Module Handbook

2023/24

Social Media Marketing and Management

School	Leeds Business School
Level	7
Semester	2
Credits	20
CRN	13629/ 35974
Name of Partner Institution	The British College - Nepal

Module Leader	Millicent Osafo Adu
Email Address	M.Osafo-Adu@leedsbeckett.ac.uk

As a student in this Module, the best and most effective way to raise any Module learning queries/questions is to use the weekly Module drop-in by appointment. Students are advised to check this handbook and to see if there are any online/noticeboard announcements or FAQ answers that deal with their inquiry before contacting staff. When emailing staff, it is University policy for staff to respond within 2 working days.

There may be times when you get a response much sooner than this if a staff member is dealing with e-mails or the matter is urgent. Please expect that responses are likely to take up to the full two working days in most instances. The typical working hours for staff are between 9 am and 5 pm.

Introduction from the Module Leader

Welcome to the exciting world of Social Media Marketing and Management! In an era dominated by digital connectivity, social media marketing impacts almost every part of our lives therefore understanding how to leverage social media effectively is a crucial skill for individuals and businesses alike. From social and political information, we are served by algorithms, search engines, and social media channels to applying for car loans, and mortgages and travelling around the world.

This module is designed to provide you with comprehensive insights into the dynamic landscape of social media, equipping you with the knowledge and tools necessary to create, implement, and manage successful social media marketing campaigns. Our digital profiles are made up of social channels, native applications, web-based applications, and our internet searches, our tracked use and presumed behaviour directly contribute to the availability of information and products that we are served on social media.

The module will look at how social media fits into and complements the marketer's toolbox. It combines theory with practical application as it covers core skills such as strategic planning for social media applications, incorporating these platforms into the brand's marketing communications executions, and harnessing social media data to yield customer insights. We are looking forward to working with you all as we discover and expand our experiences with social media marketing and management as a powerful tool for brand building, audience engagement, and business growth.

Many thanks,

Milly and Lily

Module Leader: Millicent Osafo Adu - M.Osafo-Adu@leedsbeckett.ac.uk

Module Tutor: Lily Young Lily.Young@leedsbeckett.ac.uk

Module Aims

1	Introduce students to the ways in which social media marketing can be used for marketing activities and how this is influenced by the contemporary digital environment.
2	Facilitate an understanding of how social media is used as a marketing tool within a wider marketing campaign.
3	Develop a critical understanding of the key aspects of social media marketing to identify a range of challenges and opportunities such as how an organisation can measure/evaluate the success of any campaign.
4	Equip students with the contemporary marketing skills required for being a marketing professional in the digital age**.**

Module Learning Outcomes

1	Assess the key elements of social media marketing and its role within a wider digital marketing strategy.
2	Develop a social media marketing strategy for use in an organisation of the student's choice.
3	Critically evaluate the success of a social media strategy within a given organisation.

Module Learning Activities

The module will be taught over 12 weeks. Each week consists of two separate learning sessions:

- **Online Lectures: 1 hour**
- **IT practical Supervised Studio/ Lab: 2 hours**, consists of a range of activities and practices in IT Labs. You will have opportunities to apply theories and techniques learnt from the lectures to practice.

A combination of weekly lectures and seminars is used. Lectures deliver key theoretical concepts and direct students to a reading and self-study programme. Seminars facilitate the application of theoretical concepts by exploring examples and case studies. In seminars, students have the opportunity to work on activities in small groups and present their analysis to the class. Verbal formative feedback on their findings is given. Students also have the opportunity to participate in full class discussions.

Lecture and seminar information is available via the VLE/student portal. Students are required to make extensive use of library resources to locate academic journal articles and practitioner material.

Communication

Information about the module and key deadlines and assessment information will be communicated via My Beckett, within timetabled Workshop/Seminars sessions and/or email via the VLE. You are strongly encouraged to use the Module Workshops/Seminars, Drop-in sessions, and Discussion Board sessions to ask questions. The Module communication protocol at the beginning of the Module handbook sets out what you can expect regarding direct email communication to the Module team. If your issue is urgent and/or of a personal and private matter, your email may in these circumstances be answered quicker than within 2 working days. Please expect that responses are likely to take up to the full five working days in most instances.

Important Note

You must notify your Course Administrator if you are absent for more than one day (for example for an interview, emergency unforeseen circumstances, or for compassionate leave). If you are going to apply for mitigation you will need to provide written evidence of the reason for your absence (see **Extenuating Circumstances and Mitigation** for further information).

Drop-in hours

By appointment only, to be arranged at a mutually convenient time.

Contact Hours

| Activity	Number of Hours
Lectures	12
IT practical Supervised Studio/ Lab Sessions	24
Minimum Total Contact Hours	36
Guided Independent Study	164
Total Notional Hours	200

A student guide on contact hours is available here:
https://www.qaa.ac.uk/docs/qaa/qualitycode/contacthours-student.pdf?sfvrsn=5046f981_8

Key Resources to Support Learning

Key resources to support your learning will be made available on the Module VLE. Please make sure that you check the VLE on a regular basis.
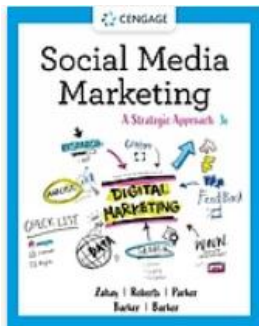
1. <u>Core Module Textbook</u>
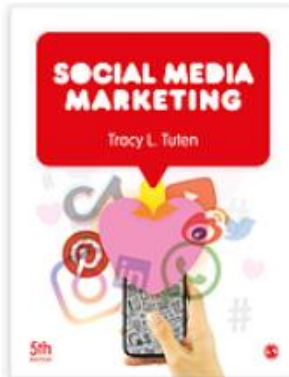
https://leedsbeckett.on.worldcat.org/search?queryString=Social%20media%20marketing%20tuten&stickyFacetsChecked=off&sortKey=BEST_MATCH

Tuten, T. (2024). *Social media marketing*. London: Sage
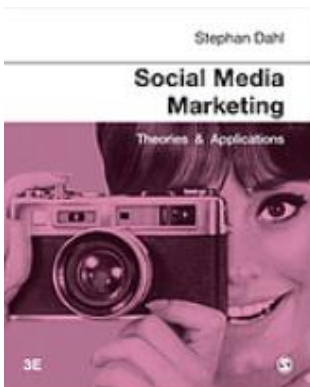
2. Recommended Textbook

https://leedsbeckett.on.worldcat.org/search/detail/1263799751?queryString=Social%20Media%20Marketing%3A%20A%20Strategic%20Approach&stickyFacetsChecked=off&sortKey=BEST_MATCH

Zahay *et al.* (2023). *Social Media Marketing: A Strategic Approach*. Boston, MA: Cengage Learning.

