

A Travel Marketing Toolkit for Universities and Colleges

Tools and resources to
help you change the travel
behaviours of your students

1.1 Getting started
1.2 Scoping
1.3 Developing
1.4 Implementation
1.5 Evaluation

2.1 Background research
2.2 Project insight report

3.1 Background info
3.2 Campaign overview
3.3 Branding & marketing design
3.4 Communication channels
3.5 Case studies

TravelWest toolkit produced by Universities Travel Officer James Morvan,
in conjunction with The University of the West of England, The University of Bristol and Uscreates



University of the
West of England



University of
BRISTOL

uscreates
design for health and wellbeing

Funding provided by The West of England Local Sustainable Transport Fund

travelwest 
www.travelwest.info

1.1 Getting started
1.2 Scoping
1.3 Developing
1.4 Implementation
1.5 Evaluation

2.1 Background research
2.2 Project insight report

3.1 Background info
3.2 Campaign overview
3.3 Branding & marketing design
3.4 Communication channels
3.5 Case studies



- 1.1 Getting started
- 1.2 Scoping
- 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

- 2.1 Background research
- 2.2 Project insight report

- 3.1 Background info
- 3.2 Campaign overview
- 3.3 Branding & marketing design
- 3.4 Communication channels
- 3.5 Case studies

Sustainable travel

Sustainable development, products and travel are the future. They are better for people and the planet, and increasingly important to the public and to new environmentally conscious generations.

However marketers seeking to sell sustainable travel face the great values-action gap - the difference between what people say in surveys, and what they go on to actually do.

Major barriers to sustainable travel are around the perceived image of cyclists; perceptions of self-image; and perceptions of safety; all of which can be addressed through a marketing campaign.

Travel Marketing Toolkit

This toolkit [a link in the standalone version] seeks to bridge the value-action gap, and contains practical advice, tools, and resources to overcome the barriers to increasing sustainable travel among students. It also provides you with with the research and insight these tools are based upon.

The toolkit is informed by research, trials and a marketing campaign undertaken at The University of the West of England (UWE) & the University of Bristol (UoB) between 2013 and 2014.

The toolkit is separated into 3 areas:

- Advice & guidance
 - Research & planning tools
 - Campaign materials
-
- Primary research into travel behaviours of the target audience
 - Segmentation model
-
- Review and Learnings of the 2014 Bristol Campaign Implementation
 - Outline of approaches taken during trials and full scale roll-out of the marketing campaign at UWE and UoB
 - Evaluation and lessons learned

1.1 Getting started
1.2 Scoping
1.3 Developing
1.4 Implementation
1.5 Evaluation

2.1 Background research
2.2 Project insight report

3.1 Background info
3.2 Campaign overview
3.3 Branding & marketing design
3.4 Communication channels
3.5 Case studies

At a glance

1. Campaign Process & Resources

This section takes you through the 5 simple steps to create your travel marketing campaign; Getting Started, Scoping, Developing, Implementation and Evaluation. Tools and resources can be downloaded at each step with advice on:

- **planning a campaign**
- **creating research**
- **segmenting your audience**
- **creating messages & content**
- **recommended communications channels**

2. Research & Insight

This section provides a summary of the background research undertaken for the 2014 Bristol Campaign on student travel. The findings show that targeting people at points of change in their lives is key to helping break habitual travel behaviour. Students prioritise cost and speed in their commute to university. However, many students identify their journey to lectures as only the third or fourth most important regular journey. Major barriers to cycling are around perceived image of cyclists, perceptions of self-image and safety; all of which can be addressed through a marketing campaign.

3. 2014 Bristol Campaign

This section reviews the learnings from the campaign implemented at both UWE and UoB in 2014. Cycling was considered to be one of the main opportunities and this was the focus of the marketing campaign, with a smaller element around bus and car use. This section reviews the branding and messaging, e-comms and events, and runs through what worked and what didn't work. You will also find a series of stand-alone case studies such as a cycle loan scheme and an online travel challenge platform.

1.1 Getting started
1.2 Scoping
1.3 Developing
1.4 Implementation
1.5 Evaluation

2.1 Background research
2.2 Project insight report

3.1 Background info
3.2 Campaign overview
3.3 Branding & marketing design
3.4 Communication channels
3.5 Case studies

1. Campaign Process & Resources



- 1.1 Getting started
- 1.2 Scoping
- 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

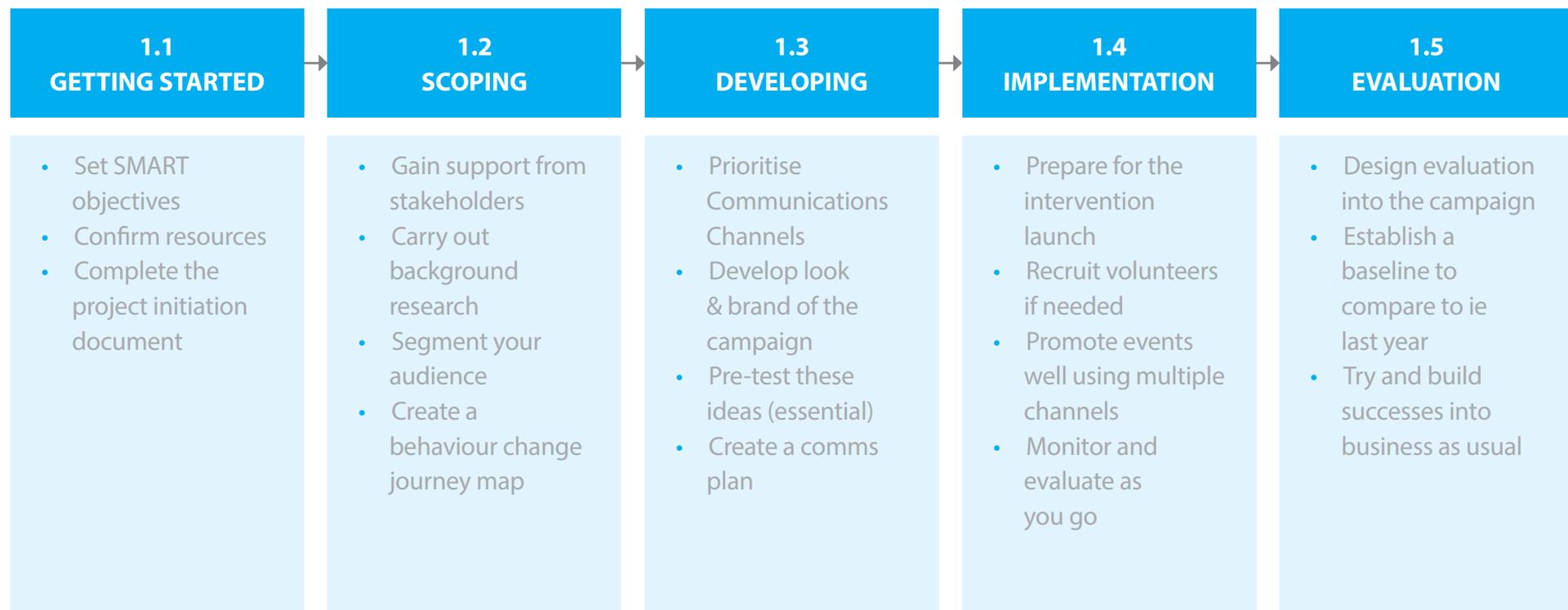
- 2.1 Background research
- 2.2 Project insight report

- 3.1 Background info
- 3.2 Campaign overview
- 3.3 Branding & marketing design
- 3.4 Communication channels
- 3.5 Case studies

“Plans are of little importance, but planning is essential” – Winston Churchill

Whether you are planning a small scale campaign or a much larger marketing strategy, taking time before you start to think through your plans carefully, and focus on the change you want to achieve, will save time and support impact.

Think through each of the following stages:



1.1 Getting started
1.2 Scoping
1.3 Developing
1.4 Implementation
1.5 Evaluation

2.1 Background research
2.2 Project insight report

3.1 Background info
3.2 Campaign overview
3.3 Branding & marketing design
3.4 Communication channels
3.5 Case studies

1.1 Getting Started

At this stage think about:

- What is the travel issue or problem that you want to address?
- Break this issue down into the specific behavioural changes and outcomes [preferably Specific, Measurable, Achievable, Realistic, Time-related (SMART)]
- What are the project deliverables or outputs? E.g. social media campaign
- Who are the primary audience? Staff, students, car drivers etc.
- What budget is available? Will this be internally funded, is there grant money available?
- What staff resource is available? Who will be responsible internally and do they have enough time? Can you get support from your marketing team or go external?
- What are the project timescales? Do you have external deadlines?
- Are there any risks? How might they be mitigated?

Put the answers together into a Project Initiation Document. This will help you keep focused, clearly state the campaigns aims and objectives and help communicate them to other stakeholders.

Confirm who the project manager is (this should be one individual) and if necessary create a steering group.

- **Stage:** Getting Started
- **Duration:** 1-4 weeks
- **Lead:** Travel Representative or Project Manager
- **Support:** TravelWest Business Advisors or equivalent in your region
- **Resources:** [Project Initiation Document](#)

TIPS

Keep it focused – It is better to focus on fewer rather than many objectives and travel behaviours, unless you have sufficient budget to do so. If you want to target multiple travel behaviours consider treating each as a discrete campaign in the scoping, development and implementation stages.

Build on existing brands – Assess whether there is an existing local brand that can be used for the travel behaviour you have selected for example BetterByBike or TravelWest.



- ▶ 1.1 Getting started
- 1.2 Scoping
- 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

- 2.1 Background research
- 2.2 Project insight report

- 3.1 Background info
- 3.2 Campaign overview
- 3.3 Branding & marketing design
- 3.4 Communication channels
- 3.5 Case studies

1.2 Scoping

At this stage you are refining the project scope and carrying out any research that may be required.

Who are the key stakeholders?

- Bring together key people and establish support, this could be senior management, marketing, or student reps.

What do we know already?

- Investigate what has already been done –
 1. refer to sections two and three of this toolkit,
 2. review other universities and colleges
 3. use informal contacts or the EAUC travel & transport network
<http://www.eauc.org.uk/home>

Do we need to know more?

- If required carry out secondary and/or primary research to give further insight into behaviours

TIPS

Creating your own primary research

– If relevant, the research and insight section should be used to develop your future communications and marketing approaches. However, in some cases you may want to carry out your own research.

- Develop clear research objectives.
- Review existing research.
- Choose an appropriate methodology – interviews & focus groups are good for understanding attitudes and perceptions and uncovering ideas that may not have been considered. Surveys are good for understanding wider trends and often require much larger sample sets.
- If paying for the research there will likely be a choice between

an in-house academic researcher (cheaper but not good for tight deadlines) or an external marketing agency (expensive, but good for tight deadlines and creating actionable insight).

