

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

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

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1. Campaign Process & Resources

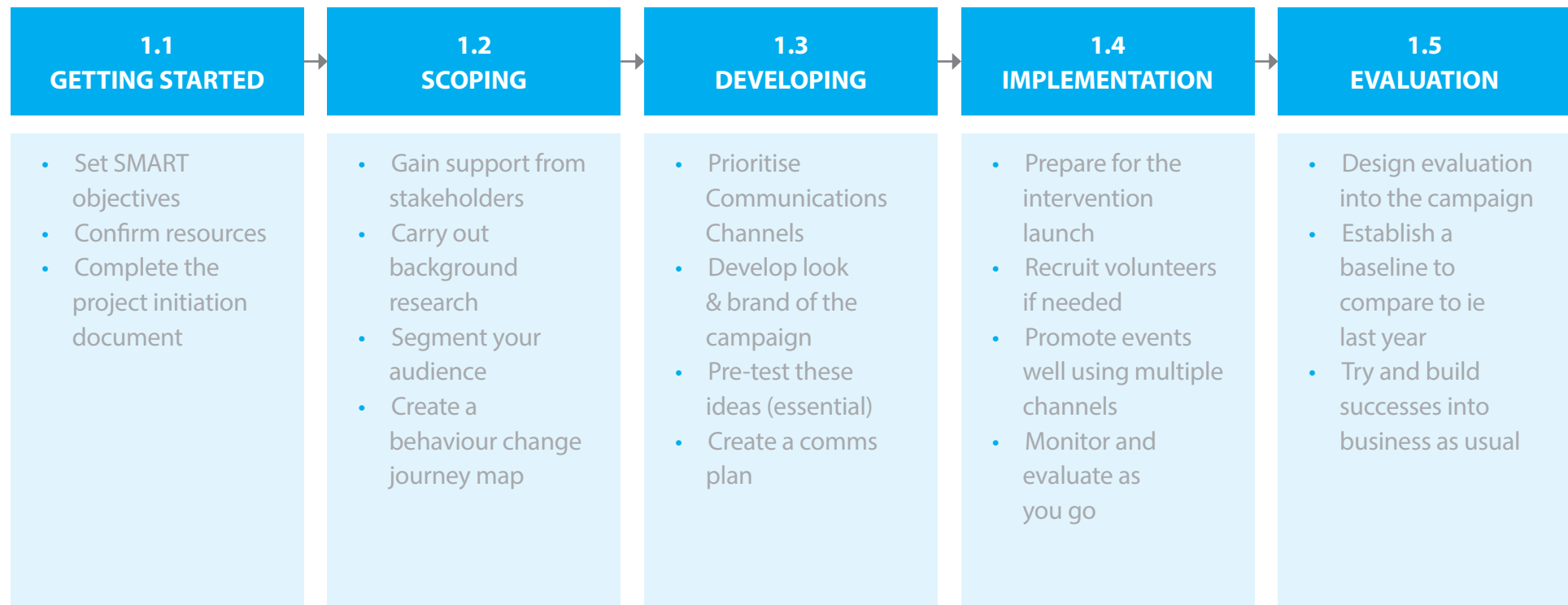


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“Plans are of little importance, but planning is essential” – Winston Churchill

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

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.



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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 –

