



Unit title	Careers in Marketing
Guided learning hours	60
Number of lessons	30
Duration of lessons	2 hours
Links to other units	
This unit links to all other units in the qualification	

Key to learning opportunities			
AW	Assignment writing	RS	Revision session
GS	Guest speaker	V	Visit
IS	Independent study	WE	Work experience

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Learning aim A: Examine the organisation of the marketing industry in the UK				
1-2	A1 Organisation and structure of marketing in the UK <ul style="list-style-type: none"> The size and impact of the marketing industry on the UK economy, local, nationally. Organisation: in-house, agencies, freelance. 	IS	<ul style="list-style-type: none"> Starter: Learners to research different facts about the marketing industry – e.g. the size, GDP, both locally and nationally. Feedback to the rest of the class. Paired activity: Learners in pairs to be given elements of the marketing industry to research – e.g. in house, agencies, freelance, different sectors. Learners to create presentation and present findings to the rest of the class. 	<ul style="list-style-type: none"> Tutor presentation and notes https://www.marketingweek.com/how-greenpeaces-campaign-helped-make-palm-oil-as-toxic-as-plastic/ https://www.marketingweek.com/tag/case-studies/



	<ul style="list-style-type: none"> Sectors in the industry: public, private, voluntary, not-for-profit, social enterprises, B2C, B2B. 		<ul style="list-style-type: none"> Individual activity: Learners to be given a case study on various different types of organisations in the different sectors in the industry, understanding their different objectives and roles – e.g. voluntary/not-for-profit, Greenpeace’s campaign about palm oil (see resources). See <i>Marketing Week</i> for other case studies for other marketing campaigns. 	
3	<ul style="list-style-type: none"> Structure of marketing in the UK. Professional bodies: chartered and non-chartered. 	IS GS	<ul style="list-style-type: none"> Teacher-led: Mind-map activity to understand the different job roles available in the marketing industry. Individual activity: Learners to consider what types of job roles may interest them most and create a poster explaining their choices related to their interests and strengths. Paired activity: Learners to find job vacancies in the various different sectors of the marketing industry, making notes on the types of job roles and responsibilities, 	<ul style="list-style-type: none"> Tutor presentation and notes PCs or laptops with internet connection for research https://jobs.marketingweek.com/



			<p>and the roles of the various different professional bodies.</p> <ul style="list-style-type: none"> • Guest speaker: Chartered bodies or marketing professionals to give talks about their job roles. Often colleges/ schools have their own marketing departments who could support. 	
4-6	<p>A2 Factors affecting the marketing industry</p> <ul style="list-style-type: none"> • Political factors. • Economic factors. • Socio-economic factors. • Technological factors. • Seasonal factors. • Regulatory and legal factors. • Barriers to engagement. • Ethical factors. • Cultural factors. 	IS GS	<ul style="list-style-type: none"> • Tutor presentation: Introduce the PESTLE model. • Guest speaker: A member of the marketing department of a local employer to talk to learners about real-life marketing, and the current trends and factors affecting the industry. • Group activity: Learners to review the Marketing Week articles (and others) and summarise the main trends affecting the marketing industry. • Paired activity: Learners to take one of the articles from <i>Marketing Week</i> and explore how the campaign was influenced by each element of the extended PESTLE model. 	<ul style="list-style-type: none"> • Tutor presentation and notes • PCs or laptops with internet connection for learner research • Socioeconomic: https://www.marketingweek.com/knowledge-bank/view/2021-agency-trends-to-watch/ • Technology: https://www.marketingweek.com/knowledge-bank/view/omnichannel-and-a-brave-new-world/ • Legal, political and economic: https://www.marketingweek.com/knowledge-bank/view/new-trends-reveal-the-impact-of-covid-19-on-marketing/



			<ul style="list-style-type: none"> • Plenary: Recap key points from learning aim A in preparation for the next lesson. 	
7-8	<p>A3 The evolving marketing industry</p> <ul style="list-style-type: none"> • How marketing continues to change over time. 	IS	<ul style="list-style-type: none"> • Starter: Interactive quiz on learning so far on the marketing industry • Paired-activity/ group activity: Learners to consider the different Marketing Week articles on the future of marketing and how the industry is evolving. One should be given to each pair/ group. They are to create a presentation putting themselves in the position of a future being and explaining what marketing is like in the future. • Student-led plenary summarising learning. 	<ul style="list-style-type: none"> • PCs or laptops with internet connection for learner research • Future: https://www.marketingweek.com/knowledge-bank/view/the-future-of-marketing/ • Predictions: https://www.marketingweek.com/knowledge-bank/view/top-5-predictions-preparing-for-peak-season-in-a-year-of-deep-disruption-livearea/ • Artificial intelligence: https://www.marketingweek.com/knowledge-bank/view/artificial-intelligence-and-the-future-of-marketing-tealium/ • The future of marketing: https://www.marketingweek.com/knowledge-bank/view/the-future-of-marketing/ • Intelligent technology: https://www.marketingweek.com/intelligent-technology-future-marketing/ • Social media influencers: https://www.marketingweek.com/influencers-help-brands-stay-connected-consumers/ • Nano-influencers: https://www.marketingweek.com/knowledge-bank/view/the-rise-of-nano-influencers/