Find a champion – A high level champion can be invaluable. This may be the Student Union president or perhaps the head of a department. Keep them involved and invested in the campaign.

Segmentation

Create a segmentation model for your audience – divide your broad audience into subsets sharing common priorities, barriers, needs, or behaviours. This will allow you to focus efforts where they will be most effective, and differentiate specific marketing strategies to target subsets.

Alternatively you can use the segments developed as part of the 2014 Bristol campaign. Download the [segmentation model](#) with descriptions below.

Use the common behaviours or priorities as hooks to form your messaging around, and come up with lots of potential messages and ideas to test out in the next stage. Fill in the segment-messaging tool

In relation to messaging multiple segments there are two approaches:

Multi-segment messages – One approach is to promote messages and ideas that work across multiple segments and appeal to all. However there is the risk with this approach of diluting the power and effectiveness of the messaging.

Segment specific channels – An alternative approach is to identify and utilise highly focused and targeted channels to deliver messages to specific segments.

For example –

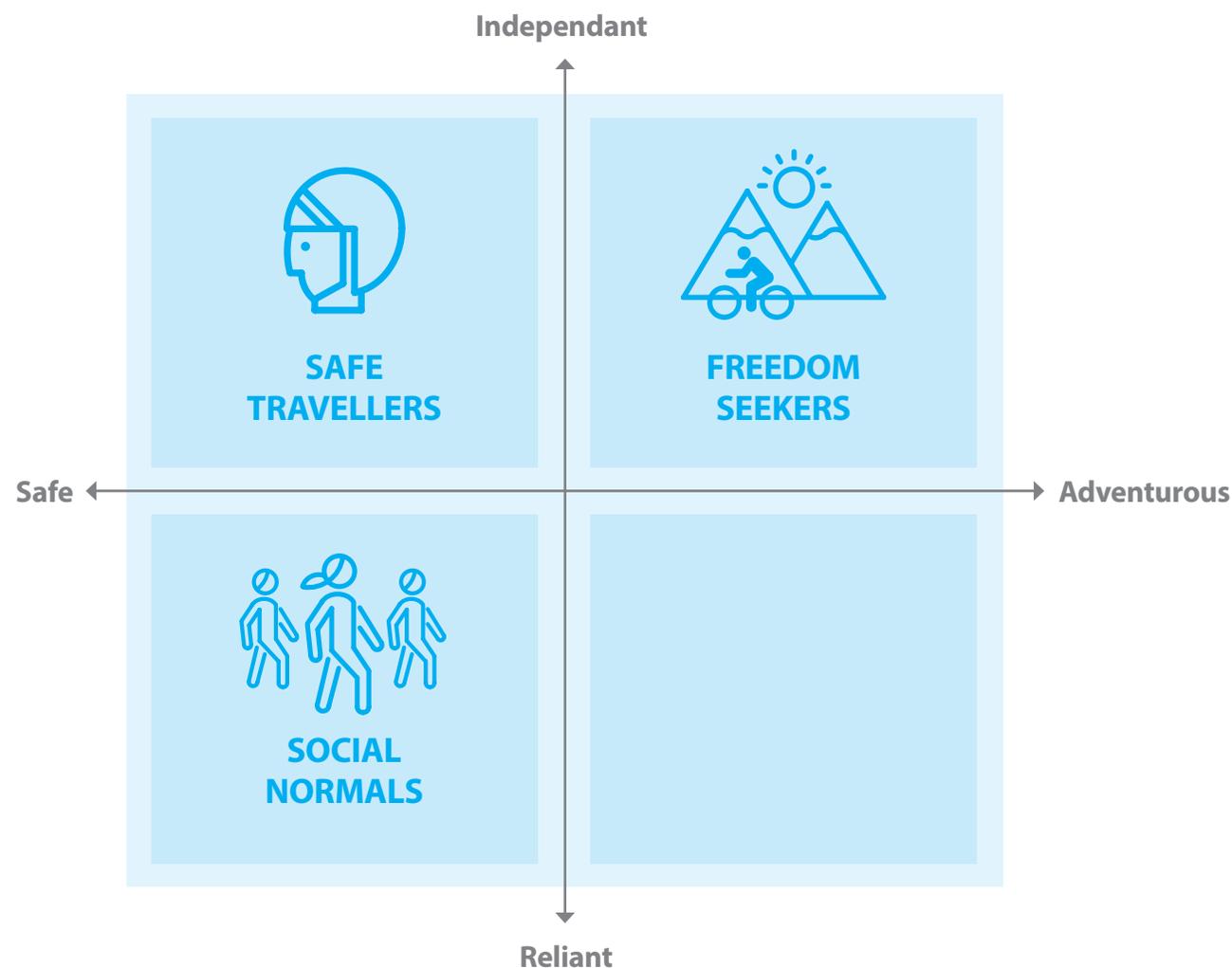
- targeting a segment that are highly influenced by their social group by recruiting student champions to spread your messages
- targeting safety conscious segments through guided bike rides that teaches cycle skills training

Segmentation model example

Here is an example from the 2014 Bristol Campaign of how insight can segment your audience. From the primary research carried out for the Bristol Universities, different segments arose from the qualitative insight. The subsets were differentiated by how independent or reliant students are, (primarily in relation to travel) and how adventurous or safe they are (primarily in relation to travel)

The segments are;

1. **Freedom Seekers** – more adventurous, and their independence is very important to them, they do not like being reliant either on public transport or others to get around
2. **Safe Travellers** – similarly independent, but value adventurousness less, and place an importance on safety and security
3. **Social Normals** – much less motivated by independence, are more concerned with safety, and tend to be even more influenced by social norms than other segments

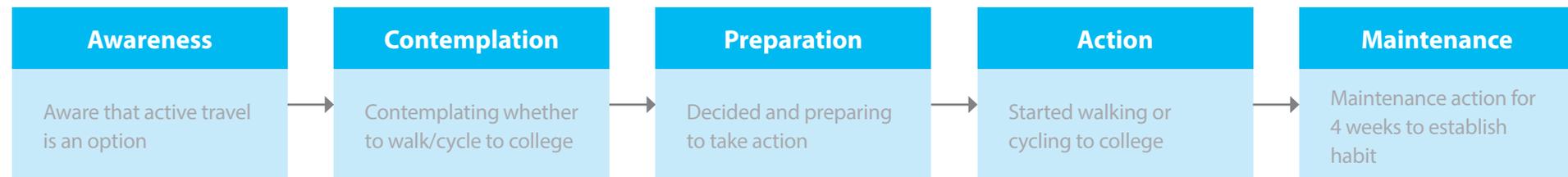


An example of a [segment messaging plan](#) developed during the 2014 Bristol Campaign to help encourage cycling

Opportunity	Students' priority for fast transport	Students' priority for low cost transport	Use the power of social norms, and frame cycling as normal	Support those with low confidence about cycling
Messaging aims	<p>Reinforce the perception that cycling is a fast way to travel</p> <p>Tackle any perceptions about driving as a fast way to travel</p> <p>Reduce the perception that cycling involves more time in preparation and afterwards</p>	<p>Reconfigure any misperceptions about the cost of a bike</p> <p>Communicate in a way students can relate to the money they will save</p> <p>Target first years who are not using their free buss pass and second years whose free bus pass has expired</p>	<p>To portray cycling as a social norm for Bristol students</p> <p>Communicate the diversity of types of cyclists to ensure different segments feel included in the norm</p> <p>Use peer messaging to reinforce the perception of group norms</p>	<p>To encourage those with low confidence to take a small step, and try cycling out for just a day</p> <p>A light touch, low commitment required, not changing lifestyle totally</p> <p>Starting small in order to build confidence/perception of safety through positive experiences</p>
Segments	<p>Freedom Seekers Safe Travellers</p>	<p>Freedom Seekers Safe Travellers Social Normals</p>	<p>Social Normals Safe Travellers</p>	<p>Safe Travellers Social Normals Freedom Seekers</p>

Behaviour change journey

Behaviour change is not a one-step process, for an individual to start and maintain a more sustainable travel mode involves a **5-phase transformation journey** outlined below. By understanding the challenges and barriers people face, and motivations to move from one phase to the next, you can put together a strategic campaign that acts comprehensively, providing messages and support throughout the behaviour change journey.



- 1.1 Getting started
- ▶ 1.2 Scoping
- 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

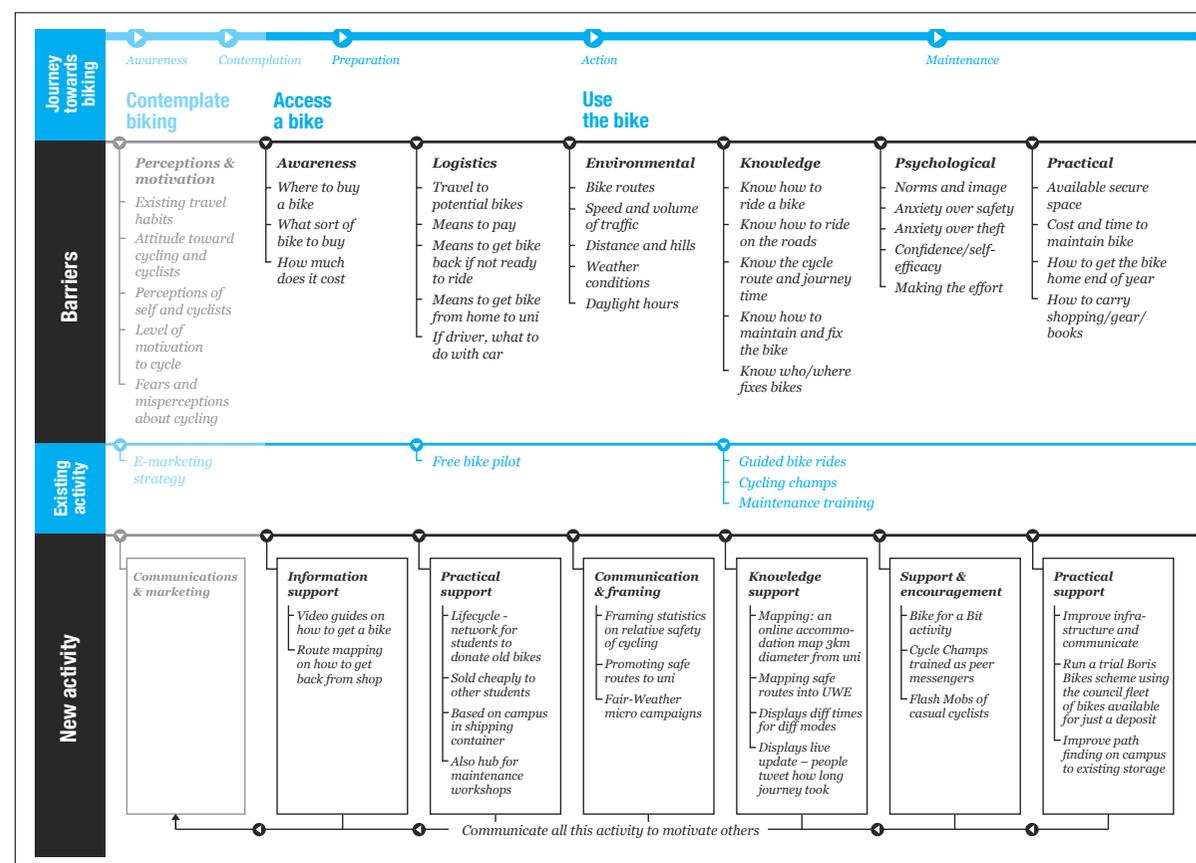
- 2.1 Background research
- 2.2 Project insight report

- 3.1 Background info
- 3.2 Campaign overview
- 3.3 Branding & marketing design
- 3.4 Communication channels
- 3.5 Case studies

Create your own behaviour change journey map by deciding where to locate the challenges and barriers revealed by the insight along the phases. Also map out any existing activities and support. This will help to identify any gaps that a communications campaign should aim to plug.