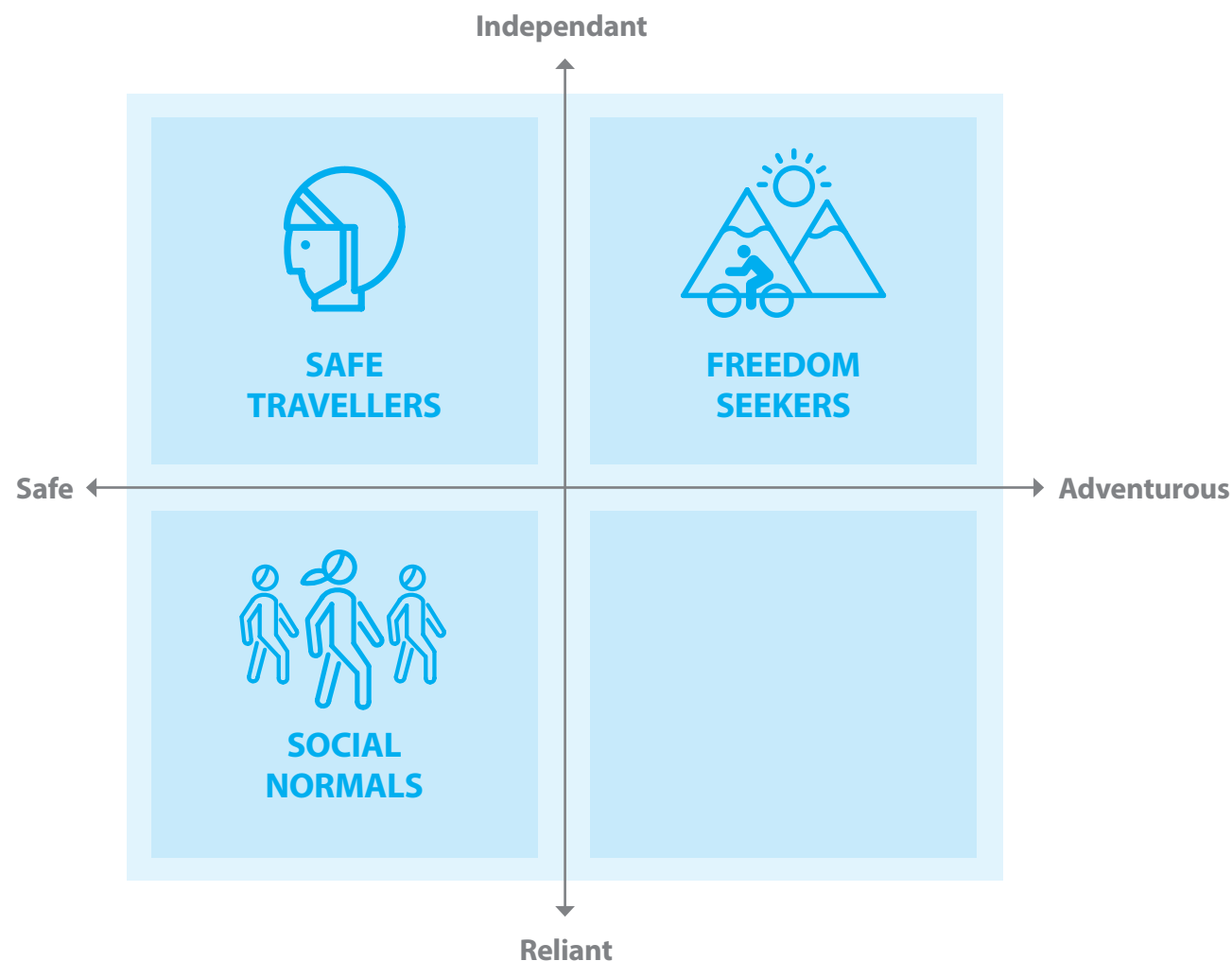
- targeting a segment that are highly influenced by their social group by recruiting student champions to spread your messages
- targeting safety conscious segments through guided bike rides that teaches cycle skills training

