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## 1a) Inspire Education Group Overview

Inspire Education Group (IEG) is an educational organisation, with a vision “to be the first choice provider of education and training in our region” (*Inspire Education Group, 2020*). IEG was established in 2020 when Peterborough College (PC) and University Centre Peterborough (UCP) merged with Stamford College (SC) to create one institution.

Operating across multiple campuses, situated in Peterborough and Stamford, IEG has hired over 200 new members of staff since January 2022, taking the whole workforce total to over 1300 people. IEG offers a variety of roles from the conventional teaching vacancies, such as university lecturers and student mentors, and the more business-oriented roles such as finance administrators and digital marketing officers.

The organisation is committed to delivering exceptional education services to all students who are looking for further or higher education courses. With a large audience to cater to, IEG prides itself on its portfolio of educational offerings. Embracing both conventional academic subjects and specialised vocational courses, such as A-Level programs, diplomas, and newly introduced T-Levels, to university degrees, online learning courses and adult evening classes. The adaptability and responsiveness that IEG has shown in their course offerings, across the 4 years of its operation, highlights its commitment to its students by providing high-quality education that matches the government's requirements.

### **Stakeholders:**

Stakeholders play an important role in the functionality of an educational institution (*Nopporn Peatrat, et al, 2020*). Whilst reviewing IEG’s stakeholders, we can apply Mendelow's Matrix (*Mandelow, 1991*) which analyses stakeholders by measuring the individual with the level of interest and power they have and the extent of the impact that business decisions could have on them. The chart below highlights IEG’s stakeholders:



Looking internally, our key stakeholders would be students and staff members. Both stakeholders would conform to the 'Keep Informed' category of Mandelow's Matrix. Neither have a say on business decisions, however, they have a high interest in how the decisions can impact them. For example, the decision to cancel a course could impact the interest the student has in attending one of the colleges, but also affect the staff member and whether the cancellation affects their employment position.

IEG Governors and employers would be considered as our key external stakeholders. However, according to Mandelow's Matrix, both would be categorised differently. An important aspect of a Governor's role is to hold the organisation accountable for meeting targets and delivering high-quality education. As a result of this, they would be placed in the 'Manage Closely' category of Mandelow's Matrix, which is described as having a high interest and high amount of power whereby they can call for a restructuring of the organisation, should they disagree with any big decisions being made. Whereas employers are relied on to help students with many aspects such as industry knowledge and apprenticeships. Looking at Mandelow's Matrix, they would be considered as 'Keep Satisfied' stakeholders. While employers have minimal interest in how the company is run on a day-to-day basis, they have high power when it comes to providing students with the experience and knowledge needed once they finish their course. A change in the way IEG handles business relations could result in a retraction of placements for our students.

***Our Key Customer Segment and Its Relation to Growth Marketing:***

Focusing on the colleges specifically, IEG's key customer segment is students aged between 16 and 18, as they represent a high portion of students with a primary focus is finding further educational opportunities. When advertising courses such as A-Levels or BTEC Diplomas, our advertisements are aimed towards the key demographic to inform them of the opportunities that await them.

The enrolment numbers of 16 to 18-year-old students determine how much the organisation is awarded by the government, with one student costing around £4500. Inspire Education Group acknowledges the fact that they cannot rely on repeat customers, as students typically finish their courses and move on to higher education or employment. Taking this into consideration, I have chosen 'Growth Marketing' as my theme. IEG must focus on new and innovative strategies to recruit the next cohort of students. They must analyse data from the previous year, review what worked well and use this new knowledge to elevate the customer journey to the next level whilst raising brand awareness and ensuring they have a good reputation in surrounding areas.

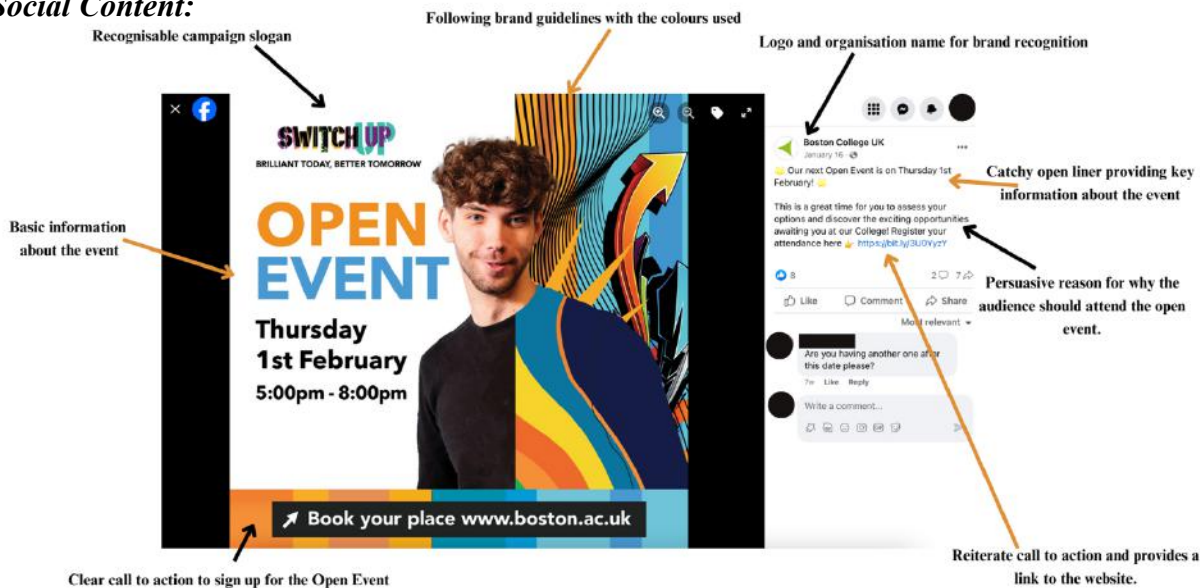
## 1b) Competitor Analysis

### Introducing Boston College:

Situated in the town centre of Boston (*Boston College, nd*), Boston College have a similar radius of potential students within the Lincolnshire area. Providing parallel courses to Inspire Education Group, with a dedicated 6th form centre, a main campus, and a university centre, they also hold a similar ethos by which they put the student first, ensuring everyone is happy with the courses they are on.

Open events are a crucial touchpoint for prospective students. It's a chance for students to explore the campuses, get a feel for the atmosphere, speak to the lectures of the courses they're interested in and even talk to current students about their experience so far. However, these are not exclusive to IEG, with most education institutions hosting open events throughout the year. This allows students to compare their options before making their final decision and applying.

### Social Content:



The screenshot above is an organic social post from Boston College's Facebook (*BC Facebook, 2023*) advertising their open event in February.

They have used captivating visuals to catch the audience's attention. The content included in the graphic provides a clear message that's straight to the point, answering what, when and where questions that potential audiences would have when reviewing the post. Boston College also included a clear call-to-action at the bottom of the graphic highlighting how they can sign up for the open event. The description used is

short but compelling to the targeted audience, telling them when the open event is, emphasising why they should attend and a link to the page where they can book their place.

This type of content relates to the 'Reach' element of Dave Chaffey's RACE Framework (*Chaffey, D. 2010*) which aims to grow the audience using owned digital media. You can measure this through impressions and visitors, for example, we can see, from the screenshot, that Boston College received 8 likes, 2 comments and 7 shares on this post. This indicates that the audience was interested enough in the post to engage. While the results are not public knowledge, we can assume those who interacted with the post were likely to follow the call to action which would take them to the website.