- **Stage:** Scoping
- **Duration:** 3-10 weeks
- **Lead:** Project Manager
- **Support:** Researcher/marketing agency
- **Resources:** Segment messaging tool

Here is an [example of journey map](#) from the 2014 Bristol campaign focusing on mapping the barriers to taking up cycling:



- 1.1 Getting started
- ▶ 1.2 Scoping
- 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

- 2.1 Background research
- 2.2 Project insight report

- 3.1 Background info
- 3.2 Campaign overview
- 3.3 Branding & marketing design
- 3.4 Communication channels
- 3.5 Case studies



- 1.1 Getting started
- ▶ 1.2 Scoping
- 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

- 2.1 Background research
- 2.2 Project insight report

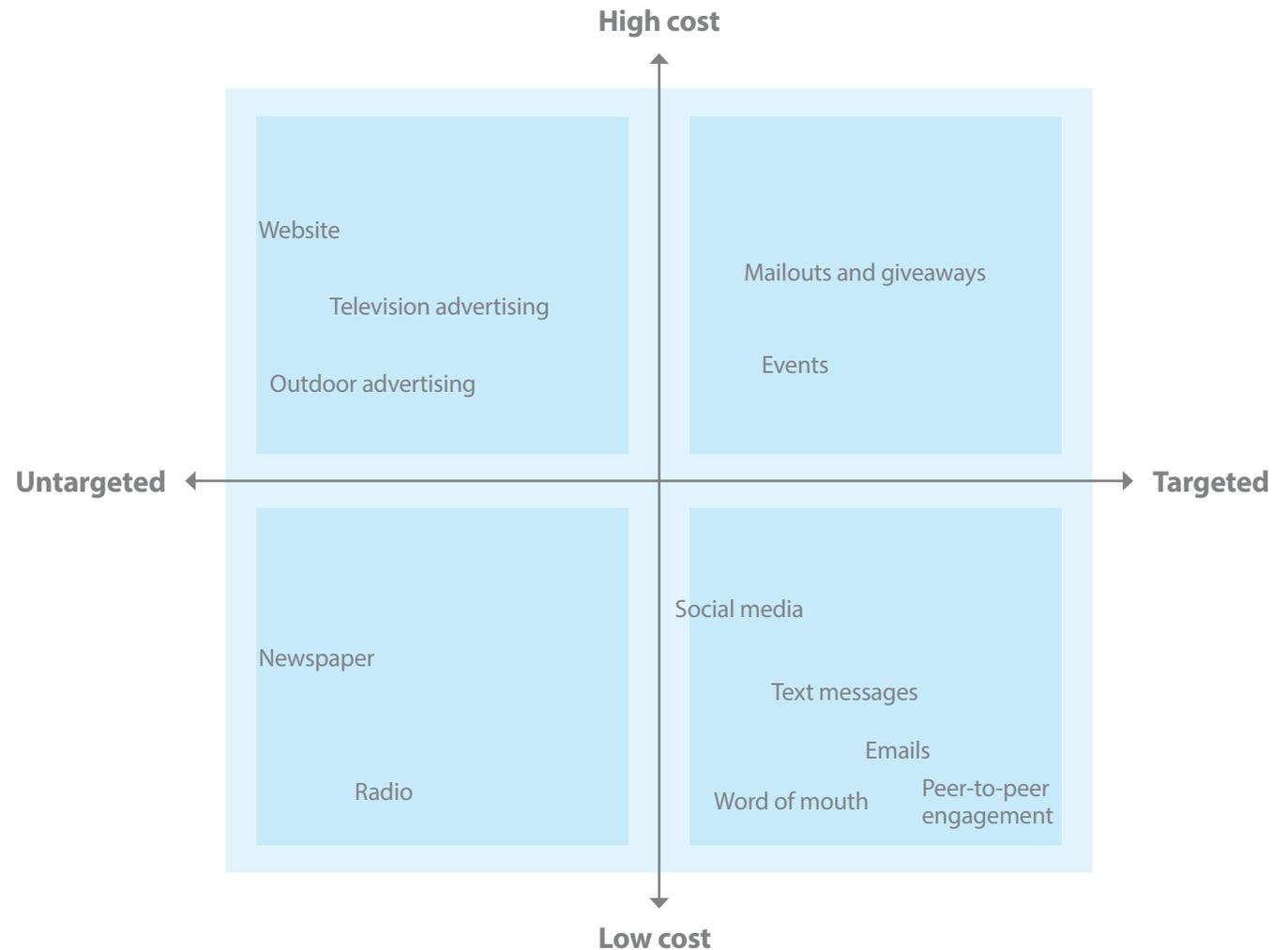
- 3.1 Background info
- 3.2 Campaign overview
- 3.3 Branding & marketing design
- 3.4 Communication channels
- 3.5 Case studies

1.3 Developing

You should now have set objectives to impact behaviours and have a good understanding of your target audience. A **specific strategy, campaign or intervention** can now be developed.

Prioritising channels

- Take an inventory of the communication channels available to be used, collating data on their reach, owner, primary audience etc. [An example](#) can be downloaded below.
- Prioritise which types of channels will be used: to help focus on particular opportunities use the channel matrix which maps out channels depending on how targeted they are (i.e. how good at reaching specific audiences) and how costly they are



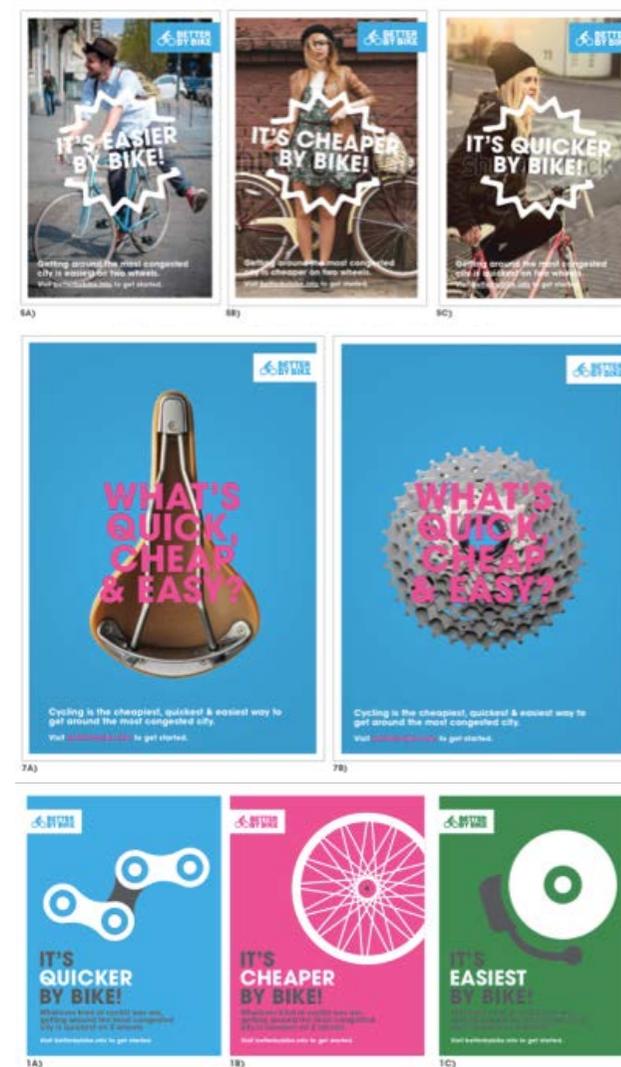
Channel matrix example

Pre-test ideas

- Develop the look or brand (use of BetterByBike or TravelWest may be an option) and content based on the insight into concepts and ideas
- Crucial at this stage is pre-testing of ideas with your audience. This is to check assumptions made based on insight are relevant and actionable
- Create simple mock-ups and examples of the ideas and gather feedback from your audience. Examples of the pre-testing mock ups of images, ideas and events from the 2014 Bristol campaign are include here
- Alternatively if you want to use the marketing materials included with this toolkit it is still a good idea to test these with your audience to confirm they resonate and work. Artwork files are provided on the following page so that any necessary tweaks or amends can be made based on the feedback

Brand guidelines & logos –

The West of England region have developed two successful travel brands to support the promotion of sustainable travel messages. BetterByBike is for cycling and TravelWest is for all travel modes. The brands have been used as part of 2014 travel campaign, in particular BetterByBike. Both have a website resource, social media channels and regionally recognised names & logo's. To use these brands for West of England based communications you can work with the TravelWest marcommunications team (email below) who will be able to share brand guidelines



Some of the different visual styles that were pretested

Communications Plan

Put together a communications plan of your selected channels and opportunities, marketing activities, and events with details on timings to aid planning, and to provide an oversight of the range of activities.

Included for download below is the communications plan for the 2014 Bristol campaign, that details the major opportunities for communications that can be adapted and modified for your campaign.

The communications and interventions should be measurable so you can evaluate.

Timings

The first 3-4 weeks of term can be key. Students are still exploring options and open to trying alternatives while the weather is still fair. It appears behaviours are largely set by (See research on transition points in section 2 for more detail). Jan/Feb can also a great time to talk to 1st year students about location of housing in their second year.