3. Recommended Textbook

https://elevate.talis.com/beckett/player/modules/6130aee29be81d5891d5e723/epubs/645b8a77555c0935b8f17ead?chapter=0

Dahl, S. (2021). *Social Media Marketing: Theories and Applications*. London: Sage.

Additional Readings

Abidin, C. and Ots, M. (2015). The Influencer's dilemma: The shaping of new brand professions between credibility and commerce. In AEJMC 2015, Annual Conference, San Fransisco, CA, August 6-9.

Allen, R. (2015). The future of advertising on Instagram. [Online] Smart Insights. Available at:

<http://www.smartinsights.com/social-media-marketing/instagram-marketing/the-future-of- advertising-oninstagram/>.

Arvidsson, A. and Caliandro, A. (2016). Brand Public. Journal of Consumer Research, 42, pp. 727-747.

Balakrishnan, B., Dahnil, M. and Yi, W. (2014). The Impact of Social Media Marketing Medium toward Purchase Intention and Brand Loyalty among Generation Y. Procedia: Social and Behavioural Sciences, 148, pp. 177-185.

Barreda, A., Bilgihan, A., Nusair, K. and Okumus, F. (2015). Generating brand awareness in online social networks. Computers in Human Behavior, 50, pp. 600-609.

Brodie, R., Ilic, A., Juric, B. and Hollebeek, L. (2013). Consumer engagement in a virtual brand community: An exploratory analysis. Journal of Business Research, 66, pp. 105-114.

Chan, T.K.H., Zheng, X., Cheung, C.M.K., Lee, M.K.O., Lee, Z.W.Y., (2014). Antecedents and consequences of customer engagement in online brand communities. Journal of Marketing Analytics 2 (2), 81-97.

Chaney, P. (2016). 7 Ways to Improve Your Instagram Presence. [online] Social Media Today. Available at: <http://www.socialmediatoday.com/social-networks/7-ways-improve-your-instagrampresence>

Cicero, N. (2015). Are Branded Geofilters The Future Of Advertising On Snapchat? [Online] Marketing Land. Available at: <http://marketingland.com/branded-geofilters-future-advertising-snapchat-134606> [Accessed 30 July 2016].

eMarketer, (2016). Measuring ROI still the top struggle for social marketers [website] available from. In:

https://www.emarketer.com/Article/Measuring-ROI-Still-Top-Struggle-SocialMarketers/1014196#sthash.9iU2aNkL. dpuf, Accessed 12 February 2017.

Fromm, J., & Garton, C. (2013). Marketing to millennials: Reach the largest and most influential generation of consumers ever. New York: AMACOM.

Hobbs, T. (2016). Nationwide: Sometimes brands can do more with a Snapchat geofilter than a 90 -second TV ad. [Online]. Marketing Week. Available at:

<https://www.marketingweek.com/2016/08/18/nationwidesometimes-brands-can-do-more-with-a- snapchat-filter-than-a-90-second-tv-ad>.

Hollebeek, A., Glynn, M. and Brodie, R. (2014). Consumer brand engagement in social media:

Conceptualization, Scale Development and Validation. Journal of Interactive Marketing, 28, pp. 149- 165.

Hudson, S., Huang, L., Roth, M. and Madden, T. (2016). The influence of social media interactions on consumer-brand relationships: A three-country study of brand perceptions and marketing behaviours. International Journal of Research in Marketing, 33, pp. 27-41.

Kennedy, H., Elgesem, D. and Miguel, C. (2015). On fairness: User perspectives on social media data mining.

 The International Journal of Research into New Media Technologies, pp. 1-19.

Khamis, S., Ang, L., & Welling, R. (2016). Self-branding, 'micro-celebrity' and the rise of Social Media Influencers. Celebrity Studies, 1-18.

Shukla, P., (2014). The impact of organizational efforts on consumer concerns in an online context. Information & Management 51, 113–119.

Kozinets, R. (2014) Netnography: redefined. 2nd ed. London: Sage.

 Nadeem, W., Andreini, D., Salo, J., & Laukkanen, T. (2015). Engaging consumers online through websites and social media: A gender study of Italian Generation Y clothing consumers. International Journal of Information Management, 35(4), 432-442.

Ren, H., Liu, L., Wang, D., Liu, J., & Luo, X. (2016). THE BATTLE FOR SINGLES'DAY: HOW SOCIAL MEDIA MARKETING CAMPAIGNS BOOST SALES.

Oh, S., Syn, S.Y., (2015). Motivations for sharing information and social support in social media: A comparative analysis of Facebook, twitter, delicious, YouTube, and flickr. Journal of the Association for Information Science and Technology 66 (10), 2045–2060.

Park, H., Kim, Y.-K., (2014). The role of social network websites in the consumer– brand relationship. Journal of Retailing and Consumer Services 21, 460–467.

Perez-Vega, R., Taheri, B., Farrington, T., and O'Gorman, K. (2018). On being attractive, social and visually appealing in social media: The effects of anthropomorphic tourism brands on Facebook fan pages. Tourism Management, 66, 339-347.

Pew Research Center (2015). Men catch up with women on overall social media use [Website]. Available on http://www.pewresearch.org/fact-tank/2015/08/28/ men-catch-up-with-women-on-overall-social-mediause/, Accessed 18 February 2017.

