



Unit 17: Digital Marketing

Delivery guidance

Approaching the unit

Marketing is changing. Business organisations no longer rely on traditional promotional methods to reach potential customers. Laptops, tablets and mobile devices now mean that businesses can deliver promotional communications to consumers 24/7. The increased use of social media has led to a whole range of different marketing opportunities. Businesses need to adopt a range of strategies to enable them to make the most of the opportunities that arise. Video blogging and the development of mobile applications are but two of the areas your learners will need to explore.

To complete this unit, you could arrange for your learners to research a range of digital marketing communications from some leading business organisations. This research could be used to produce a short case study or report that explains how digital marketing can be used as an extension of the traditional marketing mix and which then assesses the effectiveness of digital marketing in influencing consumers today.

You can use a range of delivery methods in this unit, for example:

- discussions – class and small group discussions on digital marketing
- individual or group presentations – examples of digital marketing in local businesses
- case studies – illustrating digital marketing in well-known businesses
- appropriate video extracts.

Group work is an acceptable form of delivery but you must ensure that learners individually produce work for assessment that meets the assessment criteria.

You can involve local employers in the delivery of this unit by inviting them as:

- guest speakers
- mentors for learners
- providers of business materials as basis for case studies and exemplars
- providing opportunities for visits for learners.

Delivering the learning aims

In learning aim A, learners need to understand how digital marketing differs from, yet supports traditional marketing. You could start by asking learners to compile a list of definitions, together with examples, of the different types of digital marketing used today. Learners should be equipped with the knowledge to identify current trends such as the move to mobile communications. Learners also need to understand the advantages and disadvantages of the different media used in digital marketing to target different audiences. Learners could work in small groups to collect examples of different marketing messages transmitted via the different media types, as well as the different devices and formats available.

Learners with part-time employment may wish to explore how their employer handles its digital communications. Others may wish to look at a variety of different organisations, which could range from charities to for-profit organisations, to see potential differences in message and media (e.g. to target specific market segments, different forms of marketing and advertising such as social media marketing, email advertising, display advertising and search engine marketing). Teaching for this learning aim should also cover the development of customer databases to help organisations communicate digitally, including ways of building and developing databases as a marketing tool (e.g. through the use of free content for generating leads). Centres with strong employer links could bring in a range of speakers to help learners formulate their ideas.

Having examined the role of digital marketing within the wider marketing and promotional mix, for learning aim B, you could ask learners to investigate the objectives, and the strategies, used by digital marketers to achieve these objectives. This could be achieved by looking at a range of digital marketing campaigns and trying to identify a specific objective (e.g. lead generation, brand awareness or customer retention), and the strategy used (video marketing, paid search advertising, etc.).

Learners need to understand the range of different compensation models available to digital marketers and the reasons for selecting the most appropriate for a given marketing strategy. It is best to obtain this knowledge via a visiting speaker with a digital marketing background. In the final section of delivery for learning aim B, learners should examine the main benefits of online advertising and the concerns that both businesses and consumers might have. For example, a marketing manager might be concerned with ensuring that the content produced is displayed as expected on whichever device is used to display the message. Consumers, on the other hand, would be more concerned about fraud and data security.

In learning aim C, learners are required to produce a creative digital marketing plan for a selected product or service. The plan should cover all sections of the marketing planning process identified in the unit specification. Clear marketing objectives should be identified, and the target market segment and brand persona determined. The digital plan should be fully integrated with the wider marketing and promotional mix and the anticipated returns need to be identified. Learners will be more successful in achieving this task if they have first researched an extensive range of digital communications methods used by a wide range of businesses.



Learning aim	Key content areas	Recommended assessment approach
A Examine the role of digital marketing within the broader marketing mix	A1 Digital marketing in the marketing function A2 How the digital communication is delivered A3 Devices for displaying digital communications	A presentation that assesses the influence of digital marketing in shaping customer behaviour and buying habits, and which then outlines the effectiveness of two existing digital marketing campaigns from two different types of business. There will also be an evaluation that highlights different compensation models, benefits and concerns. An accompanying report considering the benefits and potential concerns of digital marketing will also be provided.
B Investigate the effectiveness of existing digital marketing campaigns	B1 Digital marketing objectives B2 Digital strategies B3 Return on investment compensation models B4 Benefits and concerns of online advertising	
C Develop a digital marketing campaign for a selected product or brand	C1 Marketing planning process C2 Integration in the wider marketing and promotional mix	A fully justified plan for a digital marketing campaign.

Assessment guidance

This unit is internally assessed through two assignments. The first covers learning aims A and B, and the second covers learning aim C.

All learners must independently generate evidence that can be authenticated. The main sources of evidence are likely to be individual presentations and plans together with individual research. Observation records and witness statements could also be used as support.

BTEC assessors should complete observation records, while people such as work colleagues can complete witness statements. Observation records alone are not sufficient sources of learner evidence; the original learner-generated evidence must support them.

It is essential that you allow learners to individually select their own examples of businesses and communications messages to investigate, and the research evidence to include in their work, if they are to show the individual creativity required to achieve the universal distinction criterion.

Learners will need to be familiar with the current trends in digital marketing, understand the different ways in which communications messages reach potential consumers, and have a good knowledge of the range of devices used for displaying digital communications. Extensive research and exposure to a wide range of digital communications messages will therefore better prepare learners to undertake the tasks associated with this unit.

Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 17: Digital Marketing

Introduction

A simple way to introduce this unit would be for learners to produce a short presentation on two different forms of digital communications that they have encountered recently. They could be asked questions by their peers on why they have chosen the two methods and which of the two they believe to be the most effective at getting the communications message across and why they think so.

Learning aim A – Examine the role of digital marketing within the broader marketing mix

- Learners need to be taught that digital marketing is an extension to traditional marketing methods rather than a replacement for them. Start with a class discussion on the different types of marketing communications and ask learners to consider whether they are effective at meeting the original objective. This basic introduction could include small-group research to enable learners to produce definitions, with examples, of the different types of digital marketing used today.
- Marketing messages are delivered in a number of different ways, and through individual research learners should experience most of these and be able to identify the advantages and disadvantages of each. For example, pop-up ads may be cheap but they are intrusive and consumers may feel irritated at having to close down these adverts to enable them to continue to shop or browse. This irritation may be detrimental to future sales. Furthermore, many computer users now use ad blockers to prevent pop-ups from loading. Interstitial ads, however, may seem less intrusive as they open when the user has made an active choice to click a hyperlink within the webpage, and these ads usually self-close after a short period or have a close button to skip the advert, so do not interrupt normal browsing. A whole-group research task could be used to compile a case study of how communications messages are delivered. Learners should also consider the trend towards social media and other methods such as video blogging. A visiting speaker could perhaps be used to inform learners of current trends in content and contact development.
- Learners need to understand the ways in which the different devices used affect the way the message is presented. For example, will the message fit equally well on a tablet, laptop and mobile device such as a smart phone? Learners could use a range of devices to view the same message and present a report on how the message format changes with device.

Learning aim B – Investigate the effectiveness of existing digital marketing campaigns

- Start by asking learners to identify suitable digital marketing objectives. These will not vary significantly from normal marketing objectives. The main objectives of any marketing campaign are to create brand awareness, to generate new leads and to ensure customer satisfaction and retention. Digital marketing has the same objectives and learners should research a range of digital marketing campaigns that have these specific objectives.
- Learners should also examine the strategies that marketers have used to achieve these objectives. The unit content identifies a number of strategies, and learners should try to ensure that they have evidence of most, if not all, of these, which they can draw upon when they come to design their own campaigns. Learners should understand the differences between these strategies and know which strategy is more likely to achieve a particular



objective. For example, regularly updating the content of the digital message will not necessarily generate more leads, but it will help raise brand awareness and help maintain the interest of existing and potential customers. Moreover, with effective search engine optimisation, a business can ensure its message is the one seen by more web-browsing consumers and so increase the number of hits it achieves. This potentially increases its lead generation and ultimately its sales. This could be facilitated through any combination of tutor-led presentation, class discussion and individual research.

- A key element to any campaign is the compensation model. Group work could be used to examine a range of such models and learners could then present reasoned judgements about which model would be most appropriate for a given marketing strategy.
- In the final section of delivery for learning aim B (B4), learners should be able to identify the main benefits of online advertising and the concerns that both businesses and consumers might have. This could be achieved through a whole class discussion where learners review and comment on a number of different campaigns, identifying the benefits and concerns raised by the promotion. For example, a marketing manager might be more concerned about the cost of the campaign, whereas consumers might be more concerned about fraud and data security.

Learning aim C – Develop a digital marketing campaign for a selected product or brand

- In the final learning aim, learners have to produce a creative digital marketing plan for a selected product or service. This practical activity draws on the theory and practice covered so far.
- The plan should follow the marketing planning process identified in the unit specification, set clear marketing objectives such as to ensure customer retention, and should identify a specific target market segment. The brand persona needs to be selected and justified. Competition, resources requirements, implementation plans and key performance indicators should also be included. This part of the unit links with *Unit 2: Research and Plan a Marketing Campaign*
- The digital plan should be fully integrated with the wider marketing and promotional mix and anticipated returns identified.

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

Pearson BTEC International Level 3 Qualifications in Business:

- Unit 2: Research and Plan a Marketing Campaign
- Unit 16: Visual Merchandising.
- Unit 18: Creative Promotion.
- Unit 22: Market Research.
- Unit 24: Branding.
- Unit 25: Relationship Marketing.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson endorsed textbooks that support this unit of the BTEC International in Business. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

- Boocock E – *Internet Marketing: The Full Story* (Urban Media Direct, 2011) ISBN 9780956911001.
This book looks at e-commerce platforms and a range of internet marketing strategies including search engine marketing, search engine optimisation and search engine pay-per-click options.
- Chaffey D – *Digital Marketing: Strategy, Implementation and Practice*, 5th edition (Pearson, 2012) ISBN 9780273746102.
The book gives practical guidance on how businesses can get the most out of digital media to meet their marketing goals and, as such, gives appropriate examples that learners could consider for their own marketing task.
- Ryan D and Jones C – *Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation*, 2nd edition (Kogan Page, 2012) ISBN 9780749464271.
The book examines the world of digital marketing: how it got started, and how it got to where it is today.
- WSI – *Digital Minds: 12 Things every business needs to know about digital marketing* (FriesenPress, 2013) ISBN 9781460230206.
This book gives guidance on strategies for content marketing, social media, responsive web design, display advertising, email marketing and more.



Websites

- www.cim.co.uk
The Chartered Institute of Marketing website. It contains some useful information on the marketing mix, including examples of campaigns.
- www.ukmarketingnetwork.co.uk
The UK Marketing Network's website. It includes useful blogs on all aspects of marketing from industry practitioners.

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.