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

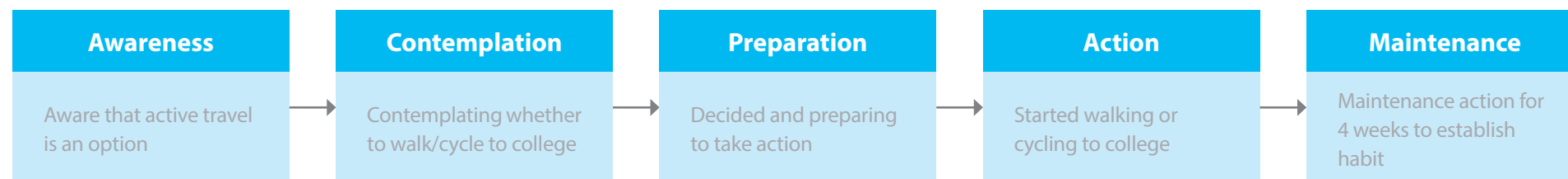


An example of a [segment messaging plan](#) developed during the 2014 Bristol Campaign to help encourage cycling

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.

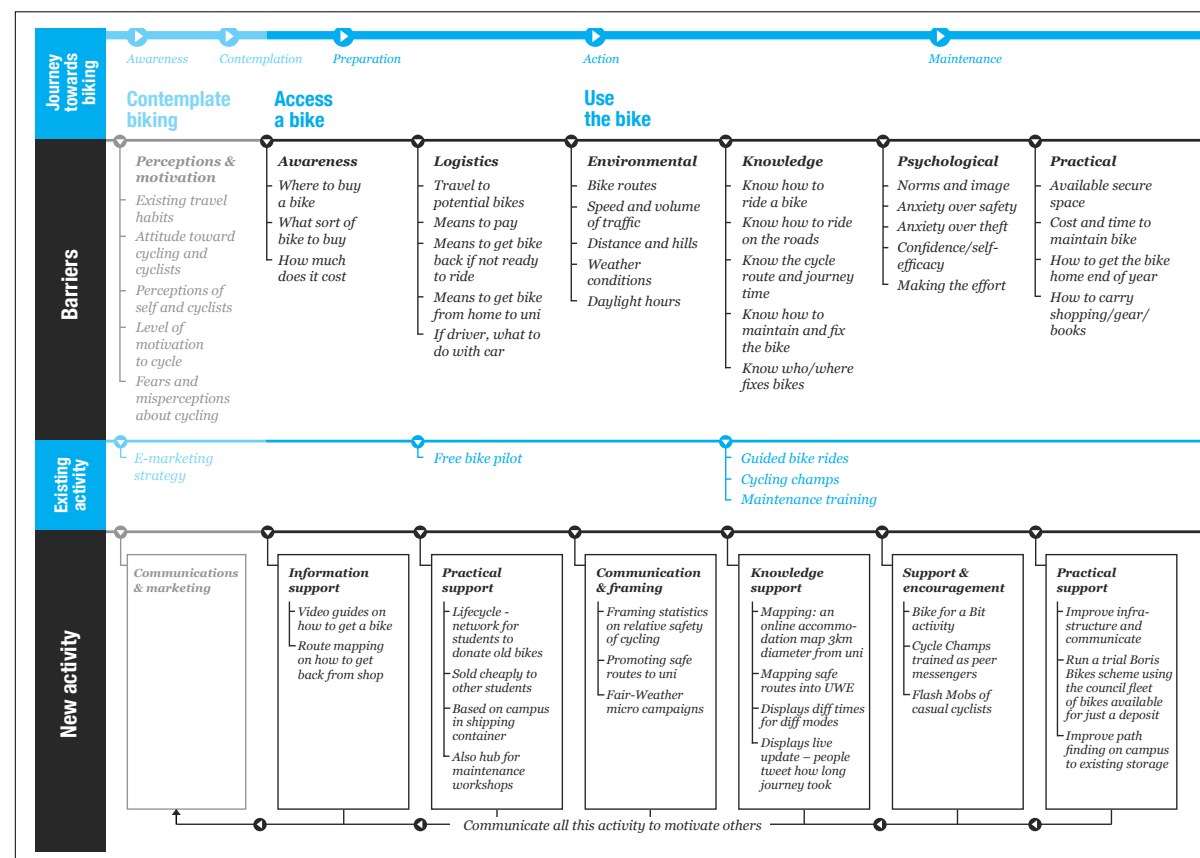


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Create your own behaviour change journey map by deciding where to locate the challenges and barriers revealed by the insight along the phases. Also map out any existing activities and support. This will help to identify any gaps that a communications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