Learning aim B: Investigate careers in the marketing industry				
9-11	<p>B1 Accessing the marketing industry</p> <ul style="list-style-type: none"> • First steps into the industry and skills. <p>B2 Careers in the marketing industry</p> <ul style="list-style-type: none"> • Assistants and progression routes. 	<p>IS</p> <p>GS</p>	<ul style="list-style-type: none"> • Guest speaker: Careers adviser or professional from the marketing industry to give a talk on ways to access the industry and available careers. • Individual activity: Learners to research the different routes into the industry (apprenticeships, HE, marketing courses, work experience, networks, internships, etc.) and create fact sheets on these. • Paired activity: Each pair to be given a different career as per B2 of the unit content, and research and present back to the class the roles and the progression routes available. • Plenary: Learners to deliver plenary on learning. 	<ul style="list-style-type: none"> • Tutor presentation and notes • PCs or laptops with internet connection for learner research • Marketing apprenticeships: https://jobs.marketingweek.com/article/https-www-marketingweek-com-marketing-apprenticeship/ • UCAS marketing: https://www.ucas.com/explore/subjects/marketing • Getting into marketing: https://www.cim.co.uk/qualifications/get-into-marketing/ • Careers in marketing: https://www.hubspot.com/careers-blog/start-your-marketing-career • Careers in marketing: https://gettinggrowth.com/career-in-marketing/ • Career paths in marketing: https://www.youtube.com/watch?v=ljRdVZjf0_g • Unit v. apprenticeship: https://www.youtube.com/watch?v=kwtG4bGRBhY



<p>12-13</p>	<p>B3 Skills and behaviours needed in the marketing industry</p> <ul style="list-style-type: none"> • Behaviours. • Employability skills. • Technical skills. • Experience. • Qualifications. 	<p>IS</p>	<ul style="list-style-type: none"> • Starter: Learners to watch videos: EVERYTHING You've Ever Wanted to Know About a Career in Marketing – How to Get a job in Marketing; and Essential Skills for a Successful Marketing Career. • Paired activity – Learners to be given questions to answer with regards to the content in the videos. • Individual activity: Learners to compete SWOT of their own skills related to those talked about in the video content, giving examples of when they have demonstrated these, or if they haven't how they will fill these gaps. • Individual activity: Learners to be given short activities in the skills mentioned in the video. • Plenary: Learners to create a fact sheet on the necessary skills and behaviours needed in the industry. 	<ul style="list-style-type: none"> • PCs or laptops with internet connection for research • https://blog.topohq.com/marketing-skills-the-10-skills-essential-to-a-successful-career/ • https://www.monster.ie/career-advice/article/what-skills-are-marketing-employers-looking-for-ie • EVERYTHING You've Ever Wanted to Know About a Career in Marketing – How to Get a Job in Marketing: https://www.youtube.com/watch?v=jA7S8QENFTY • Essential Skills for a Successful Marketing Career: https://www.youtube.com/watch?v=kwtG4bGRBhY • Skills for careers: https://targetjobs.co.uk/careers-advice/skills-and-competencies
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14–15	<p>B4 Employment law</p> <ul style="list-style-type: none"> Forms of employment and contracts. Legislation. Remuneration. 	GS	<ul style="list-style-type: none"> Starter: Paired activity on whiteboards to name any employment laws learners may be aware of. Guest speaker: Speaker to talk to learners about employment law and how it affects jobs in the marketing industry. Individual activity: Learners to prepare questions to ask the guest speaker and use the answers to these to write a fact sheet to be shared with the class. Paired activity: Learners to review articles on employment law (see examples in resources) and explain the employment law related to these. 	<ul style="list-style-type: none"> Tutor presentation and notes PCs or laptops with internet connection for research Pay: https://jobs.marketingweek.com/article/fmcg-crowned-the-best-paid-sector-for-marketers/ and https://jobs.marketingweek.com/article/salary-survey-2019-the-next-generation-of-talent-shouldn-t-have-to-stumble-into-marketing/ Diversity: https://jobs.marketingweek.com/article/overwhelmingly-white-middle-class-and-male-5-killer-stats-from-salary-survey-2020/ and https://jobs.marketingweek.com/article/https-www-marketingweek-com-career-salary-survey-2020-marketing-diversity-crisis-/ Mental health: https://jobs.marketingweek.com/article/https-www-marketingweek-com-employers-duty-take-mental-health-seriously-/ Gender: https://jobs.marketingweek.com/article/women-held-back-by-marketing-s-gender-pay-gap/
16–17	Assignment writing	AW	<ul style="list-style-type: none"> Opportunities for formative assessment and assignment writing 	<ul style="list-style-type: none"> Assignment and class notes