2014 Campaign Materials

Included below are the [communications and marketing materials](#) used in the 2014 Bristol campaign. Depending on your audience and travel behaviour, and whether there is the capacity to put on the range of events, you may want to use all, some or none of them if you are developing your own.

- **Stage:** Developing
- **Duration:** 5-10 weeks
- **Lead:** Project Manager
- **Support:** Designer or marketing agency
- **Resources:**

[Communications Channel Matrix](#)

[Communications Channel List \(UWE & UoB\)](#)

[Brand Guidelines](#)

[Pre-tested Materials](#)

[2014 Campaign Materials](#)

[Example comms plan for new students](#)



- 1.1 Getting started
- 1.2 Scoping
- ▶ 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

- 2.1 Background research
- 2.2 Project insight report

- 3.1 Background info
- 3.2 Campaign overview
- 3.3 Branding & marketing design
- 3.4 Communication channels
- 3.5 Case studies

1.4 Implementation

Now that you have your marketing approach, communications materials and plans for interventions you are ready to launch.

The tasks you will need to consider include:

- preparing for the intervention launch
- spotting opportunities and dealing with problems during delivery
- monitoring and evaluating the process as it unfolds
- gathering feedback from stakeholders involved in delivery

Depending on the feedback from key stakeholders, you may be required to adjust the implementation plan. A key concern throughout is the successfully delivering the intervention and achieving the desired impact on the target audience's behaviour within the timescales you have identified.

Tips

Messages – Messages and information around travel behaviours should ideally start before the student arrives at the start of academic year.

- The messages that you plan should be well thought out, concise and if possible distributed through several different channels as students are bombarded with information from early on.
- For instance, a single message or iterations of the message might be emailed, on-line, included in application forms, on social media and in portal messages.

Events – Have a clear focus, strong branding and a location with good footfall.

- The best events tend to be in the first few weeks of term with students open to new experiences
- And well marketed in advance, often with the Student Union as the best partner of support.
- Students often approach with simple travel questions, which can open the door to a simplified form of travel planning and advice.
- Freebies work well to draw people in, in particular food.
- One simple activity is to sign people up to an email list (ie Bike User Group) when they participate in the event so they can be reached in future.
- If using volunteers, book in more than you need in case people drop out and always try and have some paid staff to ensure reliability.

Social Media – Social media can be used successfully in a number of ways;

- Direct promotion - drawing people to events (bike rides, travel roadshow), signing people up for mailing lists, challenges & promoting new facilities
- Reinforcing desirable behaviours - sharing messages and images to support behaviours and social norms such as cycling.
- Feedback and interaction – particular successes to be had using Facebook Freshers and halls groups (students are very active in these groups with many set-up before arrival). Questions around travel can be responded to and relevant conversation threads can be used to link to campaign messages.

- **Stage:** Implementation
- **Duration:** 5-20+ weeks
- **Lead:** Project Manager
- **Support:** Volunteers, TravelWest Roadshow, Communications Channel Owners



Examples of social media



1.5 Evaluation

At this stage, the impact of the intervention is formally reviewed and assessed.

Evaluation and tracking should have been designed in at development stage, and results captured during implementation.

The aim of evaluation is to identify the strengths and weaknesses of your intervention, to check it is making a difference, and measure the return.

Types of evaluation

Simple tracking – people engaged at events, email opens & click-through, social media tracking etc. (see tracking tool)

Perception surveys – a baseline survey is usually required beforehand as a comparator, and perceptions can be measured before and after the intervention

Travel surveys (ideally annual) -

1. **Online** - asking your audience to give info on how they travel. Can include quantitative and qualitative responses and can be relatively cheap and wide ranging. However, respondents bias is an issue (tend to inflate numbers for cycling and walking)
2. **Cordon Count** – on a given day count all the people entering site and interview pedestrians. Comprehensive and accurate but can be expensive and influenced by weather. This might not be possible on public open sites

Follow-up

The evaluation will have identified which elements worked well, and decisions can be made in terms of what can be repeated. UWE and UoB identified elements of the campaign to be incorporated into ongoing university communications activity and created a Communications Partner Pack with details of the campaign images, messages and a photo-bank.



Partner Communications Pack

- **Stage:** Evaluation & Follow-up
- **Duration:** 2 weeks
- **Lead:** Project Manager
- **Support:** Researcher/agency if external evaluation
- **Resources:** [Evaluation framework](#)

2. Research & Insight

1.1 Getting started
1.2 Scoping
1.3 Developing
1.4 Implementation
1.5 Evaluation

2.1 Background research
2.2 Project insight report

3.1 Background info
3.2 Campaign overview
3.3 Branding & marketing design
3.4 Communication channels
3.5 Case studies

2.1 Background research

This section provides a brief summary of the **background literature review** that was undertaken to inform the campaign implementation.

Habits and transitions

Daily travel behaviour, in particular mode choice, is seen as a **habitual act**. This is often to the extent that the prospect of change is inhibited or prevented (Verplanken et al, 1997, Kenyon and Lyons, 2003). The DfT Behavioural Insights Toolkit (DfT, 2011) notes that timing is important for breaking habitual behaviour with **moments of change** ('periods of transitions such as going to university, starting work, moving house, changing job, or retiring') providing 'windows of opportunity' when behaviour is consciously considered.

Ouellette & Wood (1998) support this, and suggest two criteria for breaking habitual behaviour are a change in situational context and an increase in consciousness of the behaviour. This has been shown in practice in the review of the 'Effects of Smarter Choice Programmes in Sustainable Towns' (Sloman et al, 2010). In this study it was noted that the biggest falls in car driver mode share were among groups at either **a point of change** in their lives **or at a reduced income**. Both factors are likely to apply to a typical student demographic.

The research show that a good time to influence travel behaviours is at key transition points in people's lives. These tend to be times in which habits and patterns of behaviour are disrupted, and new ones established. For this reason much of the focus of this toolkit is based around two key transition points:

1. 1st year undergraduate students **entering university**
2. And to a lesser extent - 1st year undergraduate students **moving from halls to private accommodation** for the 2nd year

Importantly, when reaching a major transition point, not everyone considers their future travel choices at the same time. Stanbridge and Lyons (2006) show people start considering travel options at different points when relocating or moving house. For some travel options are the prompt for the move, for others it is only a consideration while selecting and viewing properties, and for others still they do not consider travel choices until they have moved. What's more, thinking about moving house or relocating could have a bigger impact on travel choices than the actual house move itself. This suggests messages around travel options should be provided to students



- 1.1 Getting started
- 1.2 Scoping
- 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

- ▶ 2.1 Background research
- 2.2 Project insight report

- 3.1 Background info
- 3.2 Campaign overview
- 3.3 Branding & marketing design
- 3.4 Communication channels
- 3.5 Case studies

Perceptions of cycling

Perceived barriers

Greig (2001) identified a number of predisposing factors that negatively impact on cycling. These are important to identify, in order that strategies can be developed to address them.

Some negative predisposing factors are (not an exhaustive list);

- the belief that cycling is dangerous
- the perception that great effort is required
- not being aware of improved cycle ways
- the perception that cycling is something you do before you start driving
- the fitness image of cyclists (for example, athletes or wearing lycra) can also be a barrier to those people who do not currently cycle

It is worth noting that concerns about safety are higher among non-cyclists than regular riders (Rissel et al, 2002) with non-cyclists consistently overestimating the level of risk

involved. People with varying levels of cycling experience perceive traffic safety differently. Based on qualitative research with women, Garrard (2003) suggests that this is more to do with skills, self-confidence, experience and route familiarity – when these increase, traffic safety concerns decrease.

The image problem

Some recent research suggests image is being increasingly recognised as an important factor in influencing an individual's likelihood to cycle (Daley and Rissel, 2011). In a recent study, Gatersleben and Haddad (2010) examined the views held by UK adults about the typical UK cyclist by exploring perceptions about possible cyclist stereotypes. Findings identified how negative cyclist stereotypes may act as a barrier to cycling uptake in non-cyclists.

From the Leonard et al (2011) research, groupings of cycling segments became apparent such as 'environmental activist' or 'sporty commuter'. Many of these segments

have negative connotations, however findings showed the image of the '**leisure cyclist**' out for a gentle ride had **more positive connotations**. This may be more in-line with some individuals self-concept, so using the positives from leisure cycling may be a gateway to utility cycling. Chaterjee et al (2013) supports this, with findings from a qualitative study suggesting that leisure and fitness interests can often be a trigger for more regular utility cycling. It is noted that the student demographic (largely young adults) are particularly sensitive to image and the **norms of their social groups** (Bird, 2013).



- 1.1 Getting started
- 1.2 Scoping
- 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

- ▶ 2.1 Background research
- 2.2 Project insight report

- 3.1 Background info
- 3.2 Campaign overview
- 3.3 Branding & marketing design
- 3.4 Communication channels
- 3.5 Case studies

2.2 Project Insight Report

This section summarises findings of the primary research commissioned by UWE and UoB in 2013. The objective of the research was to further understand factors affecting attitudes and decisions around cycling and other transport modes, and to provide recommendations for action. The research captured 2000 survey responses from students across the two universities with follow-up interviews, video diaries and co-creation workshops. Just two year groups were targeted – incoming first year students (around the time of receiving A-level results), and students about to start their second year. This allowed a comparison of perceptions and expectations with actual lived experience.

Budget – the budget for creating and promoting the survey, interviews, video diaries, co-creation workshops and writing the report was £22,000. Smaller scale research can be carried out at a much lower cost (ie in-house)

Time resource – 10 weeks

Perceptions and Travel Motivations

Across both first and second years, cost and speed were the two most common priorities when students were asked about their commute to university. Students' perceptions of the costs of different travel modes were found to be quite accurate, and if anything the cost of car use was overestimated. It does not appear perceptions need to be re-aligned significantly here.

However, perception of speed of travel by mode was often quite inaccurate. Incoming UWE students in particular underestimated the speed of cycling and overestimated the speed of bus and car travel (perhaps not realising the levels of traffic congestion in Bristol).

In relation to perceptions of cycling a few barriers are identified by students as stopping them biking more;

- Storage concerns
- Safety concerns
- Getting hot and bothered
- just not for me

By far the most common barrier is that cycling is just not for them. This accounts for roughly a third of students' main reason for not biking over both first and second years. Bound up in both self-perceptions and perceptions of cyclists, this poses the greatest potential for change through marketing and branding.

Cost

Cost appears to be a big motivator of student behaviour in general, and this may be a good angle for marketing messages.