Rowles, D., (2014). Mobile Marketing: How Mobile Technology is Revolutionising Marketing, Communications and Advertising, London: Kogan Page. Available as an eBook:

http://catalogue.leedsbeckett.ac.uk/uhtbin/cgisirsi/0/-/0/123#

Tsimonis, G. and Dimitriadis, S. (2014). Brand strategies in social media. Marketing Intelligence and Planning, 32(3), pp. 328-344.

Wang, H., Meng, J., & Dong, F. (2012). Sharing as "frands": Personified branding strategies on social network sites in China. First Monday, 17(5). Available at: http://firstmonday.org/ojs/index.php/fm/article/view/3718/3201.

Weijo, H., Heitanen, J. and Mattila, P. (2014). New insights into online consumption communities and netnography. Journal of Business Research, 67(10), pp. 2072-2078.

Windels, J. (2016). Millennials and Marketing: Why Brands are Getting it So, So Wrong. Social Media Week . [Online] Social Media Week. Available at: <http://socialmediaweek.org/blog/2016/03/millennials-marketing-why-brands-are-getting-it-so-so-wrong/?platform=hootsuite> [Accessed 1 April 2016].

Wolny, J. and Mueller, C. (2013). Analysis of fashion consumers' motives to engage in electronic word -of-mouth communication through social media platforms. Journal of Marketing Management, 29(5-6), pp. 562583.

Academic Journals

The library subscribes to a wide range of academic journals. They are accessible as both printed and electronic copies and can be searched via online databases or Google Scholar. If you are not fully conversant with how to search for academic articles online, talk to the library staff – they are only too willing to help. The following journals contain articles relevant to this module, but this list is by no means exclusive:

International Journal of Information Management Journal of Consumer Research	**Journal of Direct, Data and Digital Marketing**
Journal of Consumer Behaviour	**Practice Journal of Interactive Marketing**
Journal of Digital and Social Media Marketing	**Journal of Fashion Marketing and Management**

Trade Journals

Trade journals are published for people who work in a particular industry. There are several UK magazines aimed at the marketing and advertising industries. They can also be searched online via Library Online.

Republic Marketing
Marketing Week
Drum

Additional Resources

Resource	Link
World Ethical Data Forum	https://worldethicaldataforum.org/
World Economic Forum	https://www.weforum.org/
Data and Marketing Association	https://dma.org.uk/research
Oxford Internet Institute Governance of Emerging Technologies	https://www.oii.ox.ac.uk/research/projects/governance-ofemerging-technologies/
Open Data Institute	https://standards.theodi.org/
Alan Turing Institute	https://www.turing.ac.uk/
The Digital Insider Podcast with Sinan Aral	Available across podcast channels. https://ide.mit.edu/insights/ide-launches-podcast-the-digitalinsider-with-sinan-aral/

Disability Support

Disability Support is available from our Disability Advice Team. The Disability Advisers will work with students to ensure support is provided to meet their individual needs: www.leedsbeckett.ac.uk/studenthub/disabilityadvice.

Disability Advice and Support

All disabled students requiring additional support or alternative arrangements must declare and provide evidence of their disability to the Disability Advice Team as early as possible: https://www.leedsbeckett.ac.uk/student-information/disability-advice/.

Weekly Schedule

Week Commencing Date	Type of Session (e.g. Lecture / Seminar)	Reading/Journal Review etc	Directed study and additional resources
Week 1 (29/01/2024)	Lecture	Brief History of social media	Module Handbook
Week 1 (29/01/2024)	Seminar	Introduction to the module; module handbook	Module Handbook
Week 2 (05/02/2024)	Lecture	Social media marketing fundamentals	Tuten, T (2024). Ch 1: The social media environment / social media marketing
Week 2 (05/02/2024)	Seminar	Social media marketing fundamentals **Assessment: Component 1 Brief**	Tuten, T (2024). Ch 1: The social media environment / social media marketing
Week 3 (12/02/2024)	Lecture	User and/or customers	Tuten, T (2024). Ch 2: Social Consumers
Week 3 (12/02/2024)	Seminar	Case study: The use of paid, owned, and earned media.	Tuten, T (2024). Ch 2: Social Consumers
Week 4 (19/02/2024)	Lecture	Influencer marketing	Tuten, T (2024). Ch3: Network structure and group influences in social media Kozinets *et al.,* (2023) Ch1: Influencers and Creators: Business, Culture and Practice
Week 4 (19/02/2024)	Seminar	Market segmentation and creation of buyer personas	Tuten, T (2024). Ch3: Network structure and group influences in social media Kozinets *et al.,* (2023) Ch1: Influencers and Creators: Business, Culture and Practice
Week 5 (26/02/2024)	Lecture	Social Media Marketing Plan	Dahl, S (2014) Social media marketing strategy
Week 5 (26/02/2024)	Seminar	Identifying micro-influencers on Instagram	Dahl, S (2014) Social media marketing strategy
Week 6 (04/03/2024)	Lecture	Objectives, Tactics, and Action	Tuten, T (2024). Ch 5: Tactical planning and execution

Week 6 (04/03/2024)	Seminar	Managing Agency relationships **Assessment: Component 1 Live Presentation in timetabled Seminars**	Tuten, T (2024). Ch 5: Tactical planning and execution
Week 7 (11/03/2024)	Lecture	Rules of Engagement for Social Media Marketing Social Media Platforms and Social Media sites	Roberts et al (2023). Ch 4: Rule of engagement for SMM: Ch5 Social media platforms and networking sites
Week 7 (11/03/2024)	Seminar	Case study on social media marketing plan **Assessment: Component 2 Brief**	Roberts et al (2023). Ch5: Rule of engagement for SMM: Ch5 Social media platforms and networking sites
Week 8 (18/03/2024)	Lecture	Social Community	Tuten, T (2024). Ch 6: Social Community
Week 8 (18/03/2024)	Seminar	Setting social media marketing objectives	Tuten, T (2024). Ch 6: Social Community
Week 9 (08/04/2024)	Lecture	Brand fans and brand publics; Content marketing:	Tuten, T (2024). Ch 7: Social publishing
Week 9 (08/04/2024)	Seminar	Creating social media marketing action plan	Tuten, T (2024). Ch 7: Social publishing
Week 10 (15/04/2024)	Lecture	Content Marketing 2	Tuten, T (2024). Ch 8: Social entertainment
Week 10 (15/04/2024)	Seminar	Creating a social media content calendar	Tuten, T (2024). Ch 8: Social entertainment Tuten, T (2024). Ch 9: Social commerce
Week 11 (22/04/2024)	Lecture	Social media, CSR, and SMEs	Tuten, T (2024). Ch 9: Social commerce Tuten, T (2024). Ch 11: Social media metrics
Week 11 (22/04/2024)	Seminar	Creating social media posts with Canva Social Media Analytics/Metrics	Tuten, T (2024). Ch 10: Social media analytics Tuten, T (2024). Ch 11: Social media metrics
Week 12 (29/04/2024)	Lecture	**Campaigns Discussion using Miro Board** **Drop in Assessment: Component 2 Support**	**Drop in Assessment: Component 2 Support**
Week 12 (29/04/2024)	Seminar	**Campaigns Discussion using Miro Board – continued** **Drop in Assessment: Component 2 Support**	**Drop in Assessment: Component 2 Support**
		Assessment Component 2 Due Tuesday 7th MAY 2023, at 14.00pm	