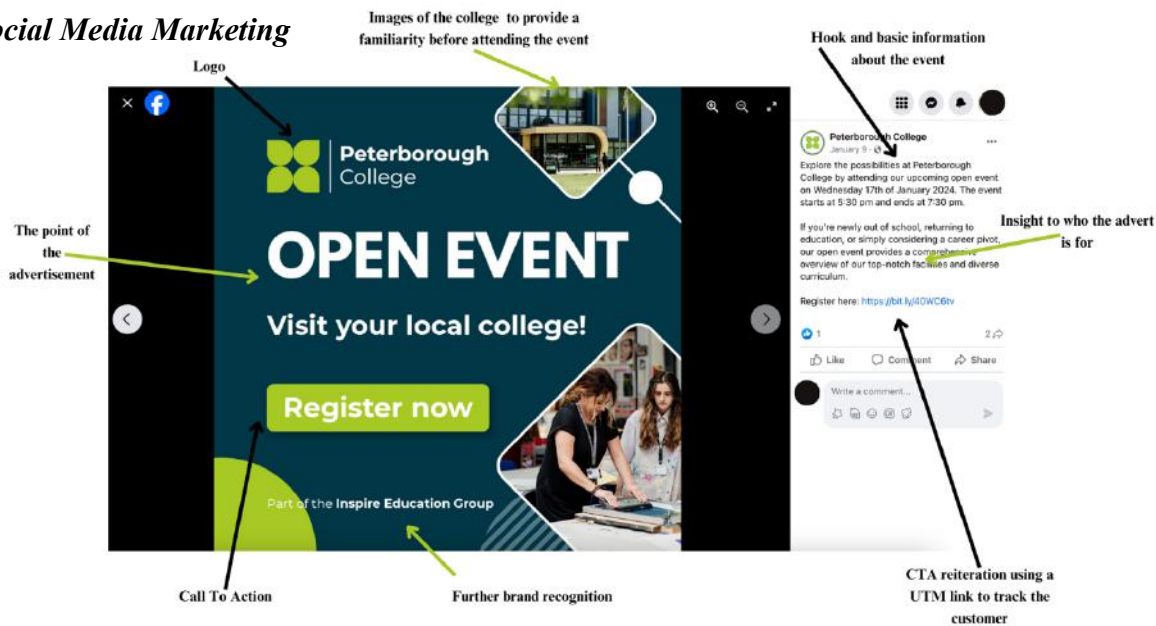
***Relevance to Growth Marketing:***

Similarly to IEG, Boston College would have enrolment targets to meet to secure the level of funding, from the government, needed for the next academic year and must compete with us for the same number of students. Their marketing campaign for open events relates to the 'Growth Marketing' theme whereby they would have reviewed the previous year and how many students that attended the event converted to applications, they would have then analysed what worked in terms of social content, and then used this to re-imagine a new way of promoting to their key customer segment.

### 1c) IEG’s Marketing Channels

Inspire Education Group uses a wide range of channels to reach the key customer segment. We want to access as many prospective students as possible which is carried out through brand awareness campaigns, retargeting campaigns, information sessions and many more. The two types of channels that I will be focusing on in this section is Social Media Marketing and Digital Messaging.

#### Social Media Marketing



The screenshot above shows an organic social post from Peterborough’s Facebook (PC Facebook, 2023), advertising their January Open Event.

This post from Peterborough College matches Boston College’s simple but effective approach. Open event is in big bold letters making it clear to the key customer segment exactly what that post is about. There is also an emphasis on ‘local college’ which could resonate with a lot of students who don’t want to travel far for their education. There is a clear call to action telling the audience to register for the event.

The graphics team have also included “part of Inspire Education Group” which could resonate with some audiences and allow for brand reinforcement. Finally, the graphic follows the brand guidelines which allows the target segment to identify who Peterborough College is. Using the same brand colours throughout the customer journey is a fundamental aspect of ‘Growth Marketing’. It allows for brand recognition, builds trust, and provides a cohesive message throughout the campaign.

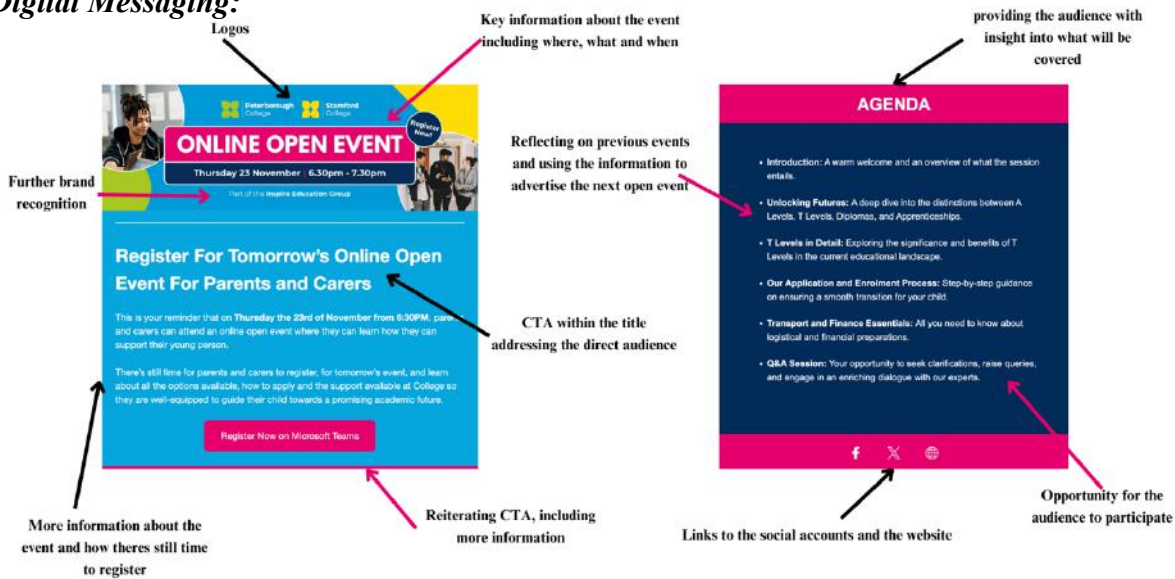
While engagement looks low, we use UTM links when advertising both organically and paid, so we can track and assess the level of success of a campaign. The screenshot below is the results from the social post that was posted that day.

Link Name	Page Views <sup>ⓘ</sup>	Tickets Sold
<a href="#">OrganicSocialMedia</a>	116	19

We can see that the link resulted in 116 page views and sold 19 tickets. This is just one organic post from an ongoing campaign that consists of both paid and organic social media posts across multiple social channels.

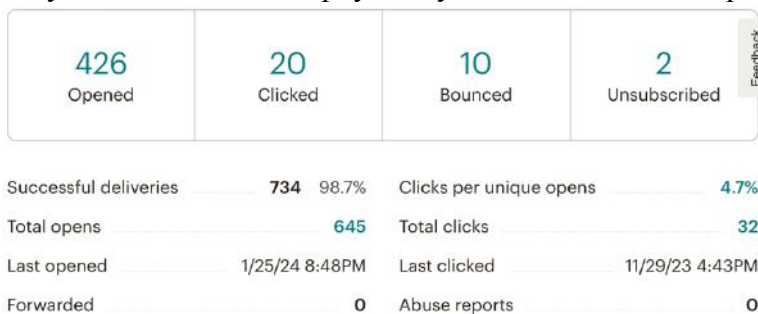
I can use SWOT analysis (*Albert Humphrey, 1960's*) to review the social post as a single entity. The 'Strengths' and 'Opportunities' of this post are that it introduces new students to the brand. Those who haven't heard of Peterborough College or are unfamiliar with what they have to offer are first introduced to the organisation. It could also reach audience members that may have been missed from the paid advertising parameters that are set in place. However, the 'Weakness' and 'Threat' of this post are the false clicks. By this I mean those who mistakenly click on the link could increase the bounce rate or affect the conversion percentage by signing up for the event and then not attending on the night. For example, in the November open event, we had 723 people register for the event but only 409 attended. This is a conversion rate of 56.57%. This is when we then look to re-target those who didn't attend, through our digital messaging.

**Digital Messaging:**



The above image is an email we sent to parents and carers, after the November Open Event at Peterborough College, who had originally signed up but didn't attend. After reviewing the numbers, we decided to come up with a retargeting campaign where we sent an email to those who had originally signed up to attend and offered an online version of the open event for both colleges. Parents could learn about the course types, how the application process works, and learn more about student support such as finance and transport.

This form of digital messaging can relate to the 'Act' section of the RACE Framework (Chaffey, D. 2010). IEG reviewed their reach and looked at how they could prompt further interaction and encourage leads to convert further. This can relate to the theme of 'Growth Marketing', whereby IEG analysed the data from the November open event and created a new and innovative solution campaign that could retarget those who may not have wanted to physically attend the event and provide an online alternative.



