platform that allows tutors to create interactive quizzes.

*Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.*