



# Marketing Report

## TutorPoint


First Edition

Group 2  
MEng Software Engineering Project  
Department of Electronic Engineering  
University of York

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## Document Approval

All authors of the document are required to proofread, mandate, and sign-off before the document's official publication.

Author	Signature	Date
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## Document Version Control

History of edits and alterations to the CUBIXEL Marketing Strategy, including the document version, date, author, and description of the edits.

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## Preface

This document is the CUBIXEL Marketing Report for the CUBIXEL marketing strategy implemented for the TutorPoint brand and product. It provides the reader with an understanding of what CUBIXEL values and represents. It provides an overview of the marketing strategy that was implemented by the CUBIXEL marketing team for the TutorPoint brand and product, including the TutorPoint target market, the marketing initiatives set for the marketing strategy, the marketing channels that were utilised and implemented by the CUBIXEL marketing team, and the metrics that were measured and monitored to record the the marketing strategy outcomes. The marketing report provides an outline of the outcomes of the CUBIXEL marketing strategy, as well as the recorded results from the channels that were utilised during the strategy implementation period. Finally, the marketing report provides insight into the projected outcomes for the current marketing channels, how the implemented marketing strategy could be improved, and how it will be developed and extended into future iterations. The budgets allocated to the CUBIXEL marketing team are additionally detailed for the next 5 consecutive years, to be invested into future marketing strategies for the TutorPoint brand and product.

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## 1. Introduction

### 1.1 Company Overview

Cubixel is an eight-person software engineering consultancy and development team based in York, United Kingdom. As a team, we provide software design services to clients and large companies, focusing on full stack development and providing true customer value using agile development practices. We are inclusive to all industries that align with our own company ideals, especially those involved in global change to provide a positive impact to fields of research, and in people's homes.

### 1.2 Mission and Vision Statement

At Cubixel, we strive to provide companies with the necessary tools to prosper in their respective fields. Our business focus is on the design, implementation, and support of research and academic based software for companies willing to push the boundaries of education and research. Our mission is to lead the way into providing effective and accessible educational services through advanced and innovative means, capitalising on new business opportunities and delivering industry-leading technology.

Our vision for the company is to advance new areas of education and academia through the development of software, to encourage more students into STEM based subjects. Cubixel aims to be one of the leading developers of software for enabling education, research and collaboration. Cubixel plans to expand quickly whilst maintaining its core values and a strong sense of pride in the projects we develop amongst all employees.

Creating experiences for our customers is at the centre of our strategic framework and is what differentiates us most from our competitors. All actions taken by the Cubixel company with respect to its products, its business and its investments must ultimately support our strategy to deliver a positive customer experience.

Our company strategy has been formed to fulfil the needs of our two other critical stakeholders, our colleagues and our communities in which we do business. For our colleagues, our strategy is to ensure that everyone is recognised and appreciated for the work that they do to bring Cubixel closer to fulfilling its mission, our people are also trusted regarding their quality of work and representation of the company. For the communities we operate in, our strategy is to ensure that our clients feel valued, respected and understood regarding their needs.

## Our mission

To make education accessible to everyone through advanced and innovative solutions

## Our strategy



## Our values

Simplicity

Quality

Innovation

## 2. Marketing Strategy Overview

### 2.1 Target Market

Defining a target market was crucial to the initial success and growth of the TutorPoint brand and product; impacting advertising, as well as customer experience, branding, and business operations.

#### 2.2.1 Target Industry

The industries in which the TutorPoint product aims to be a contender include the private tuition industry, the online tuition industry and the home tutoring industry. The private tuition industry is fragmented, consisting of many individual players occupying the market share. The online tuition market is young, with much room for development and expansion, there are also few large players occupying the market share. Home tuition services are scarce, due to a lack of resources and support (financially and academically); home tutors generally consist of legal guardians or hired private tutors and resources are typically obtained from the internet or educational institutions. The TutorPoint product is projected to supply the platform, resources and the academics to fulfil the needs of said industries.

#### 2.1.2 Target Demographic

The demographics which the TutorPoint brand and product marketing strategy was tailored towards included the following. The market strategy was tailored towards students in full time education, between the ages of 11-16 years old; at such ages, students are participating in a number of key

assessments, SATS, CATS and GCSEs, hence the requirement of additional revision or education services in the form of TutorPoint is abundant within this demographic. The TutorPoint marketing strategy was additionally tailored towards the parents/legal guardians of students between the ages of 11-16 years old, the reason for this is the same as the reason for why we will tailor to the students, however, it is often the case that the student does not possess the equity to afford additional revision and education services, hence the parents were targeted. Additionally, it may also be the case that the parent/legal guardian is seeking services such as TutorPoint on behalf of the student, further justifying why they were tailored to, in the marketing strategy. Not only did the CUBIXEL marketing team tailor the TutorPoint marketing strategy to the buyers of its services, but also the content providers for the platform. The CUBIXEL marketing team presumed that a majority of content providers for the TutorPoint application would fall under one of two broad categories: academics, or higher education students. The forms of academics and higher education students that were targeted were those that possess knowledge within a STEM related topic area.

## 2.1 Marketing Initiatives

In order to assist the successful implementation and operation of a marketing strategy, it was important for us to clearly define our marketing initiatives for the TutorPoint product. Stating what our marketing initiatives were and how we intended to fulfil them enabled us to devise our marketing strategies more effectively, while allowing us to monitor their progression and measure success. The ability to measure the success of our strategies granted us the additional benefit of being able to make alterations where necessary to improve strategy effectiveness.

The main initiative that the Cubixel marketing team set for the TutorPoint product was to significantly increase its awareness and brand exposure. We intended for this awareness and exposure to be concentrated within three specific demographics, those being: children between the ages of 11 and 16 years old who are studying for their SATS, CATS and GCSE examinations-particularly STEM related subjects, legal guardians who are enquiring into private tuition for their children, and tutors of any academic level who currently or are willing to offer their tuition services. The strategy that the Cubixel marketing team utilised in order to achieve this initiative was predominantly social media. Marketing through social media is a versatile and cost-effective marketing strategy that is used to reach target audiences and develop brand and product awareness and demand. The main way in which this was achieved is through the use of quality and frequent posting of content to the account; doing so ensured that our account appeared active to viewers which was more likely to result in them interacting with the account. The content that was posted to the account was relevant and appropriate to ensure that the content resonated and attracted our target audience; doing so increased the likeliness of account interactions. Social media accounts were also utilised for the purpose of networking, achieved through connecting and communicating with other social media accounts which are associated or similar to the TutorPoint brand; examples of networking opportunities we capitalised on include: students, parents, teachers and tutoring agencies, just to name a few.

In order to monitor the progression of our social media marketing strategy, metrics were measured and collated over marketing strategy implementation period; these metrics focused on specific components of the social media account and its activity, and enabled us to visualise levels of success in regard to the increase in product awareness and brand exposure. This visualisation additionally enabled us to make alterations to the strategy where necessary to increase levels of success.



## 2.2 Marketing Channels

To successfully execute our marketing strategy for the TutorPoint product and hence achieve our marketing initiatives, it was important to explore the marketing channels available to us that will assist in producing the best marketing outcomes. This section will outline the marketing channels that were utilised by the CUBIXEL marketing team to execute our marketing strategy for the TutorPoint product, also providing insight into how we monitored and measured the success of the channel in achieving our marketing initiatives through metrics.

### 2.2.1 Social Media

The prime marketing channel that was utilised by the CUBIXEL marketing team was social media. The two social media platforms that were used include Instagram and Facebook. Instagram and Facebook are platforms that are widely used around the world and therefore have many benefits in their use. Social platforms assisted the TutorPoint product in connecting with its customers, increasing its brand awareness, and boosting the visibility of the TutorPoint brand among potential customers, enabling us to reach a wide audience. Social media was also used by the TutorPoint brand to provide support and engagement with its customers and potential customers.. The social media accounts were also used to portray TutorPoint as an authentic brand, done through the use of relatable, humorous and attractive posts. The fact that the creation of social media accounts is free enabled TutorPoint to obtain high value from its social media marketing strategy.

The TutorPoint social media account posts all met simple but important criteria, those were: the post must be eye-catching, utilising bright colours and attractive imagery; the post must fulfil its purpose clearly, said purpose is defined by which category the post falls under; the post must be socially acceptable, in extension, the post must not be intentionally offensive or inappropriate to any audiences. The social media posts that were uploaded to the TutorPoint social media account each fell under one of three categories: inspirational quotes, humour, and information. All posts made on the TutorPoint social media account were accompanied with a brief description of the reason for the post, and by 'hashtags', hashtags were used to increase the discoverability of the posts on the social media platform. In order to ensure the highest potential exposure of the TutorPoint social media posts, posts were uploaded during times when social media usage is at its peak among global users.

The TutorPoint social media accounts aimed to network with users who were associated with similar avenues to the TutorPoint brand with the purposes of employing tutors for the TutorPoint app, gaining potential additional channels for growing awareness and exposure for the TutorPoint brand, and forming potential alliances with similar brands and products. Examples of users that we aimed to network with included; private tutors, teachers and academics, university students, tuition related companies, tuition related products/ applications.

The TutorPoint social media accounts also aimed to network with users who were within the demographic of ideal users for the TutorPoint application, with the purpose of growing exposure and awareness, and gaining potential users. Such accounts that we aimed to target included; users that are students within the age range suitable for the services that TutorPoint offers, and users that are legal guardians, carers, or teachers themselves, that have children within the age range suitable for the services that TutorPoint offers.