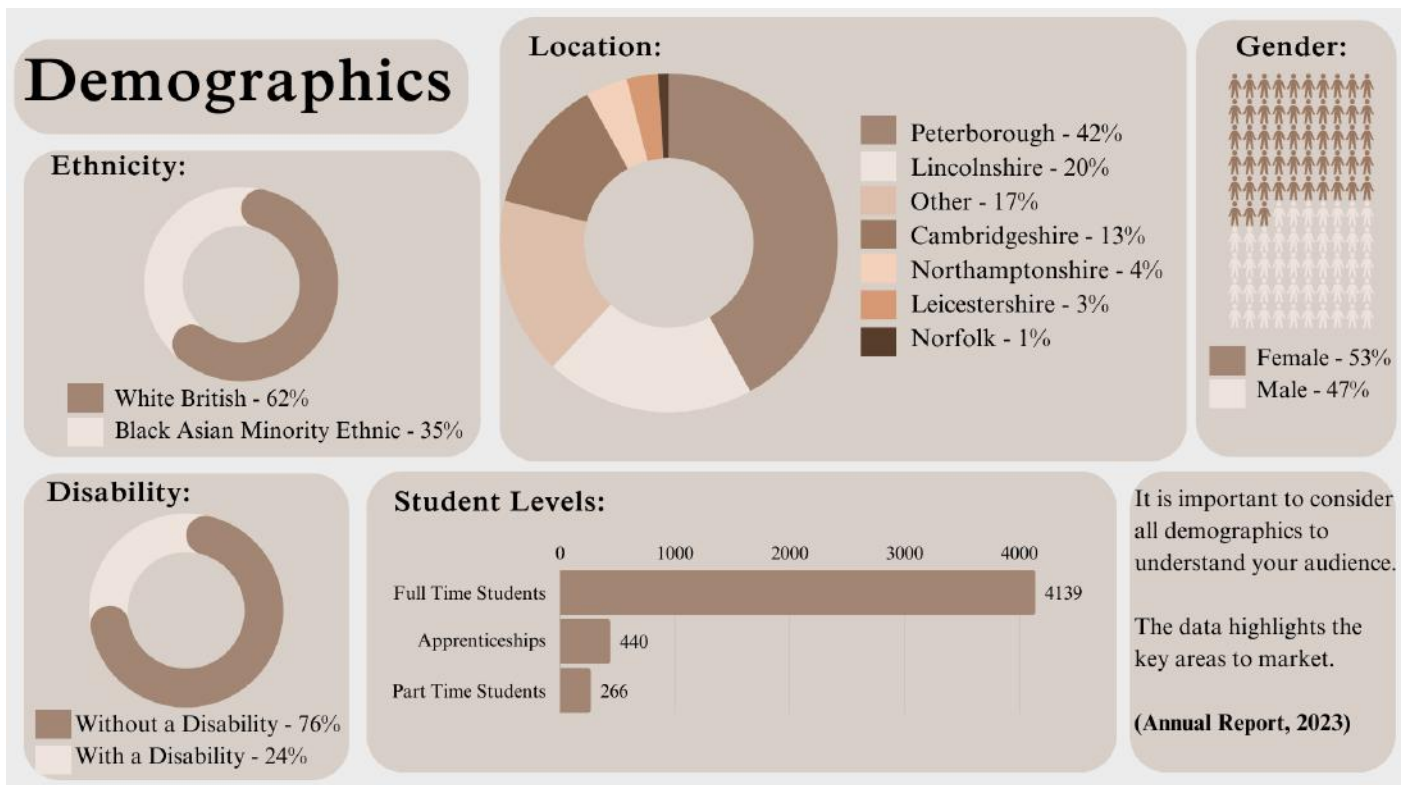
Reviewing the email report above, we can see that the email was successfully delivered to 734 people, of which, 426 people opened the email, resulting in 20 clicking on the link. From this, we can make the recommendation of attaching UTM links to the email, so we could then track the conversion rate of those



who attended the online open event. There would also be an option to review how many people went on to apply, after the online open event.

## 2a) Inspire Education Group Customer Journey

### Demographics:

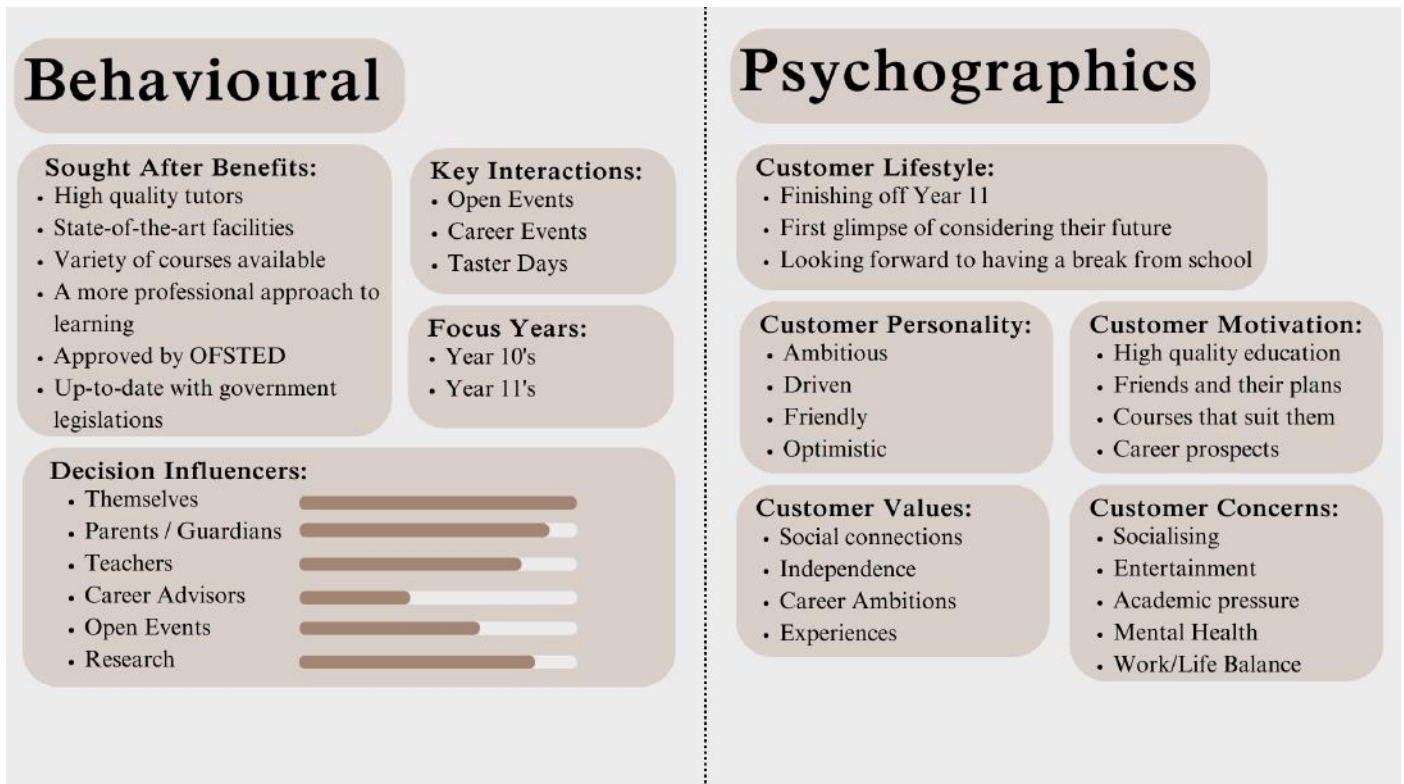


Businesses can use demographics to determine the next steps (*Bigwave Marketing, 2023*). Having an overview of the market helps organisations to segment their target audience. This relates to the theme of growth marketing whereby reviewing the previous year's results provides an insight into what they should focus on and how they can grow their market.

The demographics above have come from the 2023 Inspire Education Group Annual Report. From this report, we can see a broad review of IEG's main customers. This data provides valuable insight into who their current students are. For example, we can see that 53% of our students are female, 4139 students were full-time students and 42% came from the Peterborough area (*Annual Report Contents, 2023*).