“I always try to go for cheapest alternatives in shops etc. Cycling saves me the most money as travel is so expensive”

– Male second year

“There is the bus, but it’s mainly for financial reasons that we all walk to uni”

– Female second year

Speed

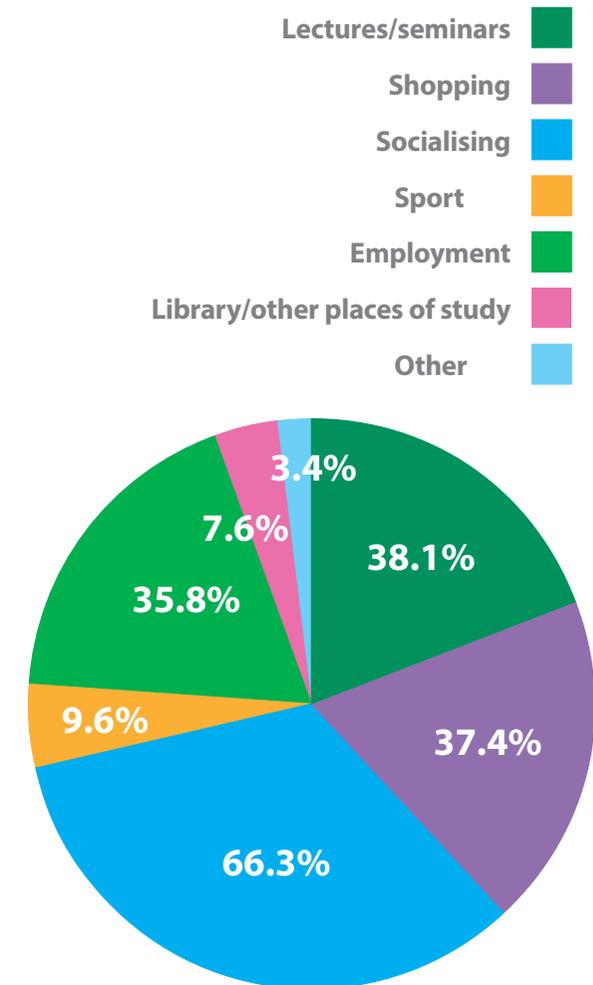
A big priority for students is getting to university quickly, so perceptions were explored regarding the fastest way to commute to university.

The survey also probed into general reasons for travelling around Bristol. The findings showed a large change in priority between the first and second year. First years tend to envisage socialising will be the predominant reason they travel, followed by lectures, shopping and employment.

This pattern is reversed for second years, who pick the predominant reason as attending lectures, followed by socialising and shopping, while employment falls off.

This pattern potentially provides an opportunity to base messaging around the social aspects of more sustainable modes, ideally group bike rides and walks but also bus and car sharing.

Top reasons students are travelling around Bristol



3. 2014 Bristol Campaign

1.1 Getting started
1.2 Scoping
1.3 Developing
1.4 Implementation
1.5 Evaluation

2.1 Background research
2.2 Project insight report

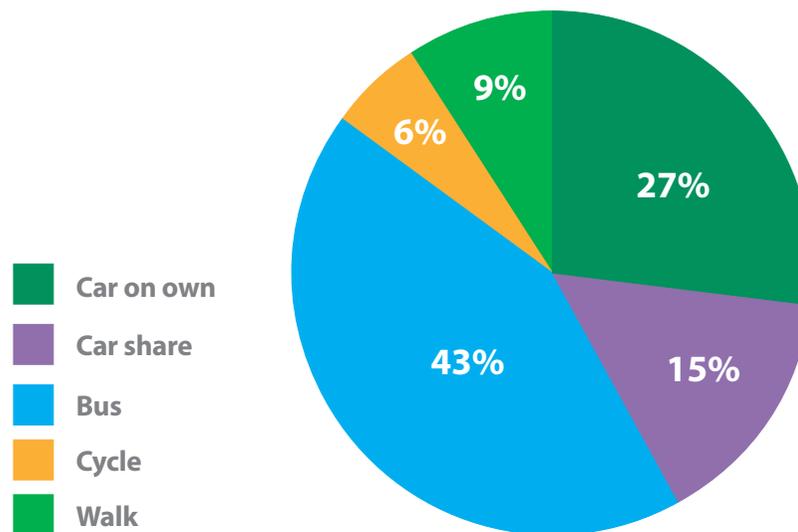
3.1 Background info
3.2 Campaign overview
3.3 Branding & marketing design
3.4 Communication channels
3.5 Case studies

3.1 Background Information

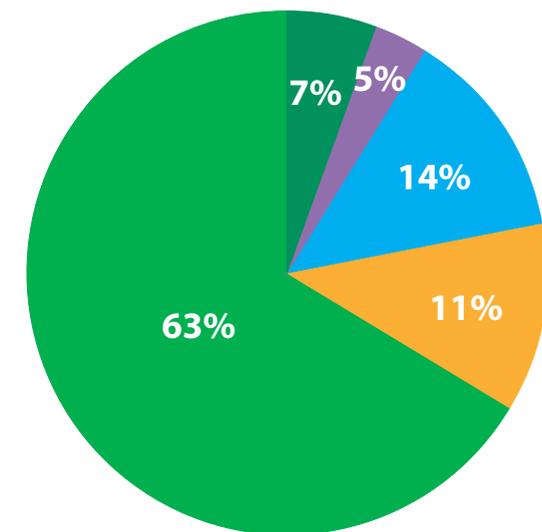
This section reviews the lessons learnt from the travel marketing campaign implemented at both The University of the West of England (UWE) and The University of Bristol (UoB) in 2014.

UWE and UoB have contrasting levels of transport mode use. Given existing measures and the large number of students living within a 5km radius of university, encouraging the uptake of cycling was identified as the greatest opportunity.

2011 UWE student travel survey



2011 UoB student travel survey



UWE background

The University of the West of England is a post-1992 university with over 27,000 students spread between 3 campuses. The main campus is Frenchay approximately 6 miles from the centre. Some students live in halls on campus, but the majority of Bristol based students live around 3-5 miles out. The student population has a relatively high proportion of part-time, vocational and mature students, and students living outside of Bristol.

To encourage sustainable travel UWE has helped develop & subsidise a network of buses (Wessex red/star) to service campuses and student areas and 1st year students in halls receive an inclusive Wessex bus pass. This has led to a steadily increasing use of the bus, to the point where services can be severely overcrowded at peak times. Student car use has been historically high, but new policies phased from 2013 (a parking exclusion zone based on home address) will significantly reduce this proportion. Active travel is relatively low.

University of Bristol background

The University of Bristol is a red brick university with over 21,000 students. The main campus is in the heart of the city, with one small satellite campus in North Somerset. The majority of students live within walking or cycling distance and there is a substantial population of 4000 mainly 1st year students in Stoke Bishop which is around 2 miles out.

A university bus service runs from Stoke Bishop to The University and experienced high demand. First year students in halls also receive an inclusive bus pass, which mainly benefits Stoke Bishop students, with Clifton and City Centre based halls not being located on the bus route. Active travel levels are high due to proximity and the many pleasant routes between student areas and the main campus, however cycling levels are only just above the city average and have scope for increase. Often capacity for cycle parking does not keep up with demand, and there is a large investment program to increase this.

- 1.1 Getting started
- 1.2 Scoping
- 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

- 2.1 Background research
- 2.2 Project insight report

- ▶ 3.1 Background info
- 3.2 Campaign overview
- 3.3 Branding & marketing design
- 3.4 Communication channels
- 3.5 Case studies



- 1.1 Getting started
- 1.2 Scoping
- 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

- 2.1 Background research
- 2.2 Project insight report

- ▶ 3.1 Background info
- 3.2 Campaign overview
- 3.3 Branding & marketing design
- 3.4 Communication channels
- 3.5 Case studies

3.2 Campaign Overview

Objective

To encourage the use of sustainable travel among students. The marketing campaign largely focused on the promotion of cycling, with some additional emphasis on bus use at UoB. Both universities also used unbranded messages around car use and ownership.

Communications Strategy

The marketing campaign for first year students was made up of two parts;

1. **Pre-arrival (April – Sept 2014)** – messages delivered through emails, social media and online
2. **Post-arrival (Sept – Oct 2014)** – face-to-face events, champions, social media, portals

The aim of the pre-arrival messages was to reach students before they made key decision points eg **buying a car** or **leaving their bike at home**. The intention was to try and reach students with campaign messages multiple times to gain more impact.

The post-arrival element focused on the first 4-6 weeks of term; considered **key for determining travel habits**. This can be a difficult time for communications as there are so many competing pressures for a student's attention.

Audience

Incoming first year students (a key transition point). All three segments (social normal, safe travellers, freedom seekers) were targeted with both generic and targeted messages.

Time and Budget

The travel marketing campaign was supported by the same social marketing agency that completed the insights report. The budget of £30k included planning, design, print & creation of materials and implementation. There were about 7 months between kick-off to the end of the campaign.

3.3 Branding and Marketing Design

The existing Better By Bike brand (owned by the West of England partnership) was chosen to be used for all cycling based marketing. The brand was popular in pre-testing, was a good fit with students and already has wide recognition in the region. It was decided that marketing for other modes would be unbranded, as there was insufficient time and budget to easily develop an overarching travel brand for either university.



Marketing posters promoting campaign messages, social events, and cycle training

The chosen tagline was **'it's cheaper, quicker & easier by bike'** which tested well and contains important messages to emphasise as suggested through the insights report. Most of the images show people on bikes enjoying themselves, but importantly not going too fast

or portrayed in dangerous looking situations (which had tested badly). This pre-testing, supported by the research on perception of cycling and barriers is also the reason few of the images showed cyclists where helmets or special cycling clothing.

- 1.1 Getting started
- 1.2 Scoping
- 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

- 2.1 Background research
- 2.2 Project insight report

- 3.1 Background info
- 3.2 Campaign overview
- ▶ 3.3 Branding & marketing design
- 3.4 Communication channels
- 3.5 Case studies

Photos

Many of the main campaign images that pre-tested well were taken from Shutterstock for a small fee, and local photos have been largely used for social media and online purposes.



Sample of photography (Images: Thousand Words Media and Chris Bahn)

TIPS

- Where possible use local images, sourced from others or from your own photo-shoots.
- Arrange for volunteers to attend photo-shoots, and consider paying students to ensure attendance.
- With the best intentions, you may not get the quality of photos you were hoping for. An alternative is buying high quality images online, and may even be cheaper than a photoshoot.
- Some complaints were received due to lack of helmets in the photos (an emotive issue). You may want to include helmets in some images, but try and avoid making cycling look dangerous or scary which can be counter-productive.