### 2.3 Marketing Metrics

For the purposes of monitoring progression, and identifying regions of success and failure in the implementation and execution of the CUBIXEL marketing strategy and initiatives for the TutorPoint brand and product, metrics were identified, recorded and analysed continuously throughout the period of time in which the marketing strategy is active. The metrics utilised by the CUBIXEL marketing team were intended to display clear a cause-and-effect trends between the actions taken throughout the strategy implementation and the result said actions have in favor or against the marketing initiatives; such trends would enable the CUBIXEL marketing team to seamlessly identify and capitalise on actions that manifest positive outcomes regarding marketing initiatives; additionally, such trends would enable the CUBIXEL marketing team to realise and discard actions that manifest negative outcomes against marketing initiatives. The marketing metrics that were measured, monitored and analysed by the CUBIXEL marketing team were; product awareness, product growth, and product demand.

Metric	Measurement
Product Awareness - Profile Visits	The total number of people that have visited/ viewed the product social media account over the period of a week.
Product Awareness - Profile Reach	The total number of people that have viewed/ interacted with any of the posts made by the product social media account over the period of a week.
Product Growth	The total number of people following the product social media account at the time of measurement.
Product Demand	Percentage of surveyed people currently using or looking for the product or similar products, measured at the beginning and end of the development period.

The awareness and growth of the TutorPoint brand and product is measured through the use of the TutorPoint social media. The social media accounts utilised by the CUBIXEL marketing team provide a tool named 'Insights'; this tool enables the ability to monitor and measure the growth and interactions of the social media account. The TutorPoint Instagram profile and Facebook page are systematically linked, hence, their metrics are considered one in the same.

The awareness of the TutorPoint brand and product is measured in two ways.. One way in which awareness is measured is through the number of individual visitors that the social media accounts receive; this metric is notated as 'profile visits'. By measuring and monitoring the number of individual users that visit the TutorPoint social media page, either by searching TutorPoint by name, or interacting with a post, this signifies an increase in awareness for the brand and product, as each individual visit represents another individual who has been made aware. The number of profile visits also signifies how interesting and attractive the TutorPoint social media pages appear to individual and unassociated users. Hence, the higher the number and rate of increase of profile visits, the more successful the social media marketing strategy and initiatives are. The second way in which awareness is measured is through the number of individual users who interact with or simply see the

social media posts uploaded by the CUBIXEL marketing team for the TutorPoint page; this metric is notated as 'profile reach'. By measuring and monitoring the number of individual users that see or interact with the TutorPoint social media page or the posts that it uploads, this signifies an increase in awareness for the brand and product, as each individual visit represents another individual who has been made aware. The number of individuals that see or interact with the posts uploaded by the TutorPoint social media also signifies the relevance and attractiveness of the posts to individual and unassociated users. Hence, the higher the number and rate of increase of individuals reached by the TutorPoint social media pages, the more effective the social media posts are to increasing brand and product awareness.

The growth of the TutorPoint brand and product is measured by the total number of individual users that 'follow' or 'like' the TutorPoint social media pages. A 'follow' or a 'like' from a user signifies that the user is interested in the TutorPoint brand and product, and is engrossed by the content supplied by the social media pages and therefore wishes to remain updated with future supplied content. By measuring and monitoring the total number of 'followers' or 'likes' that the TutorPoint social media accounts possess, this enables the CUBIXEL marketing team to gauge whether or not the content being uploaded is appropriate or attractive to users on the platform; therefore allowing for appropriate changes to be made to the social media pages or the content they provide if and when necessary.

The demand of the TutorPoint product (or products within the same market avenue) is measured through the use of surveys. The CUBIXEL marketing team utilised two surveys and each was done on two separate occasions; one was distributed at the start of the marketing strategy implementation period, the second was distributed at the end of the marketing strategy implementation period. The objective of these two surveys was to display the effectiveness and level of success of the marketing strategy for TutorPoint, as implemented by the CUBIXEL marketing team, in achieving the marketing initiatives for the brand and product. The aim of the surveys is to obtain insight into the awareness into the online tutoring industry and the products associated with it, it also aims to gauge the proportion of people who have used such products; as well as how they discovered the product, and whether their experience using them was positive or not. The survey also highlights the age, gender and academic level of survey participants, therefore providing insight into the demographics behind the survey answers.

It was expected that the product awareness statistics would deviate depending on the frequency of which content is uploaded to the social media pages, and the success of the content amongst users on the platform (i.e. the number of people that view the posts, like the post, follow the account as a result of the post etc.). In order to assure the highest rate of success in the content uploaded to the TutorPoint social media, it was ensured that content conformed to the categories previously discussed, and could adapt and improve if necessary. Product growth on the other hand was expected to consistently increase at a constant and steady rate; it was anticipated that the number of users that are 'following' or 'liking' the TutorPoint social media pages will not fall and will instead only rise, however, was not guaranteed. In order to assure a constant and steady rise in product growth, appropriate content was uploaded to the TutorPoint social media pages frequently, the page was maintained to appear active, and the pages remained socially responsive on the social media platforms. It is expected that the two surveys carried out at the start and end of the marketing strategy implementation period would deviate in two ways. One way that the second survey should have deviated from the first is in the number of participants that took part in the survey. Both surveys were to be distributed amongst the University of York, the University of York

Electronic Department, and amongst friends and family. However, the second survey was to be distributed once the marketing strategy has been implemented and therefore would offer an additional avenue in which to distribute the survey, the social media accounts- hence, it was expected that the second survey would have more participants and would collate additional data. The second way in which the second survey should have deviated from the first is in the increased awareness for the TutorPoint product and the online tutoring industry as a whole; such results from the survey should have been due to the TutorPoint marketing strategy implemented by the CUBIXEL marketing team.

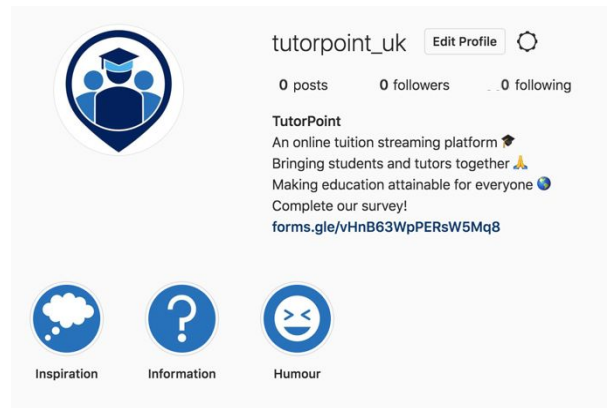
Marketing metrics were measured on a daily basis, at the start of every day, however, they were only recorded on a weekly basis. Metrics will be recorded via the CUBIXEL QA metric tracker on the Monday of each commencing week at approximately 12:00 PM. Measuring and recording metrics in such a fashion would enable the CUBIXEL marketing team to clearly and effortlessly display trends in rises and potential falls in statistics relating to the marketing strategy for the TutorPoint brand and product; enabling them to continue similar efforts or adapt to new ways of thinking or acting, in regard to the marketing of TutorPoint, if and when necessary.

### 3. Marketing Strategy Outcomes and Analysis

This section will present and describe the outcomes from the implementation of the CUBIXEL marketing strategy for the TutorPoint product, detailing the respective metrics that were collated over the implementation period for each marketing channel. This section will also provide an analysis of each outcome of the marketing strategy, with consideration of the success of the marketing channel and its failures/ areas for improvement. The period of time in which the CUBIXEL marketing strategy for the TutorPoint brand and product was implemented for the year 2019/20 was from the **27th February 2020 to the 21st May 2020**; during this period, all actions detailed in the marketing strategy were active and analysed continuously.

#### 3.1. Instagram

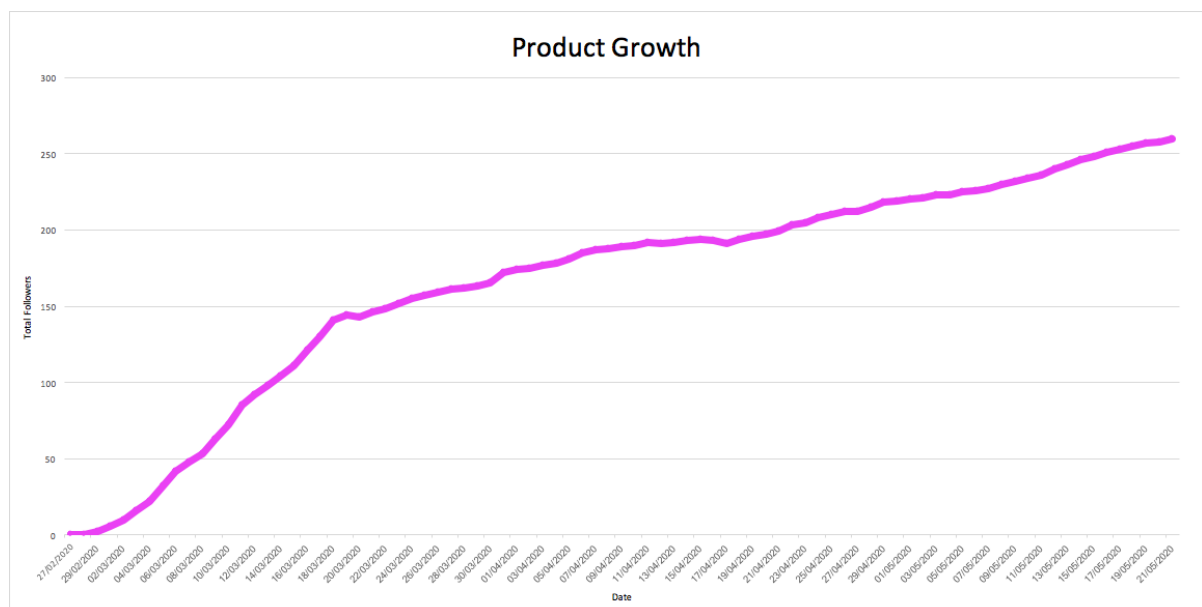
An Instagram account for the TutorPoint brand and product was created and launched by the CUBIXEL marketing team on the 26th February 2020. During the strategy implementation period, the TutorPoint Instagram account was maintained and monitored continuously on a daily basis; the maintenance and monitoring of the account included creating and uploading content to the account, networking with other accounts through 'follows' and 'likes', and replying to direct messages. The content created and uploaded to the TutorPoint instagram account followed the guidelines detailed in the marketing strategy, as to ensure their success and likability to viewers. Content was uploaded to the account on a weekly basis, as per the time schedule detailed in the marketing strategy, to ensure that content received the highest amount of reach possible. An image, presenting the TutorPoint Instagram account on the day of its launch, on the 26th February 2020, can be seen below.