Assessment Summary

This module has two assessment components (component 1 – live group presentation and component 2 Individual Report (Coursework)

Assessment 1

Assessment Method:		Re-assessment Method:	
Exam Length / Word Count	**Group Presentation (Live Practical):** Live Group Presentation using PowerPoint Slides. 10 minutes in length.	**Exam Length / Word Count**	**Individual Presentation with audio track:** Presentation and audio track to be a maximum of 10 minutes. In the notes section of each slide there should be a maximum of 300 words (+/- 10%) to offer additional context to the slide. Evaluate the social media marketing strategy of an allocated organisation.
Assessment Release Date:	Week commencing 29th January 2024, in timetabled seminars.	**Assessment Release Date:**	Monday 20th May, 2024
Assessment Deadline Date & Time:	Week commencing 4th March 2024, in timetabled seminars.	**Reassessment Deadline Date & Time:**	Tuesday 9th July 2024 at 14:00 pm
Feedback Method:	Group work scored in a matrix/rubric and a written/typed summary about group assessment work.	**Feedback Method:**	Written/typed summary Via VLE (My Beckett)
Feedback Date:	20 working days after submission	**Feedback Date:**	20 working days after submission
Type / Component Weighting:		**Group presentation 30%**	
Learning Outcomes Assessed: LO1, LO2, LO3			

COMPONENT 1 LIVE GROUP PRESENTATION (PRACTICAL)

2023/24 Semester 2

FIRST SIT

MODULE TITLE: Social Media Marketing & Management

TITLE OF ASSESSMENT: Assessment 1: Live Group Presentation (Practical)

LEVEL: H7

COURSE(S): MSSDM, MMKDS, MBA, MSMMA, MSCMDS

DEADLINE DATE FOR

SUBMISSION BY STUDENTS: **Live Group Presentations commencing 4th March 2024,**

SUBMISSION LOCATION: On the My Beckett module page using the Turnitin icon.

Live Group Presentation in seminar, running order tbc.

ASSESSOR(S): Millicent Osafo Adu, Lily Young

Component 1: Live Group Presentation

You are required to deliver an <u>academic live group presentation</u>, 10 minutes in length and fully referenced. The presentation will involve your group's in-depth analysis of one particular social media campaign, its results and impact. You will also be required to demonstrate your knowledge of social media marketing theory with reference to models from lectures and weekly recommended reading.

This is the **<u>first</u>** of two assessed components and is worth 30% of the module mark, the second assessment is worth the remaining 70% of the module mark.

Part 1 Social media marketing campaign nomination.

In your groups, you will be allocated one social media marketing campaign from the following:

- Dove's 'NoLikesNeeded' Campaign
- Spotify's 'Only You' Campaign
- Sure's 'WatchMeMove' Campaign
- Apple's 'Share Your Gifts' Campaign
- Tesco's 'Prices that take you back' Campaign.

Part 2 Design and deliver your findings.

2.1 Campaign Context
    1.1.1. Detail the context of the nominated campaign. Why was the campaign needed? How does this campaign support people? where was the campaign run?

    1.1.2. List the objectives of the nominated campaign.

2.2 Social Media Channel
    2.2.1   Identify <u>all social media channels/platforms</u> where the campaign took place.

    2.2.2   Select <u>at least three channels</u> the nominated campaign was live on.

    To justify your findings please **use academic theory and models** from lectures and reading.

2.3 Audience
    2.3.1   Identify the target audience of the nominated campaign

    2.3.2   Identify and <u>detail the characteristics</u> of the campaign's target audience

    2.3.3   Identify the <u>audience and characteristics</u> of the selected social media channels identified in the previous section 2.2. To justify your findings please **use academic theory and models** from lectures and reading.

2.4 Key Performance indicators
    2.4.1   Analyse the performance of the campaign using <u>at least three key performance indicators</u> that are present across your nominated campaign's social media channels.

    2.4.2   Select the most relevant performance indicator that drives understanding of the audience across the selected social media channels in the previous section 2.3. To justify your findings please **use academic theory and models** from lectures and reading.

2.5 Tactics
    2.5.1   Evaluate and <u>identify the tactics</u> used by the organisation in the nominated social media marketing campaign.

    2.5.2   Select <u>at least three tactics</u> and detail the characteristics of each tactic in the nominated social media marketing campaign.

    2.5.3   Evaluate, align, and critique the effectiveness of the selected tactics when measuring the performance indicators for the nominated social media marketing campaign in section 2.4. To justify your findings please **use academic theory and models** from lectures and reading.

2.6 Impact
    2.6.1   Evaluate the campaign's impact by summarising the key findings from section 2.4 Key Performance Indicator's and 2.5 Tactics to evaluate their effectiveness. To justify your findings **please use academic theory and models** from lectures and reading.

Please note: As per the marking scheme, it is expected that this presentation will have a strong academic underpinning, and the consistent use of good quality journal articles in addition to other credible materials is expected. Be thorough with your research. Whilst including a wide range of quality sources (as per the marking scheme) will not guarantee you a Merit or Distinction, it will provide you with the foundations you need to achieve good scores.