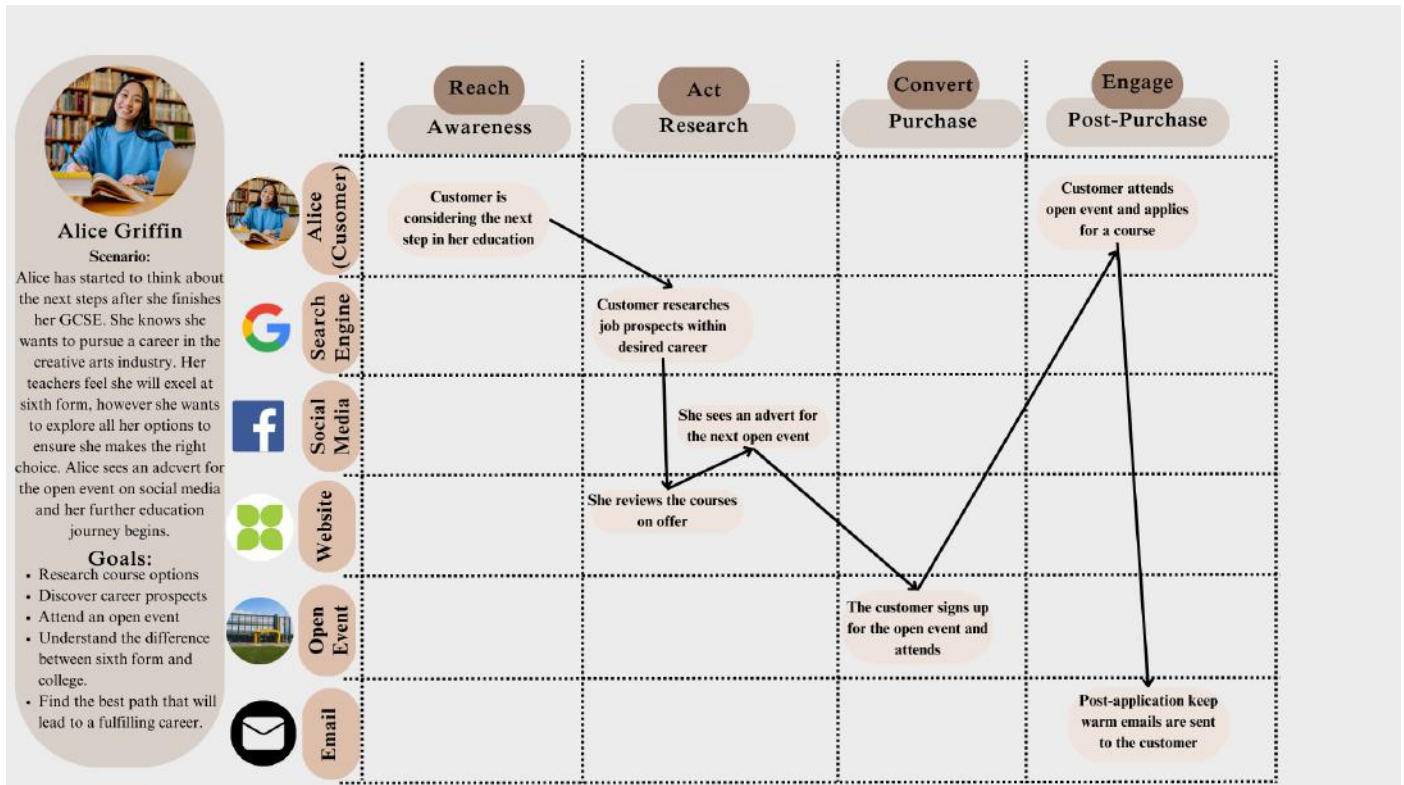
## Behaviours and Psychographics:



Behavioural personas make identifying and understanding user journeys far simpler and creating personalised experiences is much more targeted and therefore effective (*Userpilot Blog, 2023*). IEG can focus on what their key target segment might be looking for from their education provider, who their decision influencers might be and key interactions they might have with the competition. Through this information, IEG can create content that matches the identified behaviours. For example, a key decision influencer for Alice is her parents. Using this information, IEG can create a campaign targeted at parents who may have reservations about their child attending college.

“Knowing your target buyer’s psychographic profile can help you appeal specifically to them” (*Hubspot, n.d*) From psychographics, we can learn about Alice’s lifestyle, her motivations, what she values and her main concerns in greater detail. For example, the data shows that Alice’s main concerns are her ability to socialise, her mental health, work/life balance and so on. IEG can use this to create a campaign around College life. Case studies on current students explaining how they found the transition from school to college and how they were supported could help relieve any concerns Alice may have.

**Customer Journey Overview:**

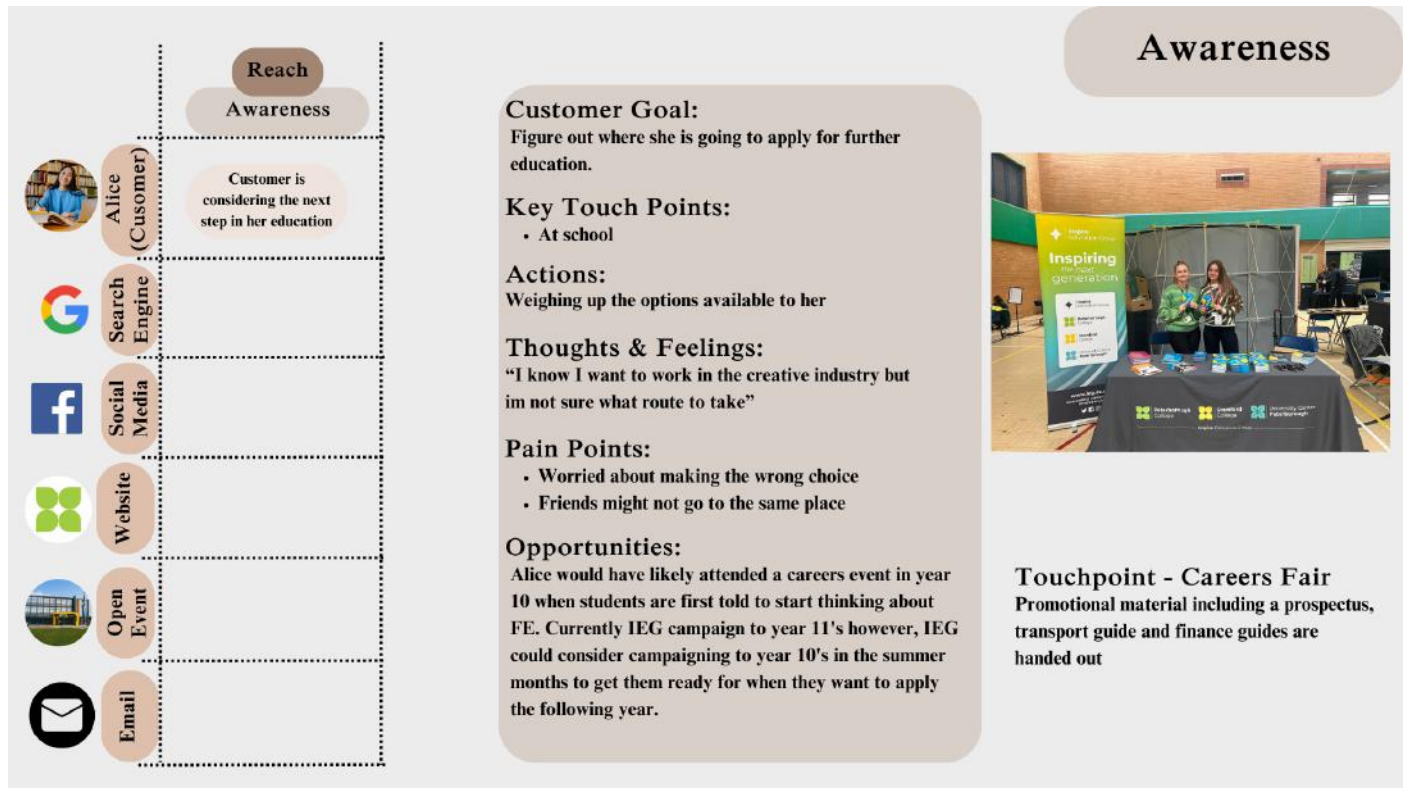


Using the RACE framework (Chaffery, 2022) we can see the four key stages of the customer journey; reach, act, convert and engage. Using background information and knowledge from the persona created, IEG can consider the current different digital and offline touchpoints that Alice may take when looking to apply for a course at Peterborough College. Within these sections, it's also highlighted when Alice becomes aware of IEG, the research she carries out before making her final decision (purchase) to apply for a course and finally how post-application (post-purchase) is currently handled.

**Digital Touchpoint Recommendations:**

The customer journey isn't complete until the student has enrolled. I would recommend focusing on adding more digital touchpoints between application (purchase) to enrolment (post-purchase). This would ensure that students continue the process to reach enrolment, where a student's place is secured. Creating a "next steps" campaign focusing on what students waiting to enrol should look out for and expect in the following months, could alleviate any anxieties that prospective students may have about starting college and help them 'keep warm' between applying and enrolling.