The CUBIXEL marketing team utilised all networking methodologies detailed in the marketing strategy in order to grow a following to the TutorPoint brand and product and increase awareness. During the strategy implementation period, metrics were measured, recorded and analysed on a regular basis, as detailed in the marketing strategy; these metrics included product awareness, which was measured through profile visits and reach, and product growth, which was measured by the number of people following the account. The recorded data for these metrics is provided subsequently, with an analysis of the data trends and interpretation.

### 3.1.1 Product Growth

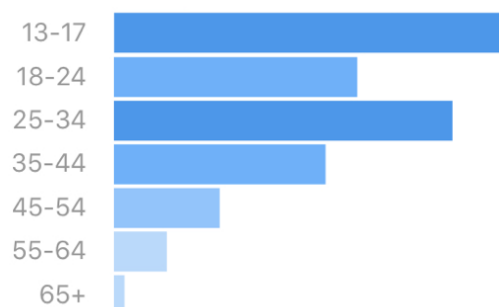
As detailed in the marketing strategy, the growth of the TutorPoint brand and product was measured by the total number of individual users that ‘followed’ the TutorPoint instagram account. During the strategy implementation period, followers were gained on a daily basis, this was achieved through the frequent upload of content to the account, and consistent networking with instagram users. From the start of the strategy implementation period on the 27th February 2020 to the end of the strategy implementation period on the 21st May 2020, the TutorPoint instagram account gained a total of 260 followers. A graph, displaying the total number of followers gained, plotted against the date of which the followers were gained, can be seen below.



As can be observed from the graph, the growth in the number of individuals that ‘follow’ the TutorPoint instagram rose consistently throughout the strategy implementation period; however,

one can also observe two different rates of increase, one between the dates of the 27th February 2020 and the 18th March 2020, and another between the dates of the 18th March 2020 and the 21st May 2020. From the start of the implementation period to the 18th March 2020, the rate of growth was approximately 6 new followers per day. However, from the 18th March 2020 to the end of the implementation period, the rate of growth decreased to a rate of approximately 2 new followers per day. This decrease in rate of increase affected the TutorPoint instagram in resulting in reducing the projection for the total number of followers that the profile would gain, and hence the product growth growth. A theory as to why this decrease may have occurred is the recent global pandemic, COVID-19, affecting the education of students and the work of teachers and academics. To elaborate, as detailed in the marketing strategy, a method in which the growth of the product would be ensured was through networking with instagram accounts who were associated with the educational field, this included students and teachers/ academics; social distancing regulations resulted in the closing of schools and the cancellation of exams, particularly for the ages of 11-16, this therefore resulted in a decrease in engagement and interest in the TutorPoint brand and product, hence resulting in a decrease in the rate of follower gain. If it were not for a decrease in rate of follower gain, the TutorPoint instagram would have been projected to achieve the total 260 followers around the date of the 7th of April 2020, 44 days earlier than when this was actually achieved, furthermore, at this rate of gain of 6 followers per day, the TutorPoint instagram account would have been projected to achieve an approximate total of 525 followers before the end of the implementation period on the 21st May 2020.

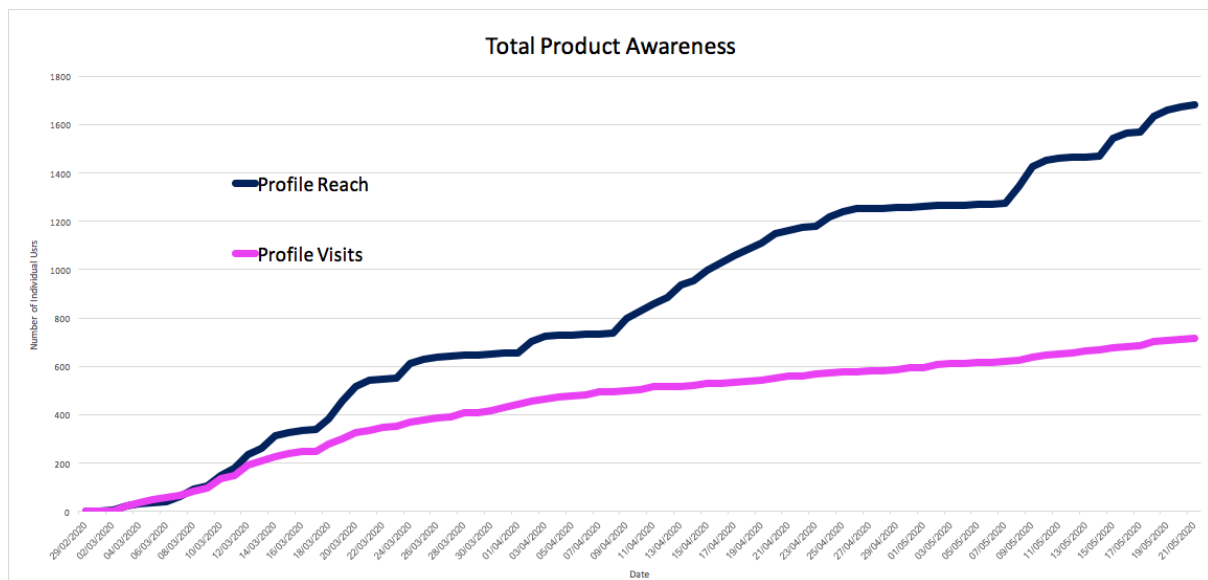
Despite this decrease in rate of follower gain, the marketing strategy, implemented by the CUBIXEL marketing team in the form of a TutorPoint Instagram account has achieved its marketing initiative of significantly increasing the awareness and brand exposure of TutorPoint. Furthermore, this awareness and exposure was indeed concentrated within three the specific demographics, children between the ages of 11 and 16 years old, studying for their SATS, CATS and GCSE examinations-particularly STEM related subjects, legal guardians who are enquiring into private tuition for their children, and tutors of any academic level who currently or are willing to offer their tuition services. This can be verified through observing the age statistics of the users that follow the TutorPoint instagram account, and by acknowledging the category of accounts that follow the TutorPoint instagram account. The age statistics of the users that follow the TutorPoint instagram account can be seen below.



### 3.1.2 Product Awareness

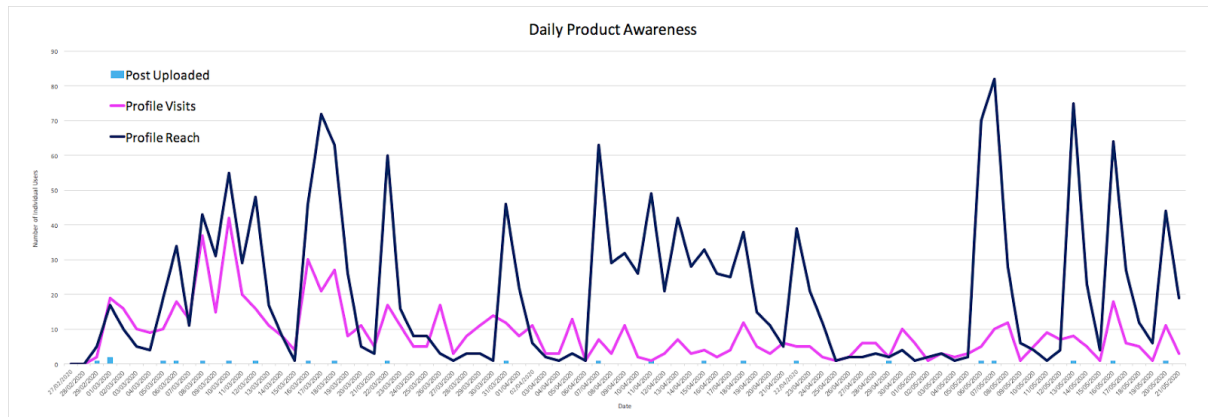
As detailed in the marketing strategy, the awareness of the TutorPoint brand and product was measured in two ways, by the total number of individual users that visited TutorPoint instagram account, and the total number of individual users that were reached by the TutorPoint instagram account. A visit constitutes a user actively choosing to access the TutorPoint profile by clicking on

any extensions that link to the page. Reach constitutes the circumstance where a user views and interacts with any of the content uploaded to the TutorPoint instagram account. Awareness grew on a daily basis, this was achieved through the frequent upload of content to the account, and consistent networking with instagram users. From the start of the strategy implementation period on the 27th February 2020 to the end of the strategy implementation period on the 21st May 2020, the TutorPoint instagram account received a total of 728 visits from individual users, and reached a total of 1748 individual users. A graph, displaying the total number of individual users who visited and were reached by the TutorPoint instagram account, plotted against the date of which the visits and reaches occurred, can be seen below.