1.1 Getting started
1.2 Scoping
1.3 Developing
1.4 Implementation
1.5 Evaluation

2.1 Background research
2.2 Project insight report

3.1 Background info
3.2 Campaign overview
▶ 3.3 Branding & marketing design
3.4 Communication channels
3.5 Case studies



Image by Chris Bahn

- 1.1 Getting started
- 1.2 Scoping
- 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

- 2.1 Background research
- 2.2 Project insight report

- 3.1 Background info
- 3.2 Campaign overview
- ▶ 3.3 Branding & marketing design
- 3.4 Communication channels
- 3.5 Case studies

3.4 Communication Channels

The most important part of marketing is being able to communicate effectively with the audience. This means identifying appropriate communications channels for the messages. An exhaustive list of communications channels was made for the two universities by consulting with key stakeholders. This was narrowed down by prioritising on cost and effectiveness (see the communications channel matrix in section 1)

Segmentation

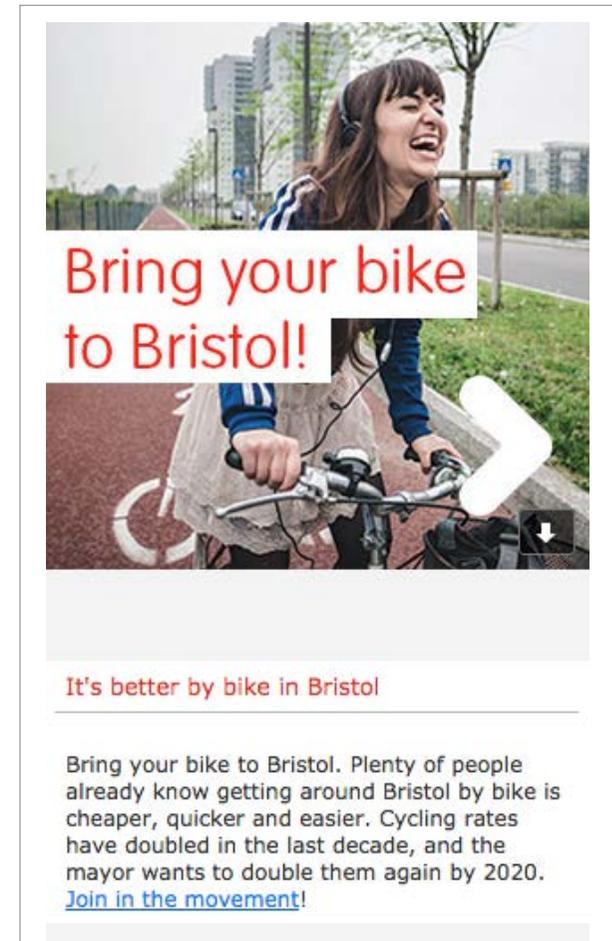
E-comms channels provide a very cost effective way of reaching a wide audience, and the messaging approach was to target multiple segments through the e-comms channels.

E-comms

E-mails

Emails were used to reach students before they arrived to university using a couple of different channels. It can be difficult to get approval for mass emails, so check this early.

- **Marketing emails** - marketing teams at both universities capture huge email circulation lists of prospective students (between 20-30,000 for each university), and monthly/quarterly emails are sent up to 10 months prior to start date.
- **Accommodation emails** – At both of the universities, the accommodation teams had separate communications to the marketing team or any other department. There are several communication channels including web info, application process, acceptance letter/email and follow-up information emails.



Examples of campaign emails

TIPS

Lessons learnt – The findings showed a very high opening rate, but low click through rate for the specified web pages. This suggests web links cannot be solely relied on; key, concise information in the body of emails is also important.

Recommendations for future – Work with relevant stakeholders to send 2 or 3 emails to students pre-arrival. The CRM/marketing teams and accommodation are useful partners. Sending information early around car policy, buses, cycling or walking can help set expectations and support desirable travel behaviour ie bringing less cars and more bikes.

The style should be informed by the content and objective – ie the marketing messages used aspirational images/stories around cycling. The accommodation emails used plain text, no pictures and a more authoritarian tone requesting detailing restrictions on car parking & ownership.

Social Media

Twitter and Facebook were experimented with extensively and have been shown to be very useful tools, albeit potentially time consuming unless used smartly. Followers have consistently grown over the last year and perhaps more importantly vast numbers can be reached when content is shared by active members for example student unions.

TIPS

Lessons learnt – The development and use of social media is incredibly fast, with big changes occurring over the two years of this project. It is likely the approach outlined in this toolkit will be out of date relatively quickly.

Recommendations – whilst the value of social media can often be overstated, this has undeniably been a valuable channel. Face to face events have had a big positive impact from social media activity. It is a year round channel and one of the few which can be owned and operated by the travel/sustainability team.

Resources – unless making use of social media advertising (this can be very cost effective at gaining new followers and getting messages out), this activity will be free. It is however

potentially time consuming, but if used smartly it should take up less than an hour per week. Posts can be scheduled in advance and updates and images can be added via mobile on the go.



Example of social media

- 1.1 Getting started
- 1.2 Scoping
- 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

- 2.1 Background research
- 2.2 Project insight report

- 3.1 Background info
- 3.2 Campaign overview
- 3.3 Branding & marketing design
- ▶ 3.4 Communication channels
- 3.5 Case studies

Web Sites

Both universities have travel web pages with extensive amounts of information. However there are restrictions in terms of content, branding, imaging and video opportunities.

To increase the potential reach and to give opportunities for more creative, branded content, it was decided to explore additional web opportunities. The two Student Union marketing teams were happy to host content and in UWESUs case a micro-site.

UWE Student Union (UWESU) –

UBU –

BetterByBike.info/students – The new student section of the Better By Bike site is intended to hold campaign messages, images, & videos. However, launch was delayed for the main campaign period, coming online only in December 2014. The benefits of using the BBB site in addition to existing university travel pages are;

- Additional flexibility & use of BBB branding
- Another route to display campaign messages
- Links to a wealth of useful information about cycling

Portals

Both universities have 3 different portals, all of which have huge usage;

1. Admissions portal/VIP Portal – this is pre-arrival and holds messages and info about applying for courses/accommodation and coming to Bristol
2. Student portal – to access internal email, students need to first log-in to MyUWE or MyBristol portals. These portals have the ability to display short targeted or mass messages.
3. Blackboard – home to specific faculty/course information and not always appropriate for travel information

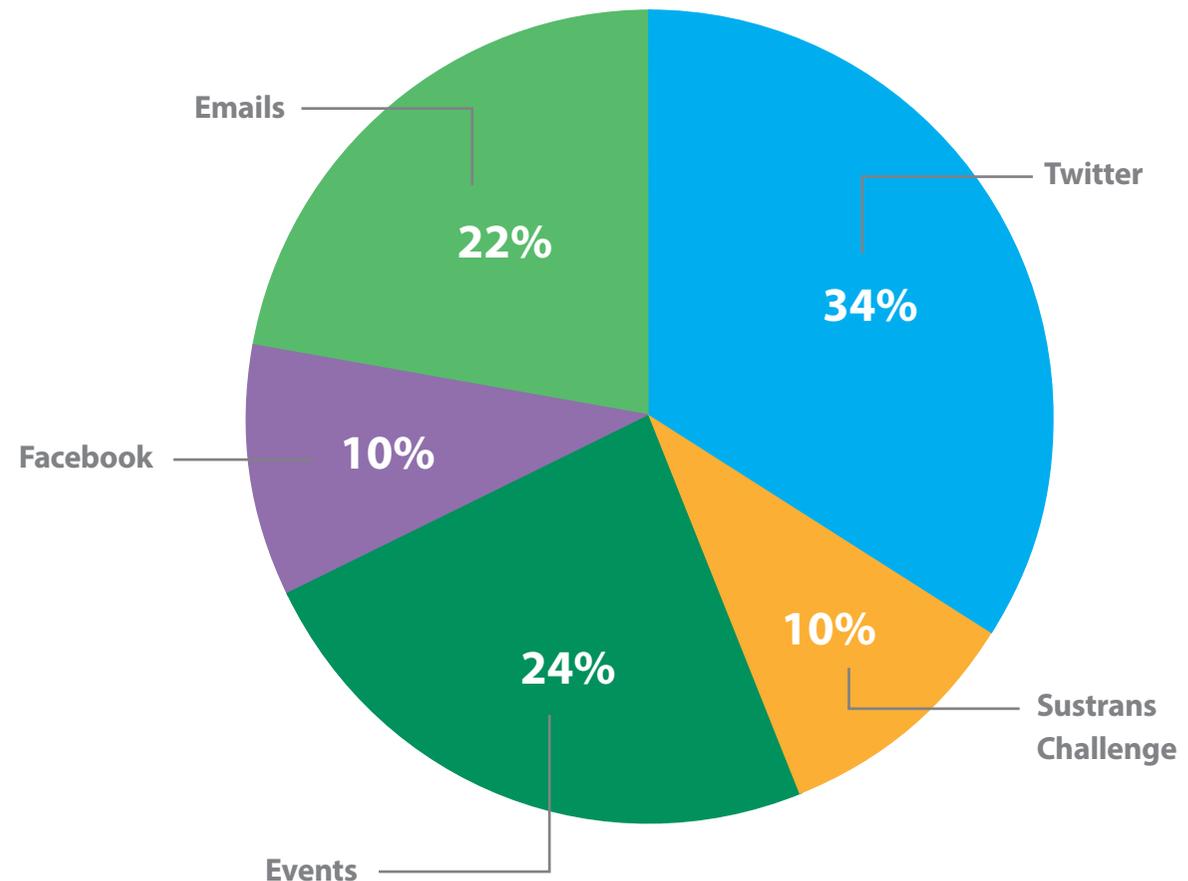
Short messages were used on the first two portals to very good effect (ie bring a bike to uni, fill in surveys, sign-up to events). There is a limited word count and pictures are not an option. As an example for travel survey completions this gave us over 400 responses

E-Communications Lessons Learnt –

One of the clearest findings from the trials of e-communications is that students do not all find information in the same way, and often multiple communications channels can complement each other. To reach the widest range of students it is useful to use emails, web info, social media and portals. This will be detailed in the communications plan as part of the final toolkit.

Where possible, support across the university should be found so that additional e-communications channels can be utilised and reach extended. For instance, internal social media accounts or additional email distribution lists/newsletters. See section 6 for partner packs.