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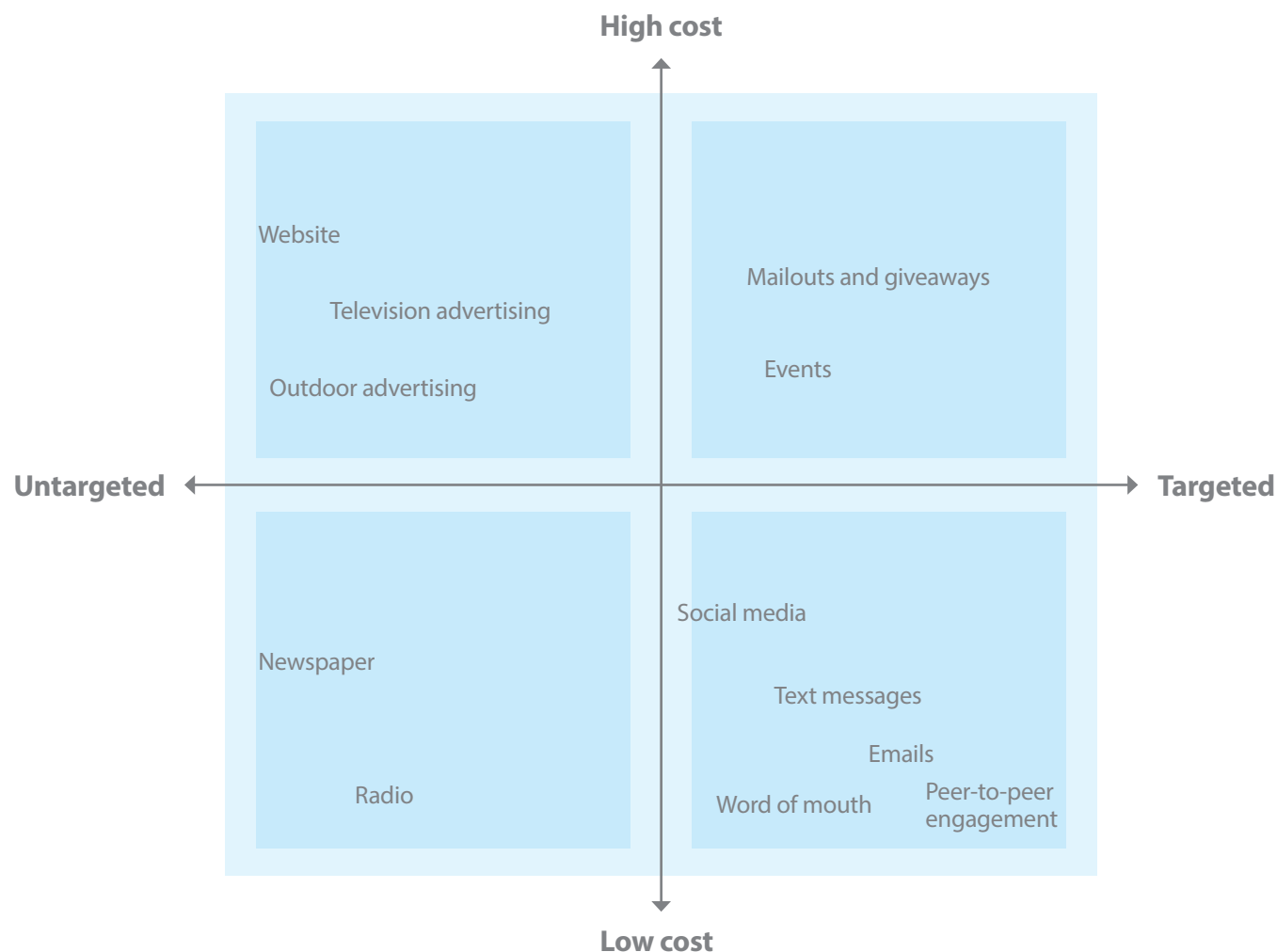
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1.3 Developing