As can be observed from the graph, the number of individual users that visited the TutorPoint instagram increased steadily and linearly on a daily basis, at an average rate of approximately 8 individual users per day. The reach of the profile on the other hand increases at a significantly variable rate, displaying multiple occasions of high rates of increase and no increase at all. As stated in the marketing strategy, It was expected that the product awareness statistics would deviate throughout the implementation period, factors affecting the amount of awareness gained in a day was predicted to deviate depending on the frequency of content uploads to the social media pages, and the success of the content amongst users on the platform (i.e. the number of people that view the posts, like the post, follow the account as a result of the post etc.). This deviation in daily product awareness growth can be observed from the subsequent data, which displays the number of individual users that visited the TutorPoint instagram page, and the number of individual users that were reached on a daily basis; the graph also illustrates the days in which a post was uploaded to the TutorPoint instagram account, represented by the blue bars on the axis, where each bar represents one post or two depending on its respective height.





As can be observed from the graph, the number of individual users that either visit or are reached by the TutorPoint Instagram profile varies significantly from day to day, showing days in which visits and reach is high and days where it is low. There is somewhat of a correlation between the reach of the TutorPoint Instagram profile and the number of visits the profile receives in one day; days where the profile reach is high, correlates to a day where the number of visits is also high. This is an expected trend as it is assumed that the greater the reach the profile has, the higher the number of individual users that see the profile content and hence visit the page. There is however, a clear correlation between a post being uploaded to the TutorPoint profile, and a significant increase in profile reach and visits for days subsequent to the day the post was made. It is also often the case that when more than one post is made within a small period of time, the profile reach and visits are higher for a longer period of time than if only one post was made. This trend can specifically be observed between the dates of the 5th of March 2020 and the 13th of March 2020, during which five posts were uploaded to the account, during which 287 users were reached, and 182 users visited the profile. A similar occurrence is present between the dates of the 6th of April 2020 and the 25th of April 2020. This is also an expected trend, it can be assumed that the more content that is uploaded to the profile, the more individual users at least one of the posts will reach and hence the more users that will visit the profile.

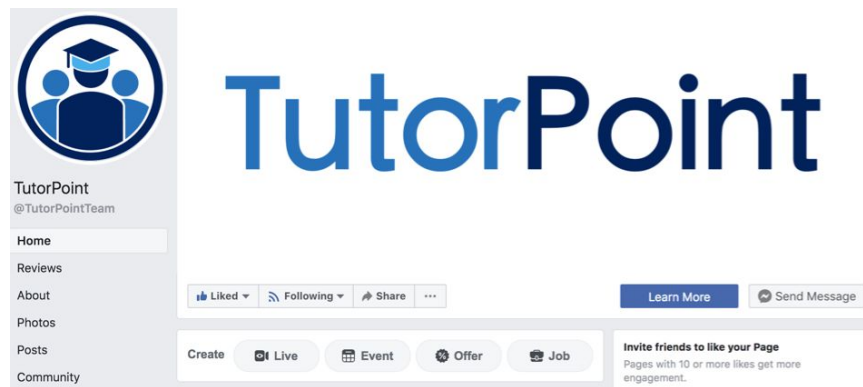
It is clear from the data collated that there are often long periods of time in which the TutorPoint Instagram profile receives very little traffic in regard to profile reach and profile visits; there are also frequent occurrences where the reach of the profile and number of profile visits plummets and then rises subsequently. Such occurrences could be due to the unpopularity of the posts uploaded to the profile or the lack of frequency of uploads. It can also be seen that the number of individual users that the TutorPoint profile reaches is significantly higher than the number of users visiting the profile, this implies that a large majority of the users reached are not impelled to visit the profile after seeing the profile content, again, this is assumed to be due to the lack of popularity of the content being uploaded. In order to rectify these issues, the CUBIXEL marketing team should revise their marketing strategy regarding the content that is uploaded to the account in order to increase popularity and hence traffic to the profile. Furthermore, perhaps the frequency of posts made to the profile should also be increased in order to reduce the number and size of decreases in profile reach and visits in between posting periods.

Despite the daily variation in the number of individual users visiting or being reached, the marketing strategy, implemented by the CUBIXEL marketing team in the form of a TutorPoint Instagram account has achieved its marketing initiative of significantly increasing the awareness and brand exposure of TutorPoint, achieved is through the use of quality and frequent posting of content to the account that obides to the post specifications detailed in the marketing strategy.



### 3.2 Facebook

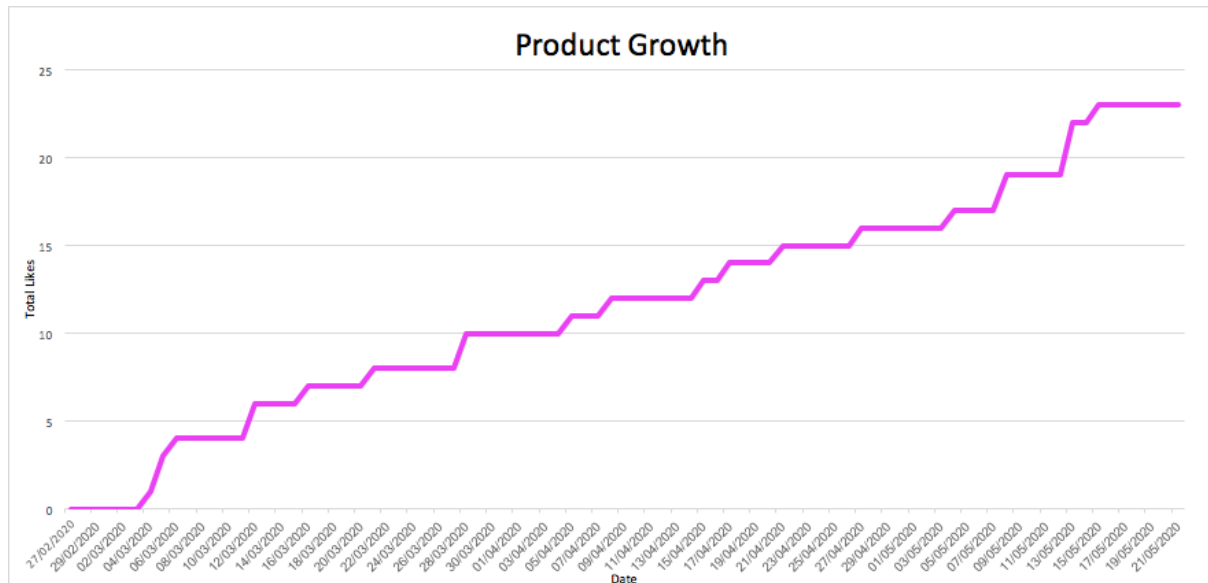
A Facebook page for the TutorPoint brand and product was created and launched by the CUBIXEL marketing team on the 26th February 2020. During the strategy implementation period, the TutorPoint Facebook page was maintained and monitored on a weekly basis; the maintenance and monitoring of the account included creating and uploading content to the account, and networking with other Facebook pages. The content created and uploaded to the TutorPoint Instagram account followed the guidelines detailed in the marketing strategy, as to ensure their success and likability to viewers. Content was uploaded to the account on a weekly basis, as per the time schedule detailed in the marketing strategy, to ensure that content received the highest amount of reach possible. An image, displaying the TutorPoint Facebook page on the day of its release, on the 26th February 2020, can be seen below.



Networking opportunities were scarce for the TutorPoint page due to the lack of networking mechanisms available on the Facebook platform. During the strategy implementation period, metrics were measured, recorded and analysed on a regular basis, as detailed in the marketing strategy; these metrics included product awareness, which was measured through page visits and reach, and product growth, which was measured by the number of people who 'liked' the page. The recorded data for these metrics is provided subsequently.

#### 3.2.1 Product Growth

As detailed in the marketing strategy, the growth of the TutorPoint brand and product was measured by the total number of individual users that 'liked' the TutorPoint Facebook page. During the strategy implementation period, from the 27th February 2020 to the 21st May 2020, the TutorPoint Facebook page gained a total of 23 likes. A graph, displaying the total number of likes gained, plotted against the date of which the likes were gained, can be seen below.