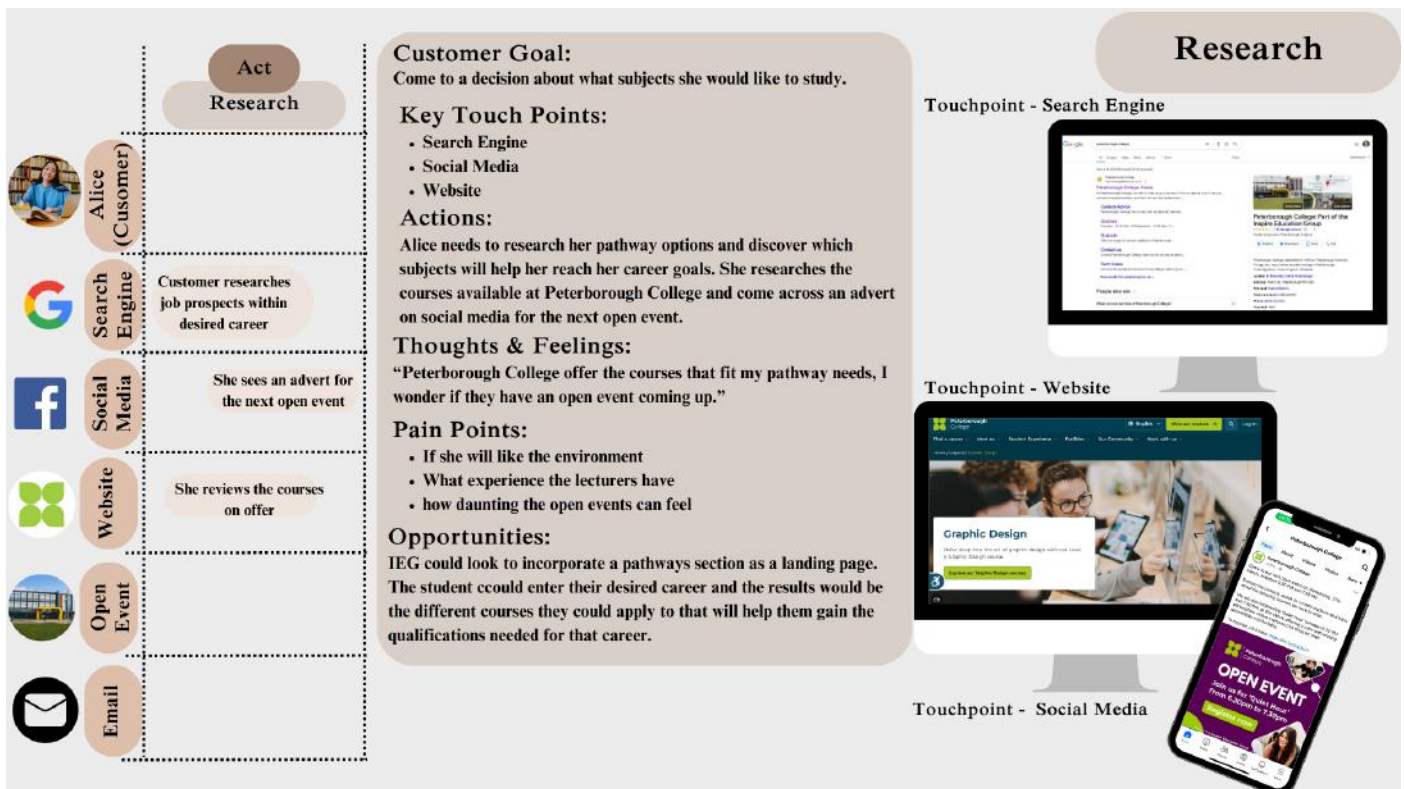
## 2b) Inspire Education Group Customer Journey



The first stage of the customer journey is Awareness. Throughout this stage, we focus on brand awareness. We want to make everyone aware of who we are and what we can provide prospective students. This can relate to the reach element of the RACE framework (Chaffery, 2022) whereby we use organic content on our social media such as case studies, and content related to what the different courses are up to, to highlight the type of experience offered at the colleges.

Another touchpoint is the career fairs that our staff attend. This form of networking event allows IEG to position themselves right in front of prospective customers, providing them with promotional material such as the prospective, transport guides and financial support leaflets. These often take place for Year 11 students. This opens a gap in the market for year 10 students. While they still have a year before they look to apply, marketing to year 10s could increase early applications.

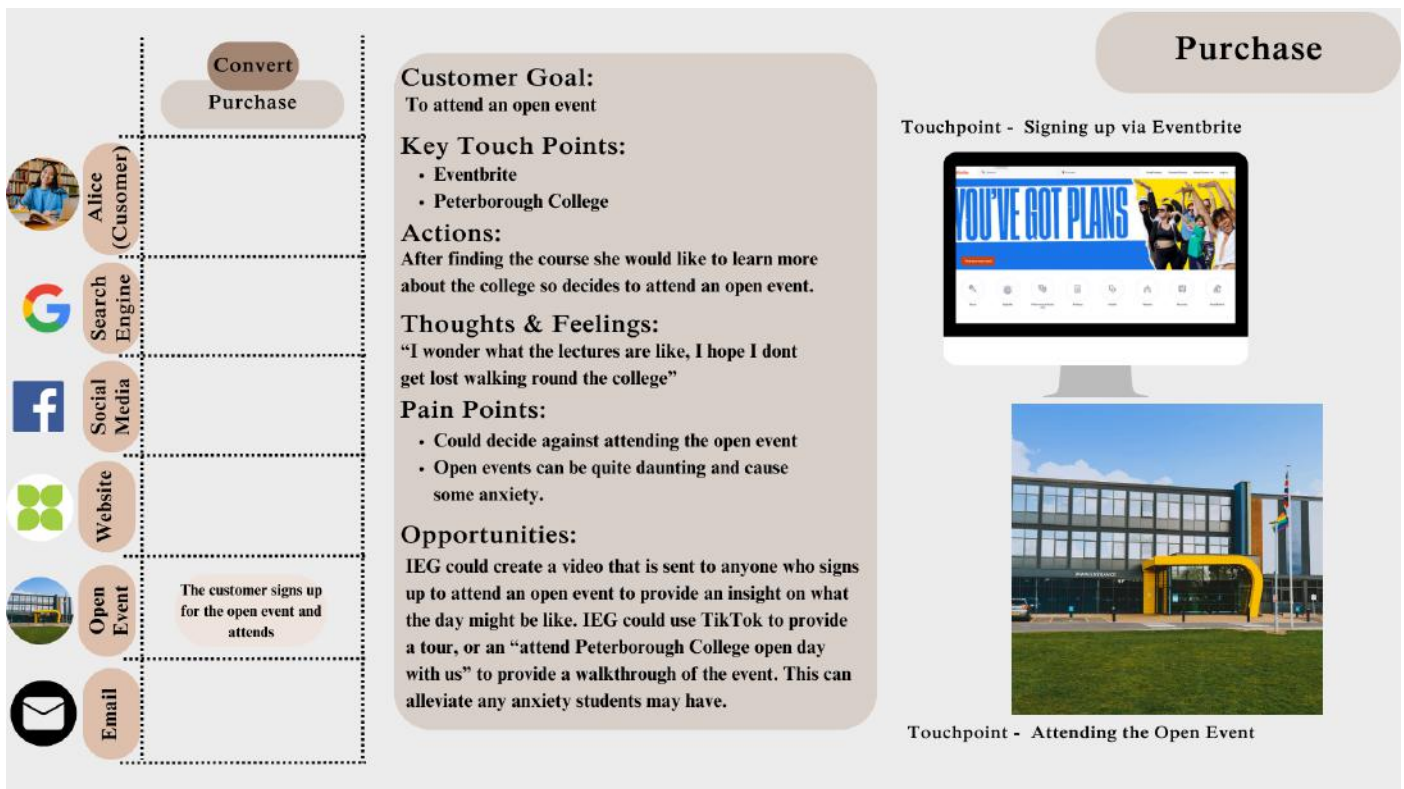
Relating to the persona, we can see that Alice is aware she needs to start thinking about her next steps after year 11. Due to the careers fair, she has already been made aware of what options are out there. The next step for her is to begin researching.



Research is a pivotal stage where students consider their options and make a shortlist of education providers. This can relate to the Zero Moment of Truth theory (ZMOT, 2011) which is where a consumer has their first interaction with a brand. This moment can shape the consumer’s purchase decision.