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



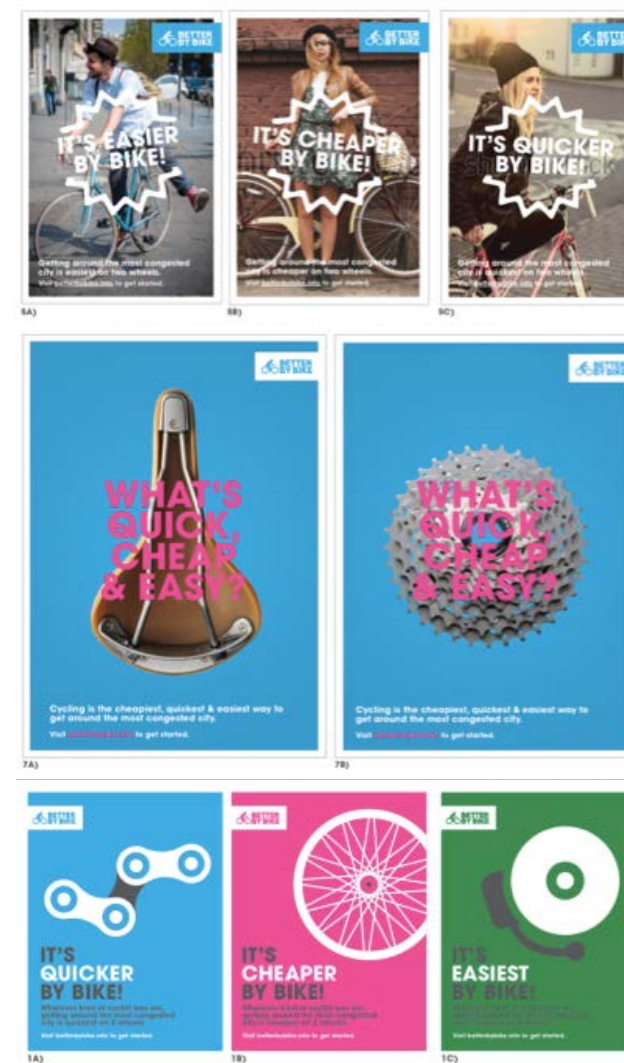
Channel matrix example

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](#)



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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)

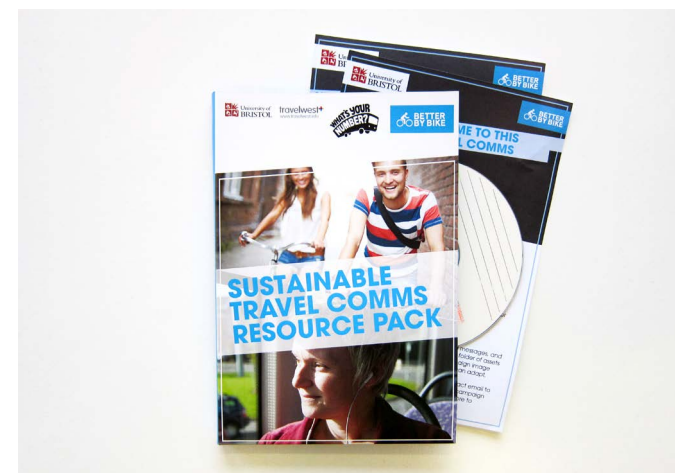
Perception surveys – a baseline survey is usually required beforehand as a comparator, and perceptions can be measured before and after the intervention

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](#)



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