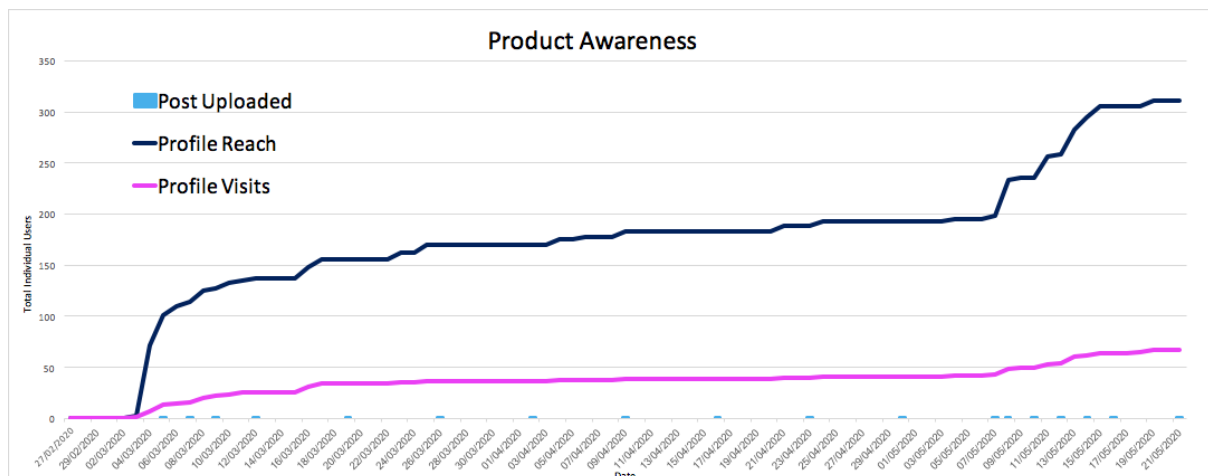
As can be observed from the graph, the growth in the number of individuals that ‘liked’ the TutorPoint Facebook page increased throughout the strategy implementation period, however, at a significantly slow pace; the number of individuals who ‘liked’ the page increased at approximately 1 person every three days, on average. The total number of likes gained by the TutorPoint Facebook page and the rate of which likes were gained is unsatisfactory in comparison to that of the TutorPoint Instagram profile. A theory as to why the TutorPoint Facebook page was unsuccessful in gaining a high proportion of likes and hence achieving a commendable product growth, is the lack of features and mechanisms provided by the Facebook platform that allows for networking between pages and users. It is assumed that the low number of likes is due to the lack of discoverability that the TutorPoint page and the content that it uploaded had. Facebook provides pages, such as the TutorPoint page, the opportunity to ‘boost’ the posts that are made to the pages. The boosting of a post results increases its discoverability, hence increasing the reach of the page. This service is not free however, and requires payment to the Facebook platform, however due to the lack of a marketing budget for the year 2019/20, the CUBIXEL marketing team were unable to capitalise on such services, the TutorPoint Facebook page posts were therefore not ‘boosted’.

Due to the very low number of ‘likes’ gained by the TutorPoint Facebook page, and the significantly low rate of increase, it can be said that the marketing strategy, implemented by the CUBIXEL marketing team in the form of a TutorPoint Facebook page has NOT achieved its marketing initiative of significantly increasing the awareness and brand exposure of TutorPoint. This judgment is with respect to the success of the TutorPoint instagram account, which in comparison has achieved a product growth that is a factor of 10 larger than that of the Facebook page, with a rate of increase that is almost a factor of 10 larger as well.

### 3.2.2 Product Awareness

As detailed in the marketing strategy, the awareness of the TutorPoint brand and product was measured in two ways, by the total number of individual users that visited TutorPoint Facebook page, and the total number of individual users that were reached by the TutorPoint Facebook page. A visit constitutes a user actively choosing to access the TutorPoint page by clicking on any extensions that link to the page. Reach constitutes the circumstance where a user views and

interacts with any of the content uploaded to the TutorPoint Facebook page. Awareness grew on a daily basis, but at variable rates throughout the implementation period, this was achieved through the frequent upload of content to the page. From the start of the strategy implementation period on the 27th February 2020 to the end of the strategy implementation period on the 21st May 2020, the TutorPoint Facebook page received a total of 67 visits from individual users, and reached a total of 311 individual users. A graph, displaying the total number of individual users who visited and were reached by the TutorPoint Facebook page, plotted against the date of which the visits and reaches occurred, can be seen below.



As can be observed from the graph, the number of individual users that visited the TutorPoint Facebook page increased linearly, at an average rate of approximately 4 individuals every 5 days. The reach of the profile on the other hand increases at a noticeably variable rate; the TutorPoint Facebook profile initially displays a period of high rate of increase in reach at the start of the implementation period, between the dates of the 4th March 2020 and the 12th March 2020. The TutorPoint Facebook profile subsequently displays a significantly long period of time in which the rate of increase in reach is much lower, between the dates of the 13th March 2020 and the 6th of April 2020, with an average rate of approximately 3 individuals being reached every 3 days by the page. However, after this long period, between the dates of the 7th April 2020 and the 15th April 2020, there is another period of high rate of increase in reach. It can be concluded from this data that the rate of increase of the TutorPoint Facebook page reach corresponds to the frequency of upload of content to the Facebook page; this relationship can be observed during the periods of time where there was higher rate of increase of reach, during which a noticeably greater number of posts have been uploaded during that time. It is assumed that the low number of individuals who were reached or who visited the TutorPoint Facebook page is due to the lack of discoverability that the TutorPoint page and the content that it uploaded had. Facebook provides pages, such as the TutorPoint page, the opportunity to 'boost' the posts that are made to the pages. The boosting of a post results increases its discoverability, hence increasing the reach of the page. This service is not free however, and requires payment to the Facebook platform, however due to the lack of a marketing budget for the year 2019/20, the CUBIXEL marketing team were unable to capitalise on such services, the TutorPoint Facebook page posts were therefore not 'boosted'.

In hindsight, the little success of the TutorPoint Facebook page and the content it provided, observed from the profile reach and visit statistics, could be due to the unpopularity of the posts uploaded to the profile or the lack of frequency of uploads. It can also be seen that the number of individual users that the TutorPoint profile reaches is noticeably higher than the number of users visiting the profile, this implies that a majority of the users reached are not impelled to visit the profile after seeing the profile content, again, this is assumed to be due to the lack of popularity of

the content being uploaded. In order to rectify these issues, the CUBIXEL marketing team should revise their marketing strategy regarding the content that is uploaded to the page in order to increase popularity and hence traffic to the page. Furthermore, perhaps the frequency of posts made to the page should also be increased in order to increase the number of users reached by the TutorPoint Facebook page and hence the number of page visits.

Due to the very low number of individuals who visited the TutorPoint Facebook page or were reached by the content uploaded to the page, it can be said that the marketing strategy, implemented by the CUBIXEL marketing team in the form of a TutorPoint Facebook page has PARTIALLY achieved its marketing initiative of significantly increasing the awareness and brand exposure of TutorPoint. This judgment is with respect to the success of the TutorPoint instagram account, which in comparison has received a total number of individual visitors of 728, almost 11 times more individuals than that of the Facebook page; furthermore, the TutorPoint instagram account was able to reach a total of 1743 individuals through the content that was uploaded, over 5 times more individuals than that of the Facebook page.

### 3.3 Survey

The CUBIXEL marketing team created an online survey on the Google Forms application; the survey had the purpose of obtaining insight into the awareness of the online tutoring industry and the products associated with it, it also aimed to gauge the proportion of people who have used such products; as well as how they discovered the product, the reason for using the product, and whether their experience using it was positive or not. The survey also highlighted the age, gender and academic level of survey participants, therefore providing insight into the demographics behind the survey answers. This survey was distributed twice, on two separate occasions; the survey was distributed the first time near the start of the marketing strategy implementation period on the 5th March 2020; the survey was distributed the second time near the end of the marketing strategy implementation period on the 20th May 2020. This section is going to outline the survey results from the first and second survey that are of interest to the CUBIXEL marketing team.

The first survey, administered near the start of the marketing strategy implementation period on the 5th March 2020 was distributed amongst the University of York, by means of email and word of mouth, and amongst friends and family of the CUBIXEL company, by means of word of mouth. The first survey accumulated a total of 54 participants. Of these 54 participants, 12% stated that they were aged between 11 and 16 years old, 60% stated that they were aged between 17 and 21 years old and 26% stated that they were aged over 21 years old. It is clear that a majority of the survey participants were not of the target demographic of 11 to 16 year olds, this is an expected result as the survey was mainly distributed at the University of York, consisting predominantly of over 17 year olds. Of the 54 participants, only 15% had any experience of using online tuition services, with 84% of participants stating that they had ever used online tuition; of this 85%, only 22% stated that they had ever even considered using online private tuition. The first survey had very little reach in regard to the age brackets it was distributed to, due to this, the survey poorly represents the demographic targeted by the TutorPoint brand and product, 11-16 year olds.

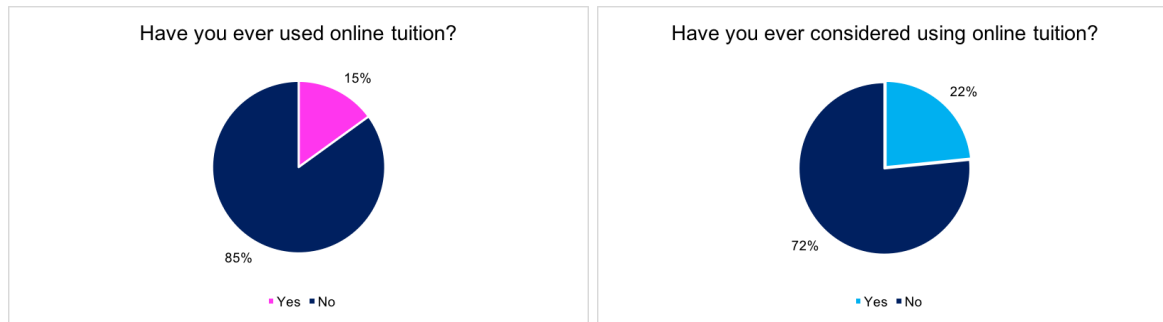
The second survey, administered near the end of the marketing strategy implementation period on the 20th May 2020 was again distributed amongst the University of York, by means of email and word of mouth, and amongst friends and family of the CUBIXEL company, by means of word of

mouth. However, unlike the first survey, the second survey was additionally distributed amongst the TutorPoint social media accounts, Instagram and Facebook, which had been established and had gained a significant following due to the implementation of the CUBIXEL marketing strategy for the TutorPoint product. Due to the additional distribution channels available to the CUBIXEL marketing team, the second survey received greater engagement; furthermore, due to the followings of the TutorPoint social media consisting predominantly of the demographics targeted by the TutorPoint product, the second survey possessed a more relevant representation of the demand of online tuition. The second survey accumulated a total of 102 participants, almost double that of the first survey. Of these 54 participants, 39% stated that they were aged between 11 and 16 years old, 33% stated that they were aged between 17 and 21 years old and 27% stated that they were aged over 21 years old; from these statistics, it can be said that a majority of the survey participants are classified as the target demographic for the TutorPoint product; these age statistics support the assumption that the TutorPoint social media is reaching the target demographic set by the CUBIXEL marketing team of 11-16 year olds. Of these 102 participants, 40% stated that they had experience of using online tuition services, however, of the 60% of participants who stated they had no experience, 53% of them stated that they have considered using online tuition services. Additional relevant statistics that were collated from the second survey highlighted that 62% of participants that had used online tuition before, used it at the GCSE academic level, and 40% at A-Level; these statistics further support the assumption that the TutorPoint social media is reaching the target demographic set by the CUBIXEL marketing team of full-time students studying at the GCSE academic level. Additionally, data collated by the second survey provides insight into how participants were informed of online tuition services, from this it is suggested that social media is the most effective form of raising awareness with 83% of participants stating they heard about online tuition services through social media, 31% through public advertisements and 28% through word of mouth.