Event and e-comms engagement



* Based on 10 000 students

1.1 Getting started
1.2 Scoping
1.3 Developing
1.4 Implementation
1.5 Evaluation

2.1 Background research
2.2 Project insight report

3.1 Background info
3.2 Campaign overview
3.3 Branding & marketing design
▶ 3.4 Communication channels
3.5 Case studies



Image by Chris Bahn

- 1.1 Getting started
- 1.2 Scoping
- 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

- 2.1 Background research
- 2.2 Project insight report

- 3.1 Background info
- 3.2 Campaign overview
- 3.3 Branding & marketing design
- ▶ 3.4 Communication channels
- 3.5 Case studies

Events

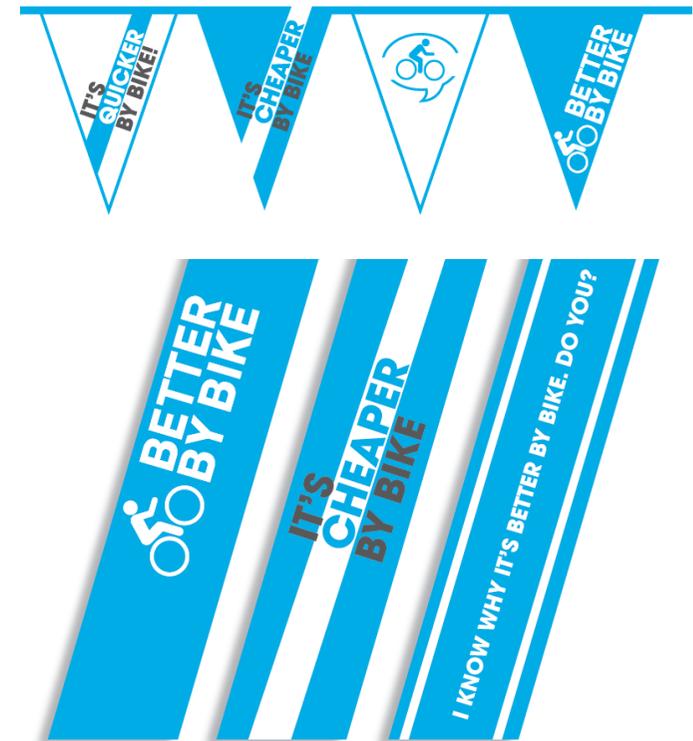
The literature on travel behaviour change shows the face-to-face approach can be a very cost effective. To deliver this to every new student or to book in one-to-one sessions is unrealistic. An alternative approach is to put on travel events targeted at new students to deliver key travel info and often a form of condensed PTP. Many of the events and case studies were tailored to specific segments such as 'bike tours' targeting Safe Travellers. This will be highlighted later in the section.

Events Pack

An events pack was designed so that all events could be given a clear branding and look and draw people in. An events pack was designed with a range of materials created to support cycle based events. This included BetterByBike branded bunting, balloons, badges, a cycle-selfie booth and printed t-shirts for volunteers.

Travel Roadshows

One of the key forms of events were travel stalls/roadshows using internal staff and the Travel Roadshow team. These events were held mainly during the first few weeks of the academic year at areas with high footfall. It is a great way to engage people in conversation to deliver face-to-face advice and offer maps and services. The Travel Roadshow team were able to offer free cycle training, free taster bike loans bus advice and cycling and public transport route advice and taster tickets. Freshers fairs were avoided however, as these environments were found to be too hectic to allow quality conversations. If you are in the West of England check TravelWest.info to see if the roadshows are available to be booked. If delivering this solely in-house it may require a lot of preparation, sourcing of maps & travel materials to be successful.



Event materials included bunting and banners

- 1.1 Getting started
- 1.2 Scoping
- 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

- 2.1 Background research
- 2.2 Project insight report

- 3.1 Background info
- 3.2 Campaign overview
- 3.3 Branding & marketing design
- ▶ 3.4 Communication channels
- 3.5 Case studies



Better By Bike BBQ poster

BetterByBike BBQ

This event targeted the Safe Travellers and Social Normals segments.

This event was designed to create a buzz and draw in people who would not ordinarily interact with us at events. The concept was to focus entirely on cycling as opposed to the roadshow events which are general travel. The event was billed as a bike 'fair' including a free BBQ (requiring interaction with travel advisors for a voucher), Dr Bike, 2nd hand bike sale, travel roadshow, bike hire, smoothie bike and a cycle selfie-booth. The design of the event was to fit in with the fun freshers atmosphere at the start of term and compete with the many compelling student events.

TIPS

This format proved hugely popular, and helped create a buzz around the messages. 'Free' Food in general and the BBQ in particular is very popular around Freshers week. Vouchers should be handed out on the travel stall once the student has been engaged in conversation about travel if possible or signed up to an event or service. Back-up staff and student volunteers are recommended to ensure enough support on the day. By making use of the events pack with bunting, ballons, t-shirts and badges, the branding and the messages were very clear.

- 1.1 Getting started
- 1.2 Scoping
- 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

- 2.1 Background research
- 2.2 Project insight report

- 3.1 Background info
- 3.2 Campaign overview
- 3.3 Branding & marketing design
- ▶ 3.4 Communication channels
- 3.5 Case studies

Bike Tours & Bike Hire

This event targeted the Safe Travellers and Social Normals segments.

The idea of bike tours are to encourage students to give cycling a go with the offer of a free tourist sightseeing adventure. Getting people to give cycling a go (tagline of Bike Tour: Brunel, Banksy & Boats). A pool of bikes were made available that could be loaned out for each tour. The rides doubled as a cycle taster event and helped give confidence for cycling on road.

TIPS

Although small scale, this provides a wonderful opportunity to engage with students providing cycling skills, confidence, and allowing in depth conversations around travel. The tours were particularly appealing to international students who did not have their own bikes. Potentially this could be offered through Student Unions or Sport Centres at the universities. Although fully subscribed in advance, the tours were less popular at UWE, with many drop-outs. One option is to charge a nominal sum to reserve a place

- 1.1 Getting started
- 1.2 Scoping
- 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

- 2.1 Background research
- 2.2 Project insight report

- 3.1 Background info
- 3.2 Campaign overview
- 3.3 Branding & marketing design
- ▶ 3.4 Communication channels
- 3.5 Case studies

Partner Communications Pack

It was established early on that the means of communicating with students in large universities is hugely decentralised, with diverse communications channels owners spread across the institution. A high number of these channel owners are willing to support sustainable travel messaging for various reasons. For this purpose a Partner Communications Pack was developed taking shape of a folder containing examples of printed materials from the campaign and a CD containing resources.

Examples of communications partners include the web team, accommodation teams, the student union, international office, marketing team and the sport centre. The pack explains that partners can use the pack in two ways;

1. **Distribution** – making use of photos & messages for emails or web pages. This has proved popular already with the SU and marketing for the annual prospectus.
2. **Adaptation** – using this as a starting point to work with the travel team to tailor the messages towards their audience. For instance, there have been conversations with the UoB International Office about adjusting the messages to their prospective Asian audience to help set expectations about how to travel in a foreign country.



Partner Communications Pack

1.1 Getting started
1.2 Scoping
1.3 Developing
1.4 Implementation
1.5 Evaluation

2.1 Background research
2.2 Project insight report

3.1 Background info
3.2 Campaign overview
3.3 Branding & marketing design
▶ 3.4 Communication channels
3.5 Case studies



Talk to me about sm



North & South East
Infrastructure Council

- 1.1 Getting started
- 1.2 Scoping
- 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

- 2.1 Background research
- 2.2 Project insight report

- 3.1 Background info
- 3.2 Campaign overview
- 3.3 Branding & marketing design
- ▶ 3.4 Communication channels
- 3.5 Case studies

3.5 Case Studies

Several other initiatives and trials were launched during the project. The following case studies expand on these

Travel Challenge – online platform

This initiative targeted – the Social Normals segment.

Overview

UWE & UoB participated in an online Travel Challenge aimed at encouraging and promoting sustainable travel whilst competing with the other university. The platform was provided by Sustrans and the challenge was part funded by the West of England authorities. The challenge lasted for one month, and encouraged students and staff to sign-up, log journeys and to gain prizes.

Challenge Stats

- 1313 Sign-ups
- c750 active users
- 14,000 journeys logged
- UoB – 2% participation
- UWE – 1% participation
- 50 messages & 97 photos posted to the portal

TIPS

Lessons learnt – Sep/Oct best time but busy and difficult to resource.

An online ‘challenge’ tool can be a useful tool for engaging students and staff, which can appeal to both competitive and community focused personality types. Good feedback was received in terms of encouraging modal change, and developing social norms for sustainable travel. Can be time intensive to launch successfully and is difficult to engage the key 1st year demographic. Several providers in the market, some with compelling cycling only platforms.

Cost - Upto £10k

Cycle Lease Scheme Trial

This initiative targeted – the Social Normals and Freedom Seekers segments.

A limited trial (40 bikes across 4 halls) was implemented offering students the opportunity to exchange their inclusive bus pass for a bicycle. This trial is thought to be the first of its kind in the UK. The participants were offered a bike of an equivalent value of a bus pass, plus 15 days' worth of 'rainy day' bus travel plus a cycle accessories pack.

The aim of the scheme was twofold;

1. to encourage cycling behaviours at a key transition point to reduce car dependency at a later date
2. to reduce the pressure on university subsidised bus services

Evaluation showed around 1/3 of participants were classed as new cyclists and would not have cycled if not for the scheme. Around 2/3 of participants were likely to have brought their own bike and cycled regularly without the scheme.