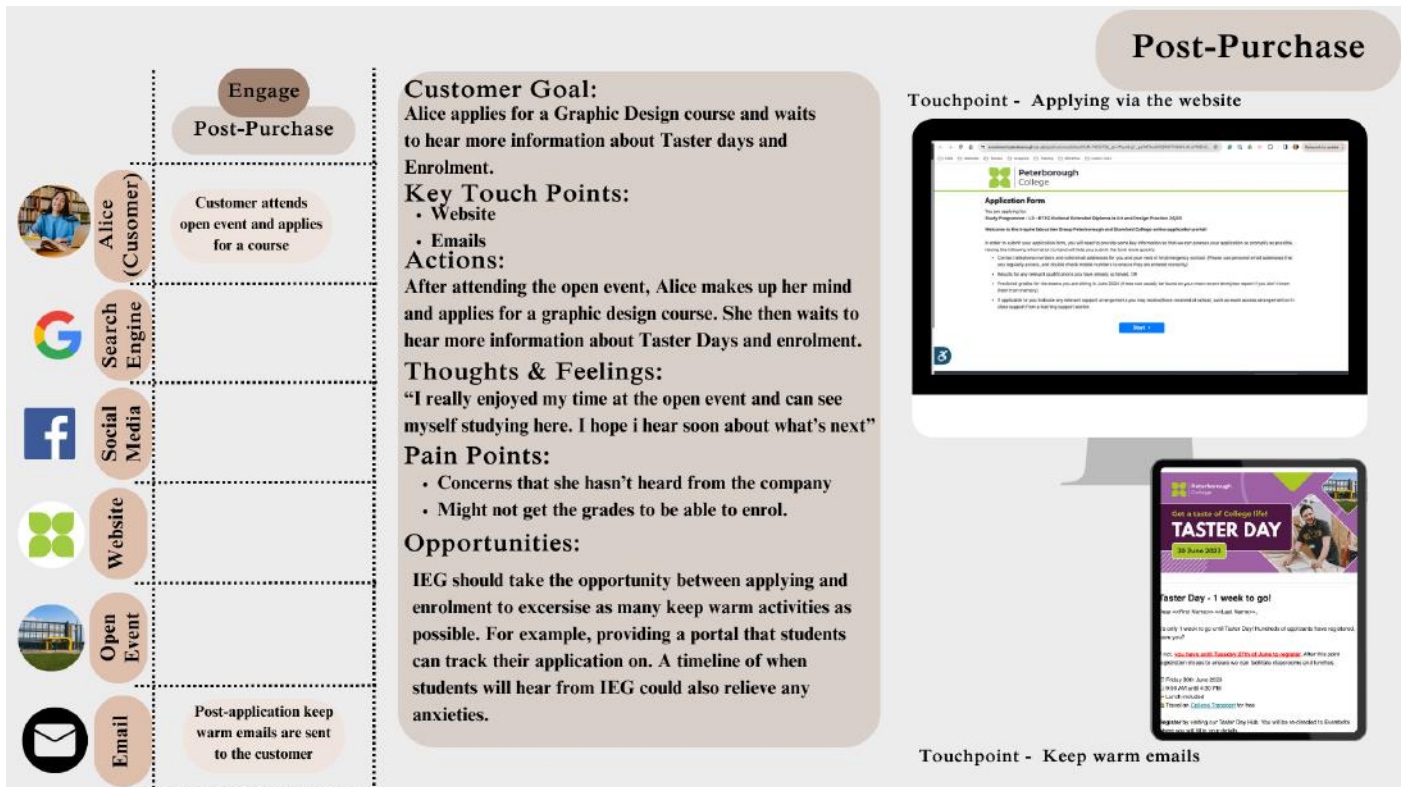
Relating to the persona, within this section, there are a lot of key touchpoints that Alice may come across. To begin with she will research her options and learn about the courses that she may be interested in. This can be done through a general Google search. The next key touchpoint would be the Peterborough College website. Here Alice would discover the range of courses available and in turn, find one that best suits her needs and goals. A final touchpoint would be a social media advertisement for an open event.

One way that IEG could improve the touchpoint is a landing page specifically made for pathways. By having this option, prospective students can search their careers and the results would show the different courses that would help them to achieve their chosen career. This could be incorporated into a careers campaign where IEG helps students understand the different courses they could take to reach their career goals.



For IEG, the purchase stage can relate to the Open Event. Having a student sign up for and attend an Open Event is considered a purchase stage. On average IEG currently sees over 50% conversion rate from those who register for an open event and those who attend. On these nights we often see 40-50 applications take place overnight. Throughout the year, IEG hosts 4 Open Events per college, providing prospective students plenty of opportunity to attend the events.

This section of the customer journey relates to the convert stage of the RACE framework (Chaffery, 2022) IEG can increase the conversion rate of attendees through open event campaigns. While they already run paid advertisements, the campaigns lack video content. Here, IEG could post TikTok and Reels giving a walkthrough of the event. This could alleviate any anxiety students may feel about attending an open event, which in turn would increase the number of attendees.



The final stage is the post-purchase stage. Relating to the 4C's of integrated marketing communications (Pickton and Broderick, 2005) all touchpoints must be coherent, consistent, complementary and provide continuity. This is specifically important between the application and enrolment processes.

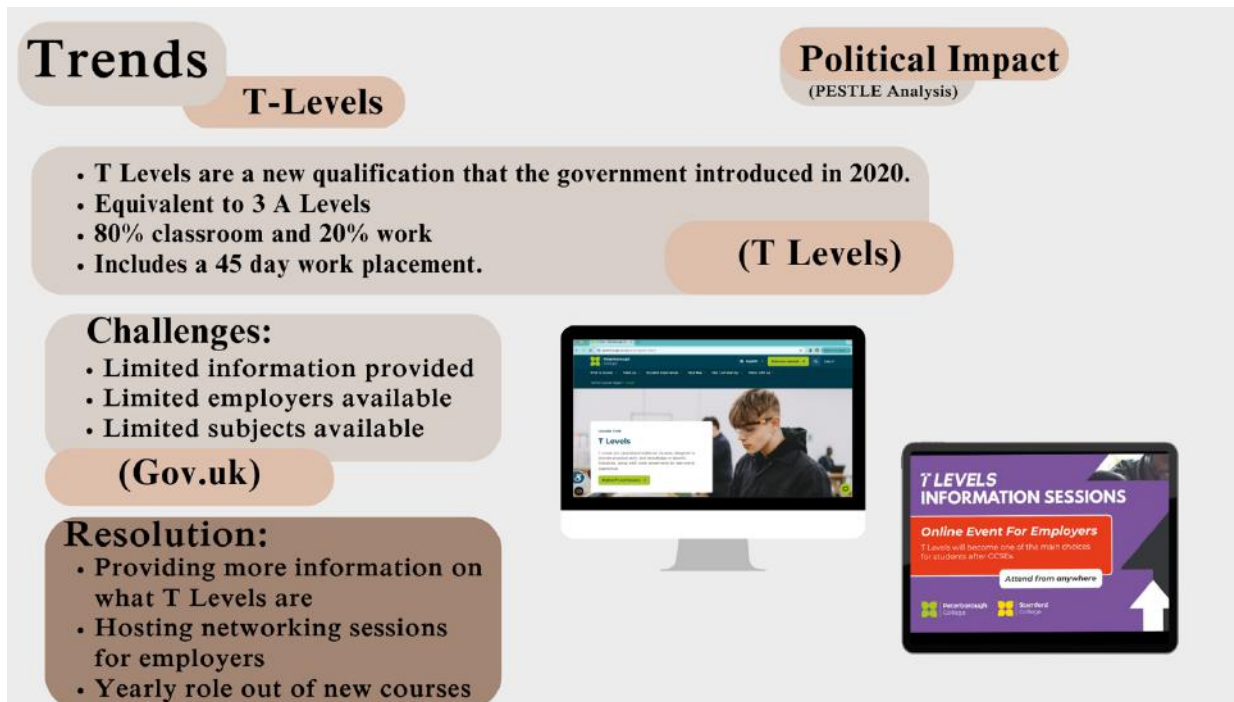
When students apply for a course, there is typically a long wait period before they receive any communication about taster days or enrolment. Looking at figures from last year, out of 4078 students who applied at Peterborough College, 1029 students didn't enrol. From this data, we can see that more needs to be done during that waiting period. Here IEG have the opportunity to provide tailored content to students who have applied. For example, a portal could be created whereby students can keep up to date with their application process.

This stage can relate to our overall theme of growth marketing. The goal is to increase the number of enrolment numbers each year. Ensuring application students are kept in the loop, means they are more likely to complete the 'transaction' (enrolment process).



## 2c) Trends in Customer Behaviour

### T-Levels:



The first trend that affected consumer behaviour was the introduction of T Levels in 2020. Relating to the Political aspect of the PESTLE analysis (*PESTLE*), T Levels were introduced as a new qualification, equivalent to 3 A Levels, which included 80% of classroom work and 20% of work-based learning. The qualification also had a mandatory 45-workday placement to be able to complete the course (*T-Levels, 2020*).

There was a lot of backlash from the announcement with many students dropping out in the first year due to a lack of understanding of the qualification requirements (*Gov.uk, 2020*). To help alleviate confusion and misunderstanding of the new qualification, Inspire Education Group created dedicated subject area pages on their website to provide students and parents with information on what T Levels are and the specific requirements of the courses. IEG also carried out an organic campaign, posting weekly graphics informing their audience about T Levels, the types of courses on offer and key information that could appeal to prospective students.