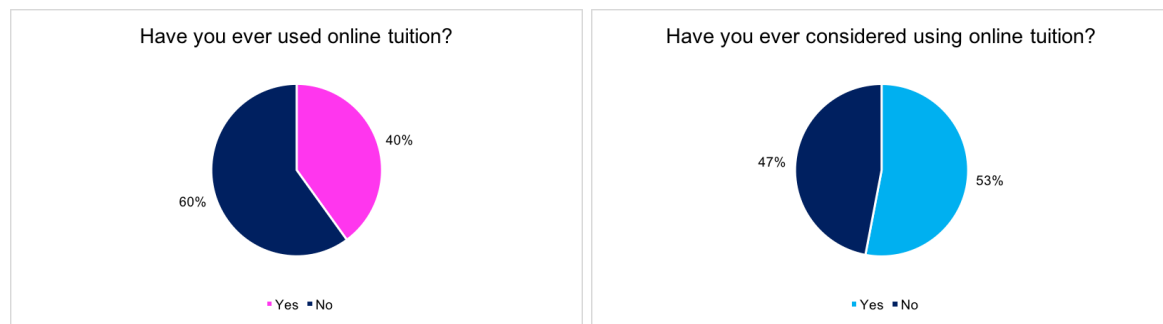
### 3.3.1 Product Demand

As detailed in the marketing strategy, the demand of the TutorPoint product (and products similar) was measured by the percentage of surveyed people currently using or looking for an online tuition product or similar product, this was measured at the beginning and end of the development period through the use of two separate surveys, as described previously. The way in which product demand was derived from the two survey results is as follows; the percentage of people who stated or implied a demand for the TutorPoint product or products similar is calculated from the number of participants who declared that they have used online tuition services either currently or in the past, plus, the number of participants that declared they have never used online tuition services, but have considered using them at some point.

As previously discussed, the first survey received 53 participants, in the survey, participants were asked "Have you ever used online tuition?", to which 15% of the participants answered "yes" and 85% answered "no". Participants who answered "no" were subsequently asked "Have you ever considered using online tuition?" to which 22% answered "yes" and 72% answered "no". It can therefore be concluded from the data that approximately 34% of the 53 participants either had or implied a demand for online tuition services. The pie charts, displaying the data used to derive this conclusion can be seen below.



The second survey received 102 participants,, in the survey, participants were again asked “Have you ever used online tuition?”, to which 40% of the participants answered “yes” and 60% answered “no”. Participants who answered “no” were again subsequently asked “Have you ever considered using online tuition?” to which 53% answered “yes” and 47% answered “no”. It can therefore be concluded from the data that approximately 72% of the 102 participants either had or implied a demand for online tuition services. The pie charts, displaying the data used to derive this conclusion can be seen below.



As stated, the second distributed survey received almost double the amount of participants than the first; this has the obvious benefit of increasing the proportion of data collated and therefore the validity of the trends observed in the data. The second survey saw 25% more participants declare that they had used online tuition at some point, furthermore, 31% more participants declared that they had considered using online tuition, despite having not used it before; the resultant product demand concluded from the second survey is therefore 38% higher than that of the first survey. An increase of 38% in product demand implies that the marketing strategy, implemented by the CUBIXEL marketing team in the form of TutorPoint social media has achieved its marketing initiative of increasing the awareness and brand exposure of TutorPoint, and hence the demand for the TutorPoint product. However, it could be argued that the statistics collated by the CUBIXEL marketing team through the use of the two separate surveys are biased and do not represent the general market for online tuition. Whereas the first survey was distributed solely amongst the general public, the second survey was additionally distributed amongst users engaged with the TutorPoint social media Instagram profile and Facebook page; such users were specifically targeted by the CUBIXEL marketing team through content uploads and networking, and predominantly consisted of users categorised by the target demographic of the TutorPoint product. This fact may have contributed to the increase in number of participants who have/ are currently using online tuition or have considered using it, thereby deeming the results of the second survey biased and non representing of the real online tuition market. If these assumptions are to be made, it can however be said that the second survey portrays the authenticity of the individuals who are engaged with the

TutorPoint social media, highlighting their interest in online tuition services and the TutorPoint brand and product. For this reason, despite the results of the two surveys distributed by the CUBIXEL marketing team being in favor of the marketing initiatives for the TutorPoint product, the actual success of the marketing channel is subjective and should be disregarded as proof of marketing strategy success.

## 4. Marketing Forecast and Actions

The following section will detail future projections for the TutorPoint brand and product in regard to further achieving current marketing initiatives for the year 2019/20, and executing additional marketing initiatives for subsequent years. Forecasts made by the CUBIXEL marketing team are derived from the marketing outcomes achieved from the marketing strategy for the TutorPoint brand and product, actively implemented for the year 2019/2020; this section will recount these marketing outcomes, how the marketing strategy for 2019/20 will be adopted and adapted, the actions that will be taken by the CUBIXEL marketing team to achieve this adaption, and the projected outcomes of such adaption. Additional marketing channels will also be explored by the CUBIXEL marketing team, made available from the allocation of a marketing budget due to the expected launch of the TutorPoint product, offering insight into the motivations and technicalities of such marketing channels will be incorporated into future marketing strategies for the TutorPoint brand and product.

### 4.1 Social Media Marketing

The prime marketing channel that was utilised by the CUBIXEL marketing team was social media. The two social media platforms that were used were Instagram and Facebook. Instagram and Facebook are platforms widely used around the world and have many benefits in their use. Social platforms assisted the TutorPoint product in connecting with its customers, increasing its brand awareness, and boosting the visibility of the TutorPoint brand among its potential customers, enabling the reach to a wider audience. Social media was also used by the TutorPoint brand to provide support and engagement with potential customers; such actions highlighted TutorPoint as approachable and caring to its users. The social media accounts were also used to portray TutorPoint as an authentic brand, this was achieved through the use of relatable, humorous and attractive posts, uploaded on a frequent basis to the social media. Due to its versatility and cost effectiveness, social media marketing channels will continue to be utilised by the CUBIXEL marketing team in future iterations of the TutorPoint marketing strategy for the years 2020/21; social media platforms that will be utilised will again consist of Instagram and Facebook, however, with future marketing strategy iterations, YouTube and Twitter will also be utilised.

#### 4.1.1 Instagram

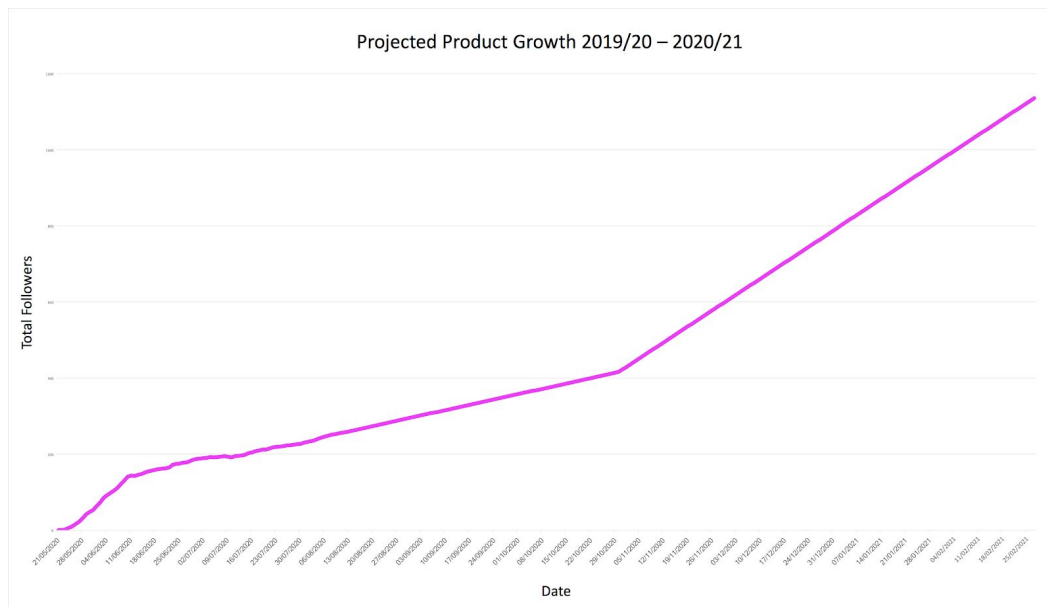
As detailed in the Marketing Strategy Outcomes and Analysis section, the TutorPoint Instagram social media was incredibly successful in growing the TutorPoint brand and product and increasing brand and product awareness amongst the TutorPoint target demographic; the TutorPoint Instagram account will therefore continue to be maintained and monitored for future marketing strategy iterations. From the start of the strategy implementation period on the 27th February 2020 to the end of the strategy implementation period on the 21st May 2020, the TutorPoint Instagram account gained a total of 260 followers. As can be observed from the graph in section 3.1.1, the growth in the number of individuals that 'follow' the TutorPoint Instagram rose consistently throughout the



strategy implementation period; however, one can also observe two different rates of increase, one between the dates of the 27th February 2020 and the 18th March 2020, and another between the dates of the 18th March 2020 and the 21st May 2020. From the start of the implementation period to the 18th March 2020, the rate of growth was approximately 6 new followers per day. However, from the 18th March 2020 to the end of the implementation period, the rate of growth decreased to a rate of approximately 2 new followers per day. This decrease in rate of increase affected the TutorPoint Instagram in resulting in reducing the projection for the total number of followers that the profile would gain, and hence the product growth growth. A theory as to why this decrease may have occurred is the recent global pandemic, COVID-19, affecting the education of students and the work of teachers and academics.