TIPS

Due to various limitations the design of the scheme was flawed, however this trial showed that a cycle lease scheme could make a useful contribution in encouraging cycling behaviours. In particular this could appeal to harder to reach groups such as international students & less confident cyclists. This model however only works where there is an inclusive 'free' bus pass to students. More details on cycle scheme options in attachment

Costs - the cost per bike including set-up, maintenance and cycling accessories was £340

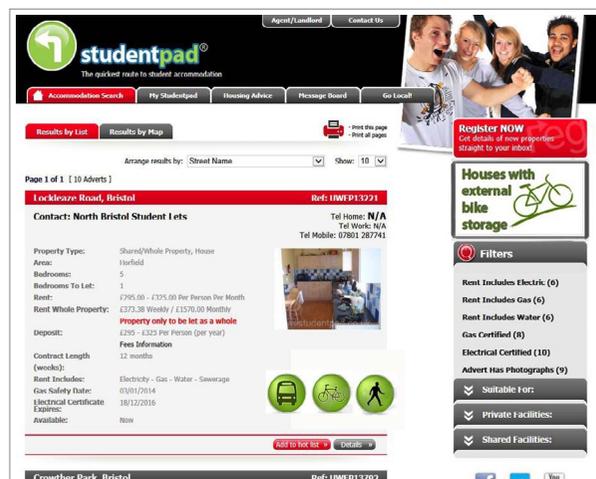
Yr 2 Move to Private Accommodation

This initiative targeted – Safe Travelers, Social Norms, Freedom Seekers

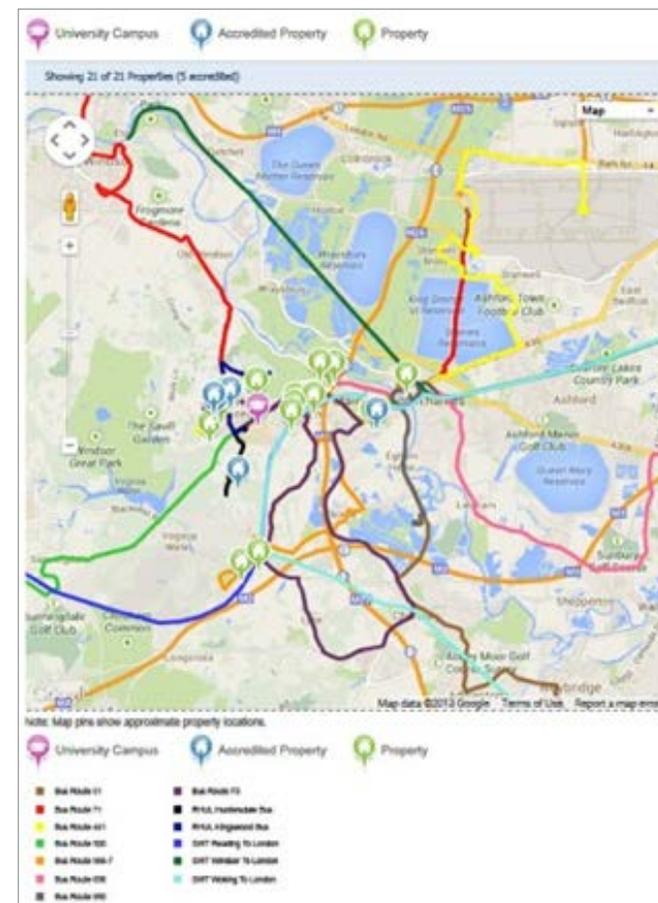
In the rush to secure private accommodation in the 2nd year, some students end-up agreeing to properties in relatively inaccessible areas or find they have no bicycle storage. To provide an early nudge to students to consider travel choices UWE worked with a private letting agency. The company incorporated new travel features to their website.

The first step was to add a traffic light system on the front page for any of the uploaded properties. This gave a red, amber or green symbol for bus, bike and walking.

The second step was to create a map showing relevant bus services and the location of the property that was being viewed. Contact TravelWest.info to see if they can provide support in this area.



Letting agency added transport link icons to property listings



Bus mapping service provided by lettings agency site

- 1.1 Getting started
- 1.2 Scoping
- 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

- 2.1 Background research
- 2.2 Project insight report

- 3.1 Background info
- 3.2 Campaign overview
- 3.3 Branding & marketing design
- 3.4 Communication channels
- ▶ 3.5 Case studies

Bike Maintenance Services

This initiative targeted – the Social Normals, Freedom Seekers, and Safe Travellers segments.

A big barrier for ongoing cycling is mechanical failure, and students not having the money or confidence to repair and maintain their bikes. UoB has successfully held Dr Bike sessions offering free repairs to staff & students for around 5 years. It is now a fortnightly offering in the same place which has developed strong demand year round. In a typical year 600 bikes checked and repaired, which helps keep people cycling.

Learning from the UoB example, UWE has developed a weekly Dr Bike session gaining great publicity and feedback in the process.

Cost – Around £150-£200 for one mechanic for 4 hours



Dr Bike sessions providing repair skills



University cycle map created with the council

Mapping & Signage

A problem identified, particularly at UWE is that people don't know or can't visualise a pleasant cycling journey to Frenchay Campus. Despite huge investment in cycle paths & greenways, very few people know about them. Building on the example of signage of a Bath walking network, a UWE centric cycle map was created in conjunction with South Glos council. There are just 4 simple routes one of which has been signed at junctions using lamp-post stickers. Over 4000 maps were given out to UWE students.



Cycle route signage

- 1.1 Getting started
- 1.2 Scoping
- 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

- 2.1 Background research
- 2.2 Project insight report

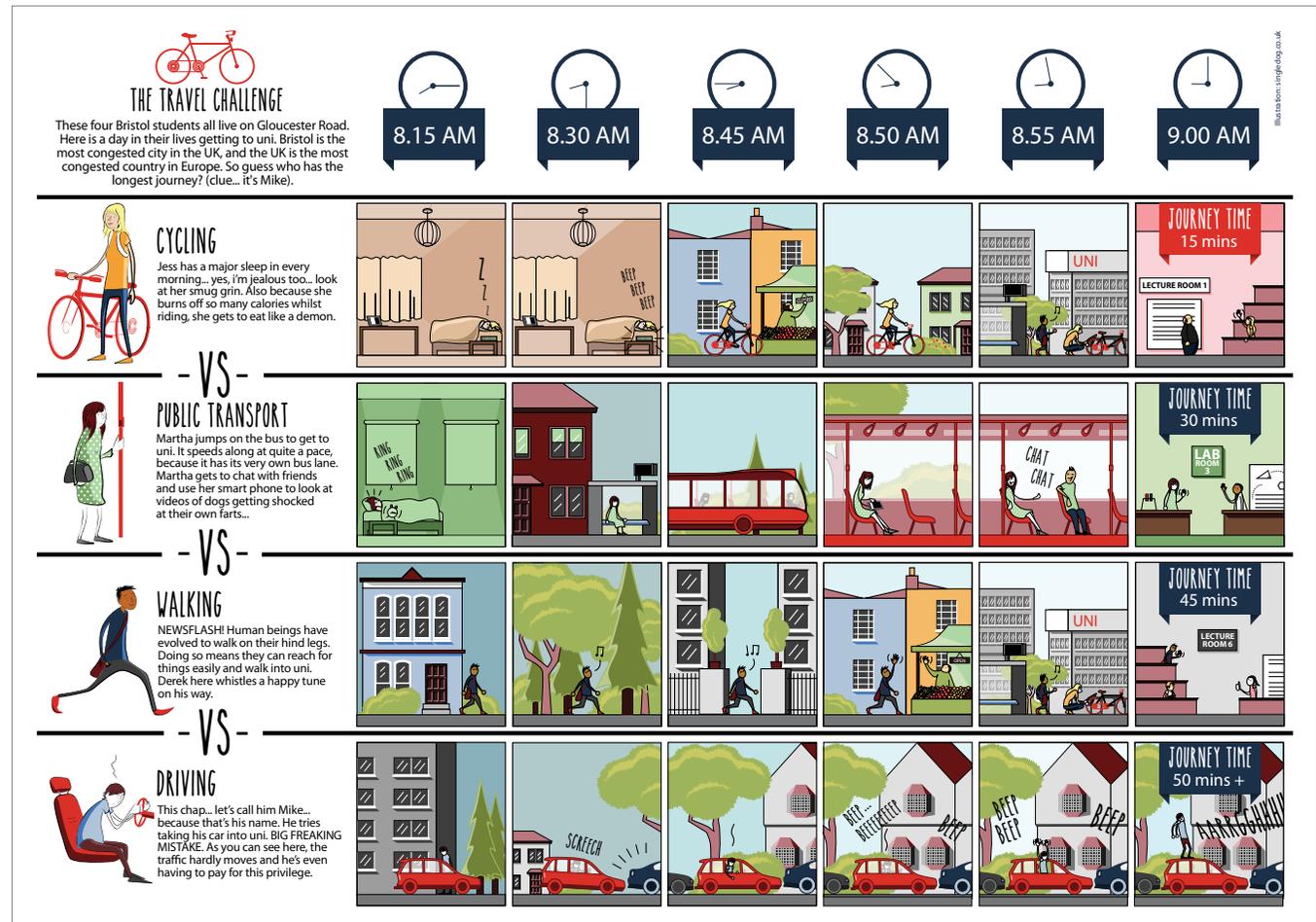
- 3.1 Background info
- 3.2 Campaign overview
- 3.3 Branding & marketing design
- 3.4 Communication channels
- ▶ 3.5 Case studies

The Speed Problem

This initiative targeted – the Freedom Seekers segment.

As outlined in the insights report, UWE students in particular tended to overestimate the speed of driving to university and underestimated the speed of cycling. The perception of speed is an important motivator for choosing which mode of travel to use, so this was identified as an area of focus.

The below comic was created as an eye catching means of communicating the results of the annual commuter challenge – which is a race between commuters of different modes to Frenchay Campus. The challenge has been held for several years, with compelling results, but it has proved difficult to get the message out there widely.



Short comic strip used in Student Union publication and social media

- 1.1 Getting started
- 1.2 Scoping
- 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

- 2.1 Background research
- 2.2 Project insight report

- 3.1 Background info
- 3.2 Campaign overview
- 3.3 Branding & marketing design
- 3.4 Communication channels
- ▶ 3.5 Case studies

Bus Campaign

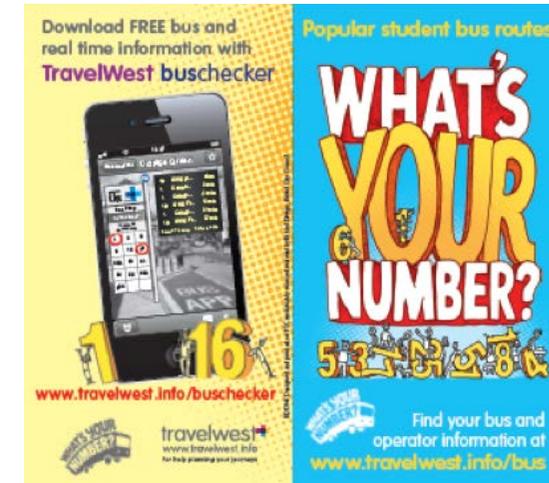
This initiative targeted – the Social Normals and Safe Travellers segments.

Working with Bristol City Council some student focused bus communications were created using the 'What's your number campaign'. The aim was:

1. To be destination focused and fun
2. To promote the bus checker app
3. To create an eye-catching poster to promote night bus use and the TravelWest website



Bus campaign marketing materials



Bus campaign marketing materials

- 1.1 Getting started
- 1.2 Scoping
- 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

- 2.1 Background research
- 2.2 Project insight report

- 3.1 Background info
- 3.2 Campaign overview
- 3.3 Branding & marketing design
- 3.4 Communication channels
- ▶ 3.5 Case studies



- 1.1 Getting started
- 1.2 Scoping
- 1.3 Developing
- 1.4 Implementation
- 1.5 Evaluation

- 2.1 Background research
- 2.2 Project insight report

- 3.1 Background info
- 3.2 Campaign overview
- 3.3 Branding & marketing design
- 3.4 Communication channels
- 3.5 Case studies