Presentation Formatting

Presentation length:
Your presentation must be <mark>ten minutes long.</mark>

Any presentation which exceeds ten minutes will be stopped at ten minutes and only the content that has been presented within the specified timeframe will be marked.

Recommended Presentation Structure

- Cover Slide (1 slide)
- Group Introduction Slide (1 slide)
- 2.1 Campaign Context slide (1 slide)
- 2.2. Social Media Channels (1 slide)
- 2.3 Audience (1 slide)
- 2.4 Key Performance Indicators (2 slide)
- 2.5 Tactics (2 slide)
- 2.6 Impact (2 slide)
- Bibliography Slide (not included in word count).

Your presentation must be in <u>presentation slide format on the day</u>. Any which are not will incur a 5-mark penalty for unprofessional practice (see below).

Practice your delivery thoroughly. This counts for 30% of your final mark. Ensure you put enough time into rehearsing your presentation.

Please note: If you use other presentation software (e.g. Apple Keynote, Google Slides) to construct your presentation it is your responsibility to <u>ensure that the slides are converted to PowerPoint format and formatted correctly</u> (we will mark what we see on the day and poor formatting could potentially impact your mark in presentation category)

Academic content
Your presentation must be fully referenced, utilising the Harvard Referencing format. Use citations where appropriate as you would in a report; include a slide at the end with a well-constructed bibliography.

Your presentation must use a range of **quality** sources. If your presentation is underpinned by poor quality sources, this will be reflected in your marks.

Group Work
Group dynamics
It is not compulsory for all students in a group to speak. Students will be given full flexibility over how the workload is divided throughout the group. However, the mark awarded is a group mark, so be mindful of your own strengths e.g., who is the strongest academically or who is the best speaker? It is recommended that you consider these strengths when dividing up the workload.

In your initial group meeting, engage in an honest and frank assessment of your individual strengths and limitations, and assigning roles based on this. Research should not be left up to one member of the group, each member should contribute equally.

Record every meeting with full minutes (in the event of any peer review the module leader will expect to see these as evidence to support any claims made re contribution).

Your Groups
The group sizes in this presentation will be between 4-5 students and **MUST** be made up of students within your own class. You can form your own groups and will be given an opportunity to do so in the tutorials.

Any student who is not in a group by week 3 (week commencing 16th Feb 2024) will either be paired up with another students within their tutorial group.

Presentation Slot Allocation

Presentation Slot Allocation	**Week 5 w/c 26th Feb 2024**
Live Group Presentation	**Week 6 w/c 4th Mar 2024** **In your timetabled seminar**

Instructions for completion and submission of presentation slides.

This is a formal assessment and should be treated in the same way as an exam. Failure to submit online will be subject to mitigating circumstances.

<u>Upload your presentation onto My Beckett and ensure it is in Microsoft PowerPoint format</u>.

Whilst all members of the group do not have to speak in the presentation, all members MUST contribute to the content of the work. Any member who does not involve in the group work may be awarded a mark of zero (unless mitigating circumstances are approved).

| Assessment Title: | Component 1 Group Presentation (Live Practical) | | | | | | Weighting: | 30% |

Criteria and Weighting	100 – 86%	85 – 70%	69 – 60%	59 – 50%	49 – 40%	39 – 30%	29 – 15%	14 – 0%
Introduction Context and background **(5%)**	Introduction provides context that is highly insightful, useful, and relevant.	Introduction provides context that is insightful useful and relevant.	Introduction provides context that is useful and mostly relevant.	Introduction provides adequate context for the presentation.	Introduction provides little to no relevant context.	Introduction provides no relevant context.	No relevant introduction absent.	No relevant introduction absent.
Findings and analysis Sections 2.1, 2.2, 2.3 **(30%)**	Findings are highly relevant, linked to context, contemporary insight with excellent use and application of relevant theoretical frameworks and concepts.	Findings are highly relevant, linked to context and linked to contemporary insight and relevant theoretical frameworks and concepts.	Findings are relevant, have some contextualization and are linked to contemporary insight and relevant theoretical frameworks and concepts.	Findings are considered in context and there are some links to context and relevant theoretical frameworks and concepts.	Findings are not considered in context and there are no links to context or relevant theoretical frameworks and concepts.	Identified key findings are minimal and lack relevance.	Findings and analysis are omitted or contain serious flaws and errors.	Findings and analysis are omitted or contain serious flaws and errors.
Use of sources Referencing and citation **(10%)**	Uses a variety of sources of excellent quality and demonstrate excellent relevance, contemporary insight, and theoretical justification.	Uses a variety of sources of excellent quality and demonstrate great relevance, contemporary insight, and theoretical justification.	Uses a range of credible sources relevant to the chosen topic.	Uses the minimum number of credible articles required in the assignment brief. Some credible sources but generally lacking	Uses below the minimum number of credible articles required in the assignment brief Sources lack range and credibility.	Uses well below the minimum number of credible sources Sources are of very limited credibility	Uses little to no credible articles as required in the assignment brief.	Uses little to no credible articles as required in the assignment brief.

Criteria and Weighting	100 – 86%	85 – 70%	69 – 60%	59 – 50%	49 – 40%	39 – 30%	29 – 15%	14 – 0%
				in range/some lack credibility.				
Application of theory Sections 2.4, 2.5, 2.6 **(25%)**	Excellent application of theory to the analysis of the social media campaign.	Highly relevant application of theory to the analysis of the social media campaign.	Competent application of theory into practice.	Adequate application of social media marketing theory although typically limited in the following aspects: Too theory oriented and lacking examples. Too reliant on examples, does not relate to corresponding theory.	Minimal theory included and is misinterpreted. Minimal relevant examples used, those used are dated, unoriginal and superficially described.	Theory absent or badly misinterpreted. Examples lacking or very superficial.	Theory and examples absent or completely irrelevant. No use of quality academic references.	Theory and examples absent or completely irrelevant. No use of quality academic references.
Conclusion **(5%)**	Conclusion is highly logical, thoroughly justified by evidence with excellent display of impact.	Conclusion is logical and thoroughly justified by evidence.	Competent conclusion justified with evidence (with some minor flaws).	Adequate conclusion but not fully justified by presentation content.	Conclusion not supported by presentation content.	Conclusion absent or not supported by presentation content.	Conclusion completely irrelevant.	Conclusion completely irrelevant.
Presentation Use of visuals and props	Written English on slides is an excellent	Written English on slides of a very high standard of cohesion.	Written English of a high standard with minimal mistakes.	Numerous spelling/grammar mistakes present.	Contains persistent spelling and grammatical errors.	Persistent spelling and grammatical errors.	Spelling and grammar incomprehensible.	Spelling and grammar incomprehensible.