Assuming the successful continuation of maintenance and monitoring of the TutorPoint Instagram account, and hence a continued growth regarding the number of followers; also assuming no change in the rate of growth, the following growth trend can be approximately forecasted. Approximating a continued rate of growth of 2 new followers every day, this would result in a total of around 730 followers by the year 2020/21, 1 year after the start of the implementation period on the 27th February 2020. Alternatively, considering the case in which social distancing laws are relaxed due to the mitigation of the threat of COVID-19, the rate of growth could increase, returning to approximately 6 new followers every day, influenced by the reopening of schools and the re-introduction of exam seasons; to illustrative purposes, if we are to assume that such relaxing of distancing laws were to occur around the time of beginning of the academic year on the 30th September 2020, an increase in growth rate from 2 to 6 new followers every day would result in a total of around 1136 followers by the year 2020/21, 1 year after the start of the implementation period on the 27th February 2020. A plot, illustrating the projected growth of the TutorPoint Instagram account can be seen below; as described, it is projected that the rate of increase will continue at 2 new followers every day subsequent to the end of the strategy implementation period. This rate of 2 followers every day is predicted to occur until the expected relaxing of social distancing laws around the time of the beginning of the new academic year, the 30th September 2020, in time for educational facilities to open and services to resume; this is projected to result in increased engagement with the TutorPoint Instagram account, increasing the rate of growth to 6 new followers every day, as was seen at the beginning of the strategy implementation period before the introduction of social distancing laws.





As can be observed from the graph in section 3.1.2, the number of individual users that visited the TutorPoint instagram increased steadily and linearly on a daily basis, at an average rate of approximately 8 individual users per day. The reach of the profile on the other hand increases at a significantly variable rate, displaying multiple occasions of high rates of increase and no increase at all. The number of individual users that either visit or are reached by the TutorPoint Instagram profile varies significantly from day to day, showing days in which visits and reach is high and days where it is low. There is somewhat of a correlation between the reach of the TutorPoint instagram profile and the number of visits the profile receives in one day; days where the profile reach is high, correlates to a day where the number of visits is also high. There is a clear correlation between a post being uploaded to the TutorPoint profile, and a significant increase in profile reach and visits for days subsequent to the day the post was made. It is also often the case that when more than one post is made within a small period of time, the profile reach and visits are higher for a longer period of time than if only one post was made. It is clear from the data collated that there are often long periods of time in which the TutorPoint instagram profile receives very little traffic in regard to profile reach and profile visits; there are also frequent occurrences where the reach of the profile and number of profile visits plummets and then rises subsequently. Such occurrences could be due to the unpopularity of the posts uploaded to the profile or the lack of frequency of uploads. It can also be seen that the number of individual users that the TutorPoint profile reaches is significantly higher than the number of users visiting the profile, this implies that a large majority of the users reached are not impelled to visit the profile after seeing the profile content, again, this is assumed to be due to the lack of popularity of the content being uploaded. In order to rectify these issues, the CUBIXEL marketing will revise their marketing strategy regarding the content that is uploaded to the account in order to increase popularity and hence traffic to the profile. To do this, the CUBIXEL marketing team will execute field trials and analysis into the genre of content the TutorPoint demographic is preferable to. Furthermore, the frequency of posts made to the profile will be increased to reduce the number and size of decreases in profile reach and visits in between posting periods.

#### 4.1.2 Facebook

As can be observed from the graph in section 3.2.1, the growth in the number of individuals that 'liked' the TutorPoint Facebook page increased at a significantly slow pace throughout the strategy implementation period; the number of individuals who 'liked' the page increased at approximately 1 person every three days, on average. The total number of likes gained by the TutorPoint Facebook page and the rate of which likes were gained is unsatisfactory in comparison to that of the TutorPoint Instagram profile. Furthermore, the number of individuals who visited the TutorPoint facebook page and were reached by the page's content is unacceptably low. For these reasons, it was concluded that the Facebook social media page was not successful at achieving the marketing initiatives of increasing product growth and was only partially successful at increasing product awareness. A theory as to why the TutorPoint Facebook page was unsuccessful in achieving a commendable product growth or awareness is the lack of features and mechanisms provided by the Facebook platform that allows for networking between pages and users. Furthermore, as can be observed from the graph in section 3.2.2, the number of individual users that visited the TutorPoint Facebook page increased linearly at a significantly slow rate, the reach of the profile on the other hand increased at a noticeably variable rate; it was concluded from the data that the rate of increase of the TutorPoint Facebook page reach corresponded to the frequency of upload of content to the Facebook page; this relationship was observed during the periods of time where there was higher rate of increase of reach, during which a noticeably greater number of posts had been uploaded during that time.

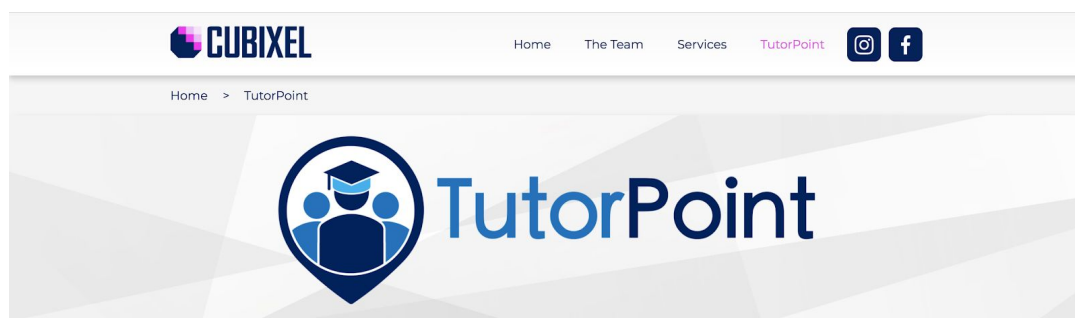
It is assumed that the low rate and total growth, reach and visits of the TutorPoint Facebook page was due to the lack of discoverability that the TutorPoint page and the content that it uploaded had. In order to rectify this, the CUBIXEL marketing team will invest its marketing budget in the 'boosting' feature, offered by the Facebook platform, to increase the discoverability of the content uploaded to the page, and hence the Facebook page's reach and growth.

There are various benefits of utilising Facebook's 'boost post' feature. Facebook has stated that the organic reach for posts from businesses is declining; in other words, the number of people that posts can reach is falling. Facebook's goal is to fill user feeds with content from friends and family, rather than branded content. Facebook boosted posts provide the opportunity for brands such as TutorPoint to overcome this through paid advertisements. With Facebook boost, the TutorPoint page will be able to reach a wider audience due to no longer being limited to users who have liked the page; the CUBIXEL marketing team will additionally be able to set parameters for the types of people who will see your post; for example, by narrowing boosted posts to target specific demographics. Facebook promoted posts, like any form of advertising, require financial backing. Instead of paying per advertisement placement, or paying per advertisement engagement, the CUBIXEL marketing team are able to set a specified budget for the number of social media posts that are boosted and for the period of time during which they are boosted for. For example, to boost a single TutorPoint Facebook post for a period of time lasting the same amount of time as the marketing strategy implementation period of 85 days, targeted towards the demographic of 13 to 16 year olds in the United Kingdom exclusively, and with a set budget of £69.70, it is projected that the post will reach a total 660 to 1990 individual users every day. This equates to costing £0.82 per day to boost the TutorPoint Facebook post for 85 days. Such projected results from boosting would suggest that at an average rate of 660 individual users reached every day, after a period of time of 85 days, a total of 56,100 individuals would have been reached, 55,789 more than what was

achieved during the actual implementation of the marketing strategy in the form of the TutorPoint Facebook page. An average rate of 1990 individual users reached every day, after a period of time of 85 days, a total of 169,150 individuals would have been reached, 168,839 more than what was achieved during actual implementation. As one can see, such reach achieved through the Facebook boosting services is levels above what is possible through social media marketing without Facebook promotion; therefore, Facebook post boosting will be incorporated into future iterations of the CUBIXEL marketing strategy for the TutorPoint brand and product, and hence will be accounted for in the marketing budget for the marketing strategy implementation.

## 4.2 Website

Upon the release of the TutorPoint product, and hence the launch of the CUBIXEL/ TutorPoint website, website marketing will be an important asset in the marketing of the TutorPoint product. Websites are imperative to ensuring that a brand or product is discoverable to potential customers, they also have the additional benefit of authenticating a brand or product. The TutorPoint website will be used in conjunction with social media marketing and advertising efforts, offering a location in which individuals can be directed to, with the intention to become a customer of the TutorPoint product, or find out additional information about it; the TutorPoint website should not only be used to offer a location in which the TutorPoint application can be acquired, but also to provide information about the product and assure potential customers of its legitimacy. A website also provides the TutorPoint application a hub in which current and potential consumers of the TutorPoint product can be directed for information and customer support, hence enabling the convenient and reliable discovery of information and solidifying relationships between the brand and its customers. An image of the banner of the current website used to represent the TutorPoint application can be seen below; this page offers a clear and well organised location in which all relevant information regarding the product and its services can be found. The layout is attractive and easy to navigate, and hence desirable to visitors of the page.