IEG also found employers were reluctant to get involved due to the lack of information available. This caused issues for the students who had enrolled and couldn't complete the 45-day mandatory work placement. To resolve this issue, IEG hosted a number of online T Level networking events, inviting local business owners to join online webinars where they learnt about T Levels, what would be expected from them and an opportunity to ask any questions they had. This online event was a success and saw a rise in employer engagement the following year.

**English and Maths:**

**Trends**

**English and Maths**

- From August 2014 students who had not achieved a good pass in English and Maths GCSE must continue to work towards these qualifications

**Legal Impact**  
(PESTLE Analysis)

**(Gov.uk)**

**Challenges:**

- Secure place at risk
- Study at a lower level
- Less time spent on diplomas

**(Gov.uk)**

**Resolution:**

- Our staff rank in the top 3% of the GFE Colleges
- Offer November resits
- Provide free GCSE courses for students over 19

**Tablet Content:**  
Inspire Education Group Excels Nationally Amongst General Further Education Colleges for English and Maths Provision  
30 November 2023  
IEG is celebrating the release of the latest National Achievement Rates Tables (NARTs), that rank the organisation in the top 3% of GFE Colleges.  
[Read more](#)

**Monitor Content:**  
Preston College  
**FREE GCSE AND FUNCTIONAL SKILLS COURSES**  
Free English and Maths courses for anyone over the age of 19 without a grade 4/C  
Multiple start dates available!

The final trend that affected the behaviour of students was the new law that was introduced in 2014, stating that ‘from August 2014 students who had not achieved a good pass in English and Maths GCSE must continue to work towards these qualifications’ (Gov.uk, 2014). This meant that anyone who didn’t achieve a c or above in English and Maths had to continue until they achieved this grade. The new law introduced related to the Legal aspect of the PESTLE analysis (PESTLE) an environmental factor that had a major effect on the behaviour of the students.

Challenges faced by students were their places within further education were at risk if they didn’t achieve the necessary grades. To adapt to this change, IEG introduced Maths and English GCSE lessons that ran

alongside diplomas, to help students achieve the required grades. This meant a recruitment drive took place to quickly hire English and Maths tutors in time for the following year.

While this was a great adaptation, there were concerns over the fact that students were unable to pay full attention to their diplomas due to the additional requirement of English and Maths lessons. While unavoidable, it became a mission for the English and Maths teams to help their students pass as quickly as possible. Earlier this year, IEG's English and Maths team was ranked in the top 3% of the GFE Colleges (*Peterborough College, 2023*)

Furthermore, the new legislation saw a lot of adults struggle with the mandatory qualifications. Seeing this gap in the market, IEG created a campaign, advertising free GCSE lessons to those aged 19 or over. These lessons were offered part-time and provided flexibility for those who had full-time jobs. Both paid and organic advertisements helped reach several adults who went on to complete the lessons and pass with flying colours.

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### **3a) Digital Marketing Plan**

We can use the SOSTAC module (*PR Smith, n.d*) to create an effective digital marketing plan.

#### Situation –

Currently, on average our Open Events receive around 500 registrations. From this 50% attended the open event, leaving 50% who decided the open event wasn't a valuable experience for them. On Open Events we receive over 50 on-the-day applications, proving the value that Open Events hold on prospective students.

Relating to the 2023/24 figures we can see that of 4078 students who applied for the courses at Peterborough College, 1029 of those students didn't enrol. IEG needs to consider why this number is high and figure out ways in which we can reduce this number.

Relating both elements to the theme of growth marketing, open events are the first physical touchpoint many students experience with us. This directly affects the number of students we receive applications from.

Similarly to open events, enrolment is the finalised number which tells IEG how many students' study with us. This figure is then used by the government to determine how much budget we are allocated within the following year.

#### Objective –

When looking at creating an objective, we can use the SMART framework (*SMART, n.d*) to ensure they are

effective. The objective for the Open Event marketing plan is to *‘Increase Open Event attendees by 5% over the next 9 months through targeted social media advertising.’* The objective for the enrolment marketing plan is to *‘Increase enrolment by 5% over the next 5 months through enhanced digital touchpoints between application and enrolment confirmation’* The specific element of the objective is exactly what we want to do. The measuring element looks at how much we want to increase.

The attainable element is the fact we want to ensure we keep the same level of registrations but boost the number of attendees, similarly to the enrolment objective, we want to continue with high application rates but increase enrolments without affecting current numbers. The relevance of the open event objective is that the more that attend the open event the more students who are likely to apply to a course. For the enrolment objective, the more students that enrol, the more budget that’s allocated to us from the government. The time element relates to how long we have to have the desired effect.

#### Strategy –

Currently, when advertising Open Events, we only use paid and organic social advertisement for the event. These are graphic-based adverts that detail what the student can do at Open Events. We need to change how Open Events are advertised. Rather than telling prospective students what they are going to experience, we can show the audience how they can experience an Open Event.

For enrolment, we only email two updates. Instead, we want to improve the ‘keep warm’ marketing that takes place. This will keep students interested and in turn, increase the number of students who go on to enrol.

#### Tactics –

##### **Open Event:**

The tactic of the plan can relate to the ‘Extended Product’ element of the product lifecycle module (*Product Life Cycle, n.d*). We are using a plan we already have and looking at how we can improve the advertisement to prospective students. This directly links to the ‘Promotion’ element of the marketing mix (*The 7 P’s of Marketing, n.d*) whereby communication should highlight the benefits that students could experience from experiencing an Open Event. Creating visual content, and putting the point of view on the audience, will help them to picture themselves at the event. An example of promotion that can be used would be TikTok videos providing a point-of-view experience of the Open event, so nervous students know what to expect.

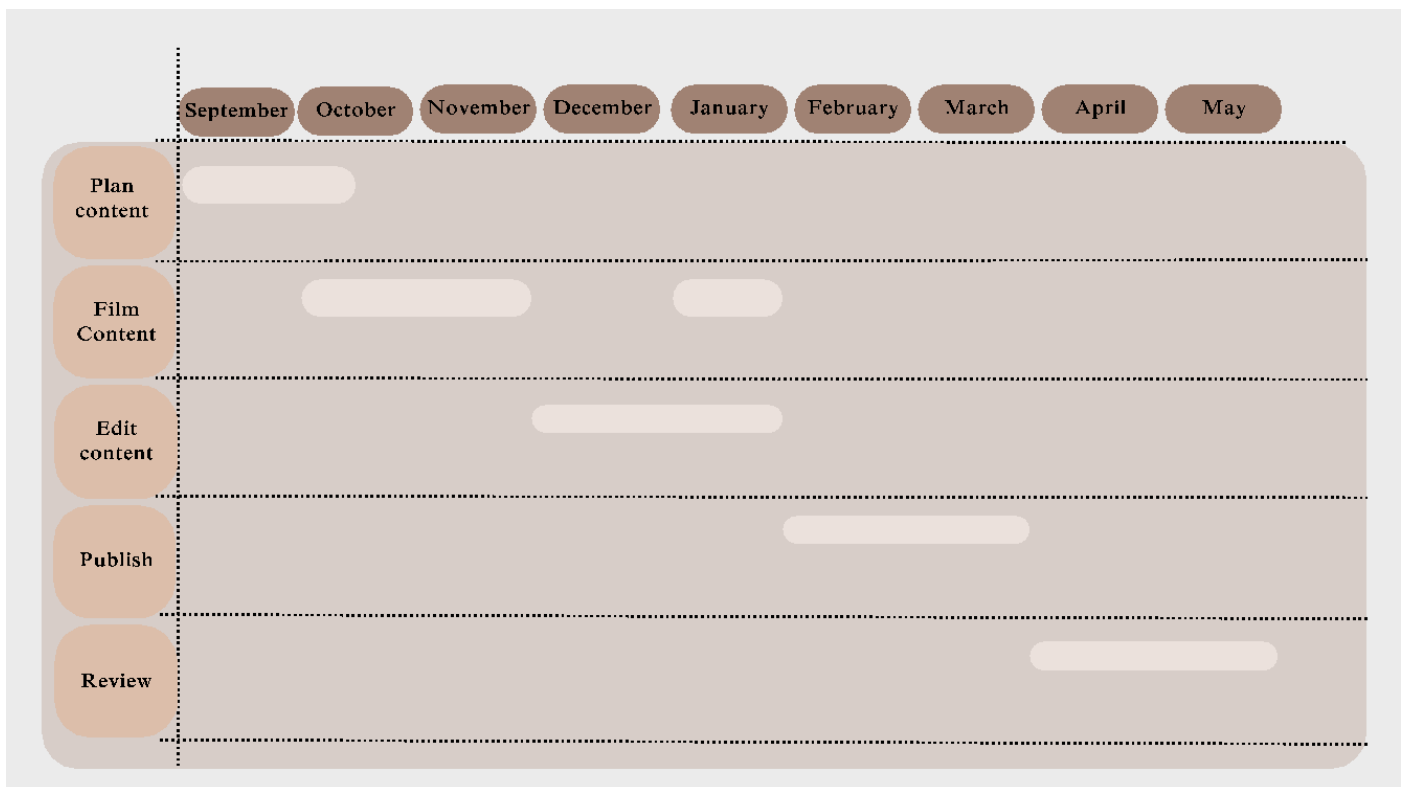
##### **Enrolment:**

This links to the ‘Physical Evidence’ element of the marketing mix (*The 7P’s of Marketing, n.d*) whereby

this exercise will help reduce uncertainty by helping students see what they applying to. Creating a portal for students to log in, check on their application, discover what the next steps are and learn about what current students on their chosen course are working on. All these elements could generate excitement and create more of a want to enrol rather than a need to enrol. This will prove that growth marketing has been a success.