Criteria and Weighting	100 – 86%	85 – 70%	69 – 60%	59 – 50%	49 – 40%	39 – 30%	29 – 15%	14 – 0%
(15%)	standard of cohesion. Conforms to Harvard Referencing. Effective use of images and text Creative use of props to assist delivery.	Conforms to Harvard Referencing. Effective use of images and text Creative use of props to assist delivery.	Conforms to Harvard Referencing but minor errors may be present. Use of images and text generally well balanced with a few omissions Uses props to assist delivery.	Conforms to Harvard referencing format but with some notable errors (e.g. bibliography not in correct format, citations consistently presented wrong) Lacks structure. Somewhat text heavy/text light/image heavy/image light. Props present but contribute little.	Attempts to conform to Harvard referencing but with significant errors. Rudimentary structure and visual presentation. Referencing and citation absent or extremely limited.	Rudimentary structure and visual presentation.	Slides not presented in appropriate format.	Slides not presented in appropriate format.
Delivery and group dynamics (10%)	Excellent clarity of delivery, students speak fluently. Presentation ran smoothly with handovers dealt with seamlessly.	High standard of clarity of delivery, students speak fluently about findings. Presentation ran smoothly with handovers dealt with seamlessly.	Good clarity of delivery. Students may occasionally rely on cue cards/notes but are largely able to make eye contact with the audience	Adequate clarity of delivery. Presentation will be comprehensible, but presenter overly reliant on notes/cue cards.	Little clarity of delivery, most elements of the presentation are incomprehensible. Handovers have a tendency to	Poor clarity of delivery, parts of the presentation incomprehensible. Handovers completely disorganised	Incomprehensible clarity of delivery Presentation delivery disorganised from start to finish.	Incomprehensible clarity of delivery Presentation delivery disorganised from start to finish.

Criteria and Weighting	100 – 86%	85 – 70%	69 – 60%	59 – 50%	49 – 40%	39 – 30%	29 – 15%	14 – 0%
			and present fluently. Handover mostly dealt with seamlessly.	Handovers sometimes disrupted the flow of the presentation.	disrupt the flow of the presentation.	and disrupt the presentation.		

Assessment 2

Assessment Method:		Re-assessment Method:	
Exam Length / Word Count	4,500 words +/- 10% Report on a social media marketing strategy. Individual Report (Coursework)	**Exam Length / Word Count**	4,500 words +/- 10% Report on a social media marketing strategy. Individual Report (Coursework) - Resit
Assessment Release Date:	Week commencing 11th March 2024	**Assessment Release Date:**	24th June 2024
Assessment Deadline Date & Time:	Tuesday 7th May 2024 at 14:00 pm Plus Flex Tuesday 14th May at 14:00 pm	**Reassessment Deadline Date & Time:**	Tuesday 9th July 2024 at 14 00 pm Plus Flex Tuesday 16th July 2024 at 14:00 pm
Feedback Method:	Individual work scored in a matrix/rubric and a written/ typed summary about individual assessment work.	**Feedback Method:**	Individual work scored in a matrix/rubric and a written/ typed summary about individual assessment work.
Feedback Date:	20 working days after submission	**Feedback Date:**	20 working days after submission
Type / Component Weighting: 70%		**Coursework: 70%**	
Learning Outcomes Assessed: LO1, LO2, LO3			

COMPONENT 2 Individual Report (Coursework)

MODULE TITLE: Social Media Marketing & Management

TITLE OF ASSESSMENT: Component 2: Individual Report (Coursework)

LEVEL: H7

COURSE(S): MSSDM, MMKDS, MBA, MSMMA, MSCMDS

DEADLINE DATE FOR

SUBMISSION BY STUDENTS: **Tuesday 7th May 2024 by 14:00pm**

SUBMISSION LOCATION: On the MyBeckett module page using the Turnitin icon.

ASSESSOR(S): Millicent Osafo Adu, Lily Young

Overview

In your role as a digital marketing consultant, you have been asked to develop a social media marketing plan for a **new UK based client** and to present to the **Senior Management team**.

They have asked you, as a digital marketing consultant specialising in social media marketing, to produce a **social media marketing plan** that will analyse the market sector, set clear social media marketing objectives, select a target audience, provide justified tactics in order achieve the objectives, detail the action plan, and indicate how you will measure that you have achieved your set objectives. To justify your findings please **use academic theory and models** from lectures and reading.

NB: You may select one of the below companies, brand and/or product from to focus your social media marketing plan upon… however, your social media marketing plan should be focused on the campaign and not the company itself.

- ➢ **Starbucks (Taylor's Latte)**
- ➢ **Nike's (Can't Stop Us)**
- ➢ **Gillette (The Best Men Can Be)**
- ➢ **Netflix (Stranger Things Season 4)**
- ➢ **Spotify (Wrapped 2022)**
- ➢ **Adidas (Your Future Is Not Mine)**

Brief Background

You should produce a social media marketing plan that considers the potential contribution of social media marketing concepts and activities to the future success of the organization and their digital presence in the UK.

The client currently has an online presence and is now looking for practical suggestions as to how they can plan their digital growth **in the UK** for the next **6 months** through social media marketing.

Student Instructions for Submission of Coursework
This module requires you to submit your work online.

You MUST submit your work through MyBeckett using the link set up by the tutor. Receipt of your work will be recorded.