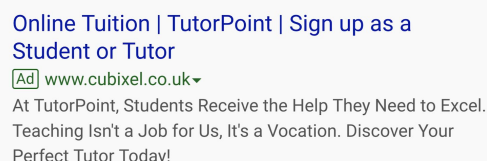
The maintenance and monitoring of the CUBIXEL/ TutorPoint website will be incorporated into future iterations of the CUBIXEL marketing strategy for the TutorPoint product. The website will be frequently updated to present important information regarding the TutorPoint product and its services, appropriate imagery and statements will be posted to the website to portray website authenticity and nurture brand-customer relationships. Significant metrics that will need to be measured and monitored regarding the TutorPoint website include the traffic reaching the website, the methods in which customers are discovering the website, the conversion rate in which website discovery results in customers for the TutorPoint platform, just to name a few.

## 4.4 Advertisement

As well as adapting the 2019/20 marketing strategy to incorporate the Facebook boost post service (as discussed in section 3.2), with the purpose of increasing the reach of the TutorPoint Facebook page, the CUBIXEL marketing team will branch into additional channels of marketing, such as online advertisement. Online advertising will allow the CUBIXEL marketing team to show TutorPoint ads to demographics who are likely to be interested in its products and services, while filtering out those who are not; online advertising also enables for the monitoring of people who engage in the advertisement. Online advertising additionally provides the opportunity to reach potential customers from multiple devices, such as desktops, laptops, tablets, and smartphones. Advertisements will be utilised in conjunction with website marketing (as discussed in section 4.2), the website being used as a destination in which advertisement will direct viewers who engage with the ads.

### 4.4.1 Google Ads

The use of Google Ads will allow the CUBIXEL marketing team to take advantage of the benefits of online advertising, enabling us to show the TutorPoint ads to our target demographics and locate our ads where and when our target demographics will see them. Google Ads offers several benefits, some of the key ones being outlined subsequently. Google Ads can be targeted to the demographics of our choice, targeting will give the CUBIXEL marketing team the ability to show to reach people with specific interests, namely, people who are interested in the TutorPoint product and services, and show them relevant ads. Google Ads offers various ways of targeting advertisement; ads can be targeted through specifying words or phrases relevant to your products and service. Ads can also be targeted by specifying ad location to show ads on Google search results pages and websites that are part of the Google Search and Display Networks. Specifying the age, location and language of our target demographic increases the likeliness that the right people will be reached by the ads. One can additionally specify the days, times and frequency in which ads are shown, enabling CUBIXEL marketing team to show ads during certain hours or days of the week, and determine how often ads appear. Google Ads will provide the functionality for the CUBIXEL marketing team to easily measure and monitor the success of advertising efforts. Google Ads records all engagements with the ads, additionally tracking if an ad not only was clicked, but if someone also interacts with the business through purchasing products or downloading an application etc. Google Ads will give the CUBIXEL marketing team full control over how the marketing budget is invested into the advertisements; the amount of money that is spent per month, per day, and per ad is controllable, and there is no minimum investment. Furthermore the ad is only chargeable when it is interacted with. An example of a potential Google Ad can be seen below; an ad such as this would be seen upon the search of educational, revision or tuition related content on the Google search engine.

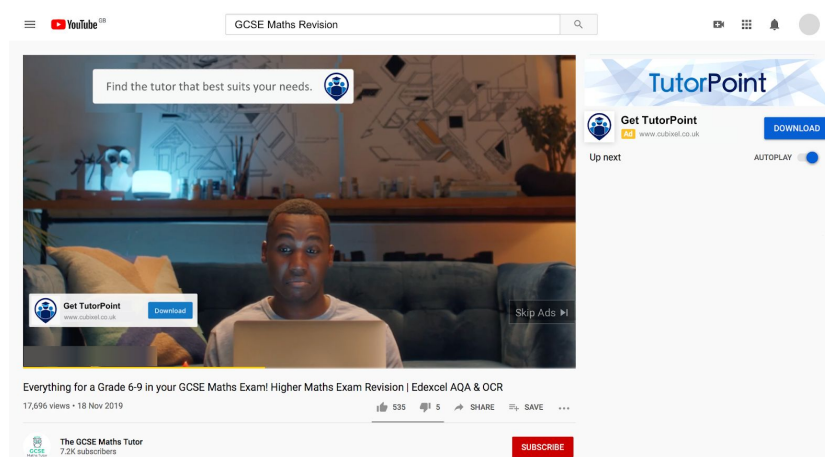


Online Tuition | TutorPoint | Sign up as a Student or Tutor  
www.cubixel.co.uk  
At TutorPoint, Students Receive the Help They Need to Excel.  
Teaching Isn't a Job for Us, It's a Vocation. Discover Your Perfect Tutor Today!

### 4.4.2 Youtube Ads

Future iterations of the TutorPoint brand and product marketing strategy will incorporate the use of Youtube Ads in order to reach potential customers on the Youtube platform. Youtube Ads work in

conjunction with Google Ads, and therefore has similar functionalities and mechanisms for creating an advertising campaign and measuring and monitoring its success. A TutorPoint Youtube Ad would consist of a short video, detailing what the TutorPoint product is, the services that it provides and the problems that it has the potential to solve for specific demographics. Such an advertisement would appear before or during a Youtube video that is targeted or popular within the demographics targeted by the TutorPoint product, or that is related to the TutorPoint product. On YouTube, advertisements can be discovered in various ways, for example, by searching on the YouTube search page, clicking suggested videos on the watch page, or choosing a video from the homepage feed. The CUBIXEL marketing team will use YouTube to advertise more effectively to people who are searching for your product or brand and targeted demographics. YouTube and the Display Network offer a variety of ways to reach particular audiences, of which will be outlined. Through keyword contextual targeting, the CUBIXEL marketing team are able to specify keywords that will help match your ads to video content. Specific demographics can be reached by specifying quantifiable characteristics, such as age, gender and parental status, as well as search topics. Advertising techniques that will be accessed by the CUBIXEL marketing team through YouTube provides a combination of video access, sharing and community, creating a vast and unique platform for audience engagement. Sight, sound and motion can elicit emotional involvement with the content being advertised, an effect less achievable through other forms of media. The CUBIXEL marketing team will be able to facilitate discovery of and engagement (shares, comments and likes) with the TutorPoint ads, by promoting them using YouTube advertising and hosting them on a YouTube curated profile page. The CUBIXEL marketing team will utilise a sophisticated set of measurement tools, made available by Youtube and Google, including Youtube Analytics; through which a large amount of data can be measured and monitored; audience demographics, levels of engagement and performance compared to similar videos are just some of the data available. The CUBIXEL marketing team will use such data to drive larger and deeper viewership among the TutorPoint target demographics. Additionally, the Google Ads account will be utilised to track advertisement views, costs and budget details. With YouTube advertising the CUBIXEL marketing team will pay per video view. A typical Youtube video ad runs between £0.10 and £0.30 per view, depending on the length of the video, the video quality, the targeted demographic, and the overall goal of the advertisement. Longer advertisements, over 5 seconds, offer the viewer the option to “Skip Ad”, YouTube doesn’t charge advertisers for the first five seconds of an ad; therefore viewers have the option to watch an ad, else the placement is free. An example of a potential Youtube Ad can be seen below; an ad such as this would be seen upon the search of educational, revision or tuition related video on the Youtube platform.



## 5 Budget

Based on assumptions made in the 2019/20 Financial Summary Report for the TutorPoint product, a 5 year model, forecasting the profits and losses of TutorPoint and the CUBIXEL company upon its launch in June 2020 in the United Kingdom, has been established by the CUBIXEL finance team. Utilising the assumptions made, as well as population and private tuition statistics, TutorPoint's revenue has been derived from the market shares in the private tuition sector. As detailed in the 2019/20 Financial Summary Report for the TutorPoint product, the CUBIXEL Marketing team will receive 8% of the yearly revenue made. The estimated revenue for 2020 is £16,517 assuming a product launch in June of 2020; the CUBIXEL Finance team has predicted a steady growth in revenue gained each year.

The marketing budgets, allocated to the CUBIXEL marketing team to finance marketing efforts for the TutorPoint brand and product, for the years 2020/21 to 2024/25 are detailed below. For additional information regarding total profits and expenses, refer to the 2019/20 Financial Summary Report for the TutorPoint product.

Y1 2020/21 £	Y2 2021/22 £	Y3 2022/23 £	Y4 2023/24 £	Y5 2024/25 £
481.75	8,258.60	16,517.19	33,034.38	82,585.96

All budgets allocated to the CUBIXEL Marketing team for each year will be invested 100% into efforts in marketing the TutorPoint product, through marketing channels discussed in this document. The methodology and plan in which such marketing channels will be implemented and financed by the CUBIXEL Marketing team will be detailed in the CUBIXEL Marketing Strategy and Plan for the TutorPoint brand and product, of which will be derived and documented for each consecutive year. Future Marketing Strategy and Plan for the TutorPoint brand and product will also establish additional marketing initiatives as well as the metrics required to measure and monitor the success

of new, more complex marketing channels, which highlight how such channels contribute to the success of marketing initiatives and increased sales.