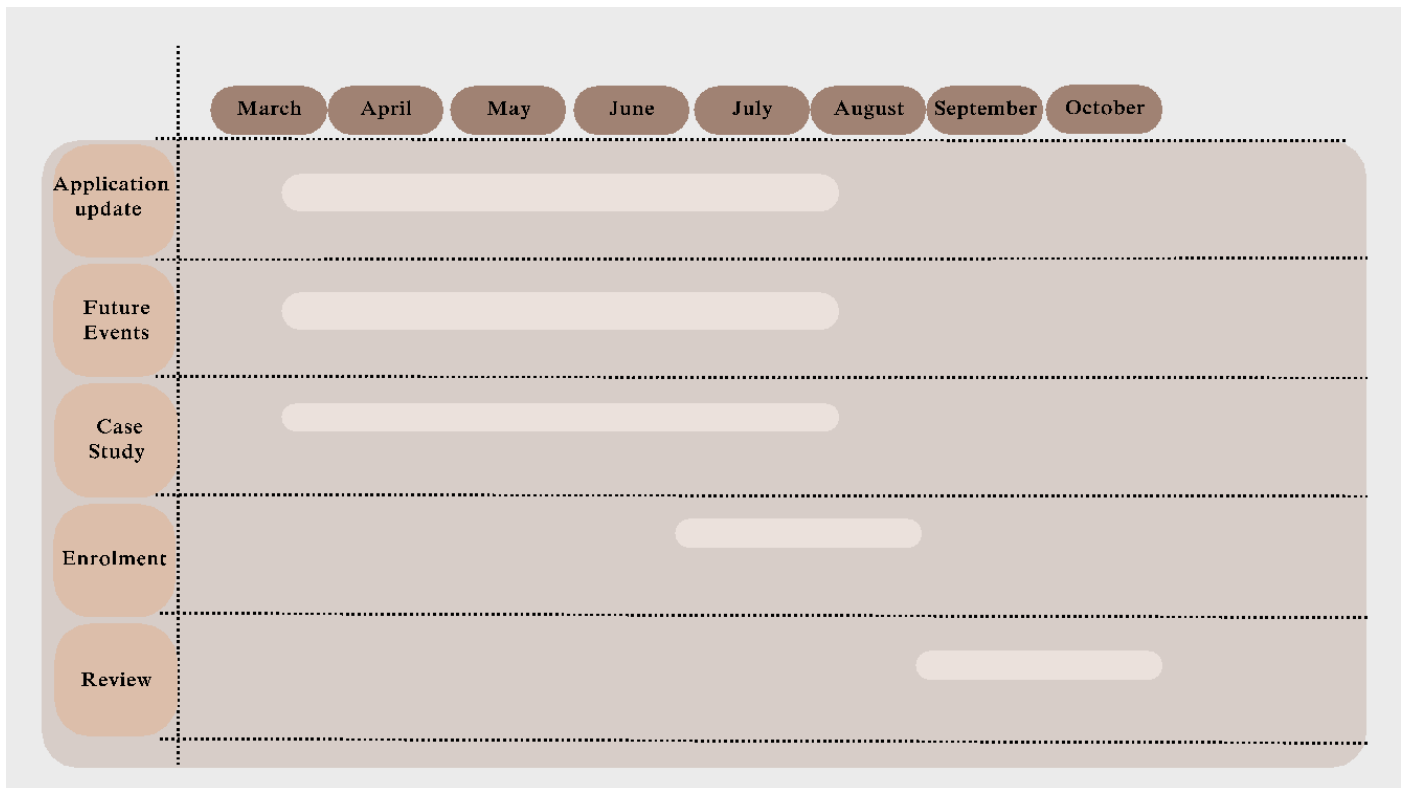
Action –

*Open Event Gantt Chart:*



In the chart above, provides an overview of how we produce the TikTok’s that would be used to promote the Open Events. You can see that September and October are dedicated to planning the content. Throughout October and November Open Events, we will use the time to film the content we need. Throughout December and January, we will edit, using the January Open Event as an opportunity to capture any last-minute content. Throughout February and March, we promote the open events using the Tik Toks. Once the Open Event has passed, we will then spend April and May reviewing the data collected.

*Enrolment Gantt Chart:*



In the chart above, provides an overview of how we populate the content for the portal. While there is no deadline for applications, our final Open Events take place in March so we have used this as our starting point. Throughout April, May and June we can provide students with an overview of where they are at with their application, future events they have to look forward to and any case studies relevant to their course. In July and August, the portal highlights how important enrolment is, and encourages students to book a time with their tutor on the week after results day to enrol. September and October is the grace periods where we can count who attends classes which helps to finalise numbers.

Control –

The final element is reviewing if we achieved the objective. To do this we use several KPIs to measure the success of the campaign. Within this stage, we consider whether our efforts helped, or whether amendments had to be made to further improve the campaign.

### **3b) Key Digital Metrics**

#### ***Conversion Rate:***

Relating to the first objective, conversion rate is the most important KPI to report on. IEG see many prospective students register to attend open events. However, as mentioned in task 2b, IEG only sees half of the registered students attending an open event.

Based on the marketing plan in 3a, the conversion rate is a vital KPI to see if our efforts have paid off. Wider company staff may not understand the ins and outs of the campaign. For example, we could have a TikTok go viral which would create a lot of engagement however if only two people signed up for the open event and one attended, this would prove that the campaign was not a success.

#### ***Engagement Rate:***

Coinciding with the second objective, the engagement rate on the new touchpoints would provide the wider company with an insight into how they are performing. As mentioned in task 2b, in the 2023/24 statistics 4078 students applied to Peterborough College, however, 1029 students didn't enrol. The current digital touchpoints, between applying and enrolling, are email campaigns with minimal information on what to expect in the coming months. Many students are left confused or concerned as to where their application process is, what the next steps are and even if they have been accepted on the course.

Providing more digital touchpoints can provide students with a sense of relief and a better understanding of where they currently are and what the next steps may be. For example, as mentioned in the plan, adding a portal where students can keep up to date or case studies from the course they are applying to. The engagement rate of these digital touchpoints can provide the wider company with an insight as to whether the prospective students are interacting well with our marketing material or if efforts need to be spent elsewhere.

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### **3c) Indicators of Social Change and Behaviour**

#### ***Council Reports:***

One method of identifying lead indicators of social change and behaviour would be through council reports. Many councils release reports based on their plans for the approaching years. They reflect on the past years

and use this to justify their plans for the coming years. IEG needs to review these council reports in case any of the proposed changes affect the education sector.

For example, in 2018 it was reported that 378,632 new homes were permitted to be built in and around Peterborough (*Cambridgeshire & Peterborough Economic Footprint of Home Building*). This change meant that secondary schools would have bigger class sizes which would have the same impact on IEG. Due to this report, IEG were able to get ahead and plan when they would need more classrooms, more resources, and more tutors to teach the students.

### ***Conferences:***

Another method of identifying lead indicators of social change and behaviour would be through conferences. Conferences are a great way to learn about what's new in the world of marketing, a place to network with like-minded individuals and understand where the industry is headed in the next few years.

For example, June 2023, the digital marketing team from IEG attended a Mailchimp conference 'From here: To there.' The conference aimed to highlight what was new in Mailchimp and how this could improve email marketing within our business. There were areas where we could demo the new version and understand how IEG could benefit from these updates.



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