Your "Turnitin assignments" in MyBeckett can be set up so that you can check your assignment yourself as you submit it. This checking is done by creating a "Similarity Report". If this report shows that there are some problems with your work, such as un-cited quotations, you should be able to make corrections and re-submit the work again before the due date. More information about Turnitin is available online here: http://libguides.leedsbeckett.ac.uk/mybeckett/turnitin

Please note: Tutors will follow up any suspected breach of academic integrity found after the submission date as per university policy. Late penalties will apply as per University Regulations.

Answer Guide

- The word count is 4,500 words +/- 10% excluding appendices and bibliography.
- Attention should be paid to the structure, font size and visual attractiveness of your report and it's cohesion.
- Your work should be referenced using the LBU Harvard referencing system (please use Quote Unquote for support).
- This individual coursework does not need to be printed out and can be uploaded to the assessment folder on MyBeckett.
- Words included in the bibliography are not included in the word count.
- Please use report formatting with section and sub section numbering.
- Any websites referred to must be properly referenced.
- The use of business language and a relevant structure is vital. At the same time, this is an academic assignment, so you need to show that you also master the theory and reference it properly.

Recommended Document Structure
- Title Page
- Executive Summary
- Table of content page
- Introduction
- Part 1
- Part 2
- Part 3
- Part 4
- Part 5
- Part 6
- Key Takeaways
- Conclusion
- References

<u>**Individual Report Structure**</u>

To justify your findings please **use academic theory and models** from lectures and reading throughout your report.

Part 1 Conduct a Situation Analysis and Identify Key Opportunities
<u>Internal Environment</u>: What is the corporate culture? Is it supportive of the transparent and decentralised norms of social media? What overall marketing activities that can be leveraged for social media marketing? What resources exist that can be directed to social media activities? Is the organisation already prepared internally for social media activities, in terms of policies and procedures?

<u>External Environment:</u> Who are your customers? Are they users of social media? Who are your competitors? What social media activities are they using and how social media incorporated in their marketing and communications plans? What are the key trends in the macro environment (PESTLE) that may affect your decisions regarding social media marketing?

<u>SWOT analysis</u>: based on the analysis, what are the strengths, weakness, opportunities, and threat regarding social media marketing?

Part 2 State Objectives
Use TOWS, state <u>2-3 social media marketing objectives</u>. Your objectives should be SMART and provide the direction for the social media plan. You should <u>link your corporate objectives to your social media marketing objectives</u>.

Part 3 Gather Insight into Target Audience
Which segments should we select to target with social media activities? What are the relevant demographic, psychographic, and behavioural characteristics of the segments useful in developing a social media marketing plan? What are the media habits and especially the social media habits of the segments?

Part 4 Select social media Zones and Vehicles
Which mix of the four zones of social media will be best to accomplish your objectives? Which channels and vehicles should be used in each zone? What mix of paid, earned, owned, and shared media will be used across the zones and channels?

Part 5 Create an Experience Strategy Encompassing Selected Zones
What can you develop social media activities that support and/or extend existing communications strategies? What key message/theme do you recommend sharing using social media? In what ways can you align the zones used as well as other promotional tools to support each other? Can you incorporate social reminders in advertising messages, in store displays and other venues? Can your recommended key message and activities contribute to accomplishing your social media marketing objectives?

Part 6 Establish an Action Plan, Manage and Measure
What is the timing of the elements in the 6-month plan detailing when the tactics will be implemented? Who is responsible for the tactics on your team and the clients? How do you measure the actual performance of the plan? How do you listen and respond to social media mentions? Provide a set of recommended

metrics/measures so that the performance of the plan can be assessed, and the tools used (if any) to monitor the KPIs e.g., YouTube Analytics, Facebook Insights.

Key Takeaways

In this section you will need to pull out the key reasons from your findings and planning that will convince your client that your plan will get results and have impact. It is worth thinking about the corporate objectives, the performance indicators, and the impact they will have on the client's audience and commercial activity.

Conclusion

This section is a wrap up of the key areas of the plan, no new information should be in the conclusion. It should be cohesive and ensure that the client walks away knowing exactly what the plan is, when it will start and end, cost implications, key objectives and what their role in the plan is. Ensure that Part 1 to Part 6 is included in this.

References/ Appendices

To justify your findings please **use academic theory and models** from lectures and reading. Please use Harvard referencing and use appendices when needed.

Feedback:

Date generic feedback will be available:	Within one week of the assessment period, subject to the date set for the release of provisional results.
How generic feedback will be returned to you:	Posted on the module on My Beckett.
Date provisional marks will be available:	Within 4 weeks of the assessment period.
How provisional marks will be returned to you:	Posted on the module on MyBeckett and by email.
Date individual feedback will be available	Oral feedback after each presentation and written on assessed assignment, which will be available via MyBeckett one week after the oral presentation takes place.
How individual feedback will be returned to you:	Via MyBeckett.

Assessment Details

Coursework
Student Instructions for Submission of Coursework
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You MUST submit your work through MyBeckett using the link set up by the tutor. Receipt of your work will be recorded.

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For franchise students kindly contact your module leader for details of how to submit coursework.

Instructions to Students
Please read carefully the assessment and grade/marking descriptors overleaf:

Assessment Title:	Individual Report (Coursework)						Weighting:	70%
Criteria and Weighting	100-86%	85-70%	69-60%	59-50%	49-40%	39-30%	29-15%	14-0%
Introduction (5%): Provide a suitable explanation of the issue or opportunity presented with reference to your chosen organization in the executive summary.	Explanation relevantly summarises the rationale behind the issue or opportunity in context to an excellent standard.	Explanation summarises the rationale behind the issue or opportunity in context.	Explanation offers a relevant summary of the rationale behind the issue or opportunity in context.	Explanation offers a basic summary of the rationale behind the issue or opportunity in context.	Inadequate explanation or a basic summary of the rationale behind the issue or opportunity in context.	Explanation fails to clearly summarise the rationale behind the issue or opportunity in context.	Explanation fails to offer any rationale behind the issue or opportunity in context.	Explanation fails to offer any rationale behind the issue or opportunity in context.
Part 1 **Findings and analysis (25%):** Overview of the key findings from the situation analysis (Micro and Macro). Use secondary data from reliable sources.	Findings are highly relevant, linked to context and linked to contemporary insight and relevant theoretical frameworks and concepts.	Findings are relevant, have some context and are linked to contemporary insight and relevant theoretical frameworks and concepts.	Findings are considered in context and there are some links to context and relevant theoretical frameworks and concepts.	Findings are considered in context and there are limited links to context and relevant theoretical frameworks and concepts.	Inadequately identified findings, lack relevance and there is no evidence of any relevant theory.	Very poor to no findings and analysis, theories are omitted or contain serious flaws and errors.	No findings and analysis are included; theories and frameworks are omitted.	No findings and analysis are included; theories and frameworks are omitted.
Parts 2-6	Outline of the potential plan for	The outline of the potential plan	Outline of the potential plan for objectives,	The outline of the potential plan for	Inadequate outline of the potential plan	Very poor outline of the potential plan.	No outlined plan. Objectives,	No outlined plan. Objectives,

Outline of potential objectives, strategy, tactics, implementation, and control (55%): Relevant recommendations for objectives, strategy, tactics, implementing, budgeting, and controlling within the SMM plan for the next 6 months.	objectives, strategy and tactics align to the context and demonstrate excellent relevance, contemporary insight, and theoretical justification.	for objectives, strategy and tactics are clear and well-defined, relate the context, and show some creativity and insight.	strategy, and tactics are defined and stated, and relate to the context.	objectives, strategy and tactics lack detail but evidence some link with the context.	for objectives, strategy and tactics are minimal, lack focus or are omitted.	Objectives, strategy, and tactics are omitted or contain serious flaws and errors.	strategy, and tactics are omitted.	strategy, and tactics are omitted.
Key Takeaways and Conclusion (10%) Key findings and planning to convince your client that your plan will get results and have impact. Wrap up the key areas of the plan	Key takeaways and conclusions intelligently follow on from the context and demonstrate excellent relevance, contemporary insight and theoretical justification.	Key takeaways and conclusions are very clear and well defined, relate the context, and show creativity and insight.	Key takeaways and conclusions are defined, stated, and relate to the context.	Key takeaways and conclusions are of some level of detail but evidence some link with the context.	Key takeaways and conclusions are of a minimal level of detail and evidence minimal link with the context.	Key takeaways and conclusions are very limited and lack focus.	Key takeaways and conclusions contain serious flaws and errors.	Key takeaways and conclusions omitted.

integrating cohesiveness.								
Plan writing and presentation (5%): Format, structure and present a SMM plan that is free of spelling, grammar, and punctuation errors. Apply the rules of Harvard Referencing correctly. Use appendices effectively	Presentation and plan cohesion is of a high standard with correct referencing and very effective use of appendices.	Presentation and plan cohesion is of a good standard with correct referencing and effective use of appendices.	Presentation and plan cohesion is of a reasonable standard with adequate referencing and use of appendices.	Presentation and plan cohesion is of a basic standard. Referencing has been attempted but is inaccurate.	Inadequate presentation and plan cohesion is weak with inadequate referencing.	Very Poor presentation and plan cohesion is very poor. Limited referencing or contains serious errors and omissions.	No presentation or plan. Little to no referencing with serious errors and omissions.	No presentation or plan. Little to no referencing with serious errors and omissions.

Feedback on Your Assessments

Feedback forms a large part of your learning experience and is vital to your personal and professional development.

Whatever your academic level, building on your feedback is vital. Noting and acting on feedback is key to independent learning, continued progress and long-term success.

https://libguides.leedsbeckett.ac.uk/skills-for-learning/building-on-feedback

Verbal feedback will be given during seminar activities for assessment 1. All students will be given the opportunity to receive written feedback on their script via VLE as part of the module assessment. Generic feedback to the whole cohort after the module assessment will also be produced.

Understanding Your Assessment Responsibilities

Extenuating Circumstances and Mitigation

If you are experiencing problems which are adversely affecting your ability to study (called 'extenuating circumstances'), then you can apply for mitigation. You can find full details of how to apply for mitigation at: https://www.leedsbeckett.ac.uk/student-information/exams-assessments-and-awards/mitigation-and-extenuating-circumstances/.

For students requiring 5-day extensions on coursework submissions, you do not have to apply for this. Instead, you will be permitted to submit up to 5 working days after the deadline without incurring a late penalty. This will be called the flexible submission period. Full details of this policy can be found here.

The University operates a fit to sit/fit to submit approach to extenuating circumstances which means students who take their assessment are declaring themselves fit to do so. More information is available at the above link and here: https://www.leedsbeckett.ac.uk/student-information/exams-assessments-and-awards/examinations/

Late Submission

Without any form of extenuating circumstances, standard penalties apply for late submission of assessed work.   Full details of the penalties for late submission of course work are available at https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/.

Academic Integrity

Academic integrity is a fundamental principle within the University and is strongly linked to good academic practice. All assessments must be submitted with due attention to issues of academic integrity, expression, and good academic practice, including clarity in grammar, semantics and syntax.

Any suspected breach of academic integrity will be investigated by the University and could have serious consequences on your studies. Breaches of academic integrity include (but are not limited to) plagiarism, self-plagiarism, collusion and contract cheating. Definitions and the potential consequences of an admitted or found breach of academic integrity are detailed in the Academic Regulations at: https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/.

There are a range of resources available to help you understand what is and what is not permitted and how to use other people's ideas in your assessed work.   These include the LBU Academic Integrity tutorial, which is available on Academic Integrity Tutorial for 2023/24 and the Skills for Learning website which you can access here https://libguides.leedsbeckett.ac.uk/skills-for-learning/. An *Academic Integrity Factsheet for Students* is available to view at: https://www.leedsbeckett.ac.uk/student-information/academic-skills-and-advice/academic-integrity/.

Your Feedback on the Module

A mid-module review will be timetabled into your module by week 7. This is an opportunity to resolve modular issues promptly early on in the module. In addition, you will have the opportunity to provide feedback formally at the end of your module-. These comments will be reviewed by your course team and some may be considered via the course monitoring and enhancement process, in which your Course Representative is involved.