Learning aim C: Undertake recruitment activities for a career in the marketing industry				
18-19	<p>C1 Personal skills audit for a career in the marketing industry</p> <ul style="list-style-type: none"> • Career planning. • Job description. • Auditing for a specific role. 	IS	<ul style="list-style-type: none"> • Starter: Learners to consider the types of marketing roles that may interest them from previous learning, giving feedback to rest of class • Individual activity: Learners to research job roles that are available in their chosen marketing career pathway, ensuring they gain the job descriptions. • Individual activity: Using the job descriptions, learners are to use their previous SWOT and audit themselves according to the needs of the job descriptions. • Individual activity: Learners to create a digital portfolio of evidence of their skills that relate to those needed in the job description. • Paired activity: Partner to review digital portfolio for the given job description and feedback. • Plenary: Learners to lead plenary on skills and 	<ul style="list-style-type: none"> • Tutor presentation and notes • PCs or laptops with internet connection for research and digital portfolio



			experience needed for selected job roles.	
20–21	<p>C2 Job application process in the marketing industry</p> <ul style="list-style-type: none"> Analysis and development of application. 	<p>IS GS</p>	<ul style="list-style-type: none"> Starter: Teacher to talk through a typical job application form for a marketing role. Individual activity: Learners to attempt to complete a job application form in full. Paired activity: Learners to be given a checklist for marking and then review their partner’s job application form, giving suggestions for improvement. Guest speaker: Careers adviser to give talk on top tips for completing job application forms. Plenary: Learners to amend their application form after peer review and guest speaker tips. 	<ul style="list-style-type: none"> PCs or laptops with internet connection for research
22–23	<p>C3 Recruitment activities required to obtain a career in the marketing industry</p> <ul style="list-style-type: none"> Interview. 	<p>IS</p>	<ul style="list-style-type: none"> Starter: Learners to be given one of the questions from 10 Essential Marketing Interview Questions and Answers, and come up with their response based on their chosen job 	<ul style="list-style-type: none"> Tutor presentation and notes PCs or laptops with internet connection for research 10 Essential Marketing Interview Questions and Answers: https://www.careermatch.com/job-prep/interviews/10-essential-marketing-interview-questions-and-answers/ and how to answer tricky



	<ul style="list-style-type: none"> • Recruitment activities as part of a selection interview. • Application of skills, knowledge and understanding in recruitment activities. 		<p>description from previous lessons.</p> <ul style="list-style-type: none"> • Paired activity: Learners to research what is involved in the recruitment activities of a marketing interview. Feedback to the rest of the class. • Paired activity: Learners to hold a video interview with a partner, where one learner asks questions, one answers and vice versa based on their chosen job description. Learners can use the 10 Essential Marketing Interview Questions and Answers. • Group activity: Learners to be given a group activity similar to those given in an assessment centre. This could involve a case study for which they will need to produce a response, and/ or prepare a creative pitch in response to a short marketing plan or project. Case study examples can be found in the resources section. • Individual activity: Learners to be given material for 10–15 	<p>interview questions: https://targetjobs.co.uk/careers-advice/interview-questions</p> <ul style="list-style-type: none"> • Marketing assessment centres: https://targetjobs.co.uk/career-sectors/marketing-advertising-and-pr/288225-assessment-centres-putting-your-graduate-marketing-skills-to-the-test • Virtual assessment centres: https://targetjobs.co.uk/careers-advice/assessment-centres/1046962-virtual-assessment-centres-what-to-expect-and-how-to-succeed • Performance tips for Skype and video interviews: https://targetjobs.co.uk/careers-advice/interview-types/323749-expert-performance-tips-for-skype-and-video-interviews • Case study examples: https://targetjobs.co.uk/careers-advice/assessment-centres/275411-coping-with-case-studies-for-graduate-jobs • Aptitude tests: https://targetjobs.co.uk/careers-advice/psychometric-tests
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			<p>minutes to prepare a presentation, similar to that in an assessment centre. Peer review and feedback. Case study examples can be found in the resources section.</p> <ul style="list-style-type: none"> • Individual activity: Learners to try different forms of testing. See resources for examples. 	
Learning aim D: Reflect on own performance in the recruitment process to prepare for a career in the marketing industry				
24-25	<p>D1 review of application and interview process</p> <ul style="list-style-type: none"> • Personal appraisal reference to job role, CV, letter of application and interview. • Assessment of how skills acquired support the development of employability skills. 	IS	<ul style="list-style-type: none"> • Starter: Learners to comment on what went well based on their recruitment activities in the previous lesson. • Individual activity: Learners to be given interview selection criteria and then appraise themselves based on feedback from peers, teacher etc., and on their documentation. • Individual activity: Learners to assess how the skills they have acquired support their employability skills. 	



	<ul style="list-style-type: none"> • Methods of evaluating. 			
26-27	<p>D2 personal development planning</p> <ul style="list-style-type: none"> • Strengths. • Areas for development. • Skills development. • Careers guidance and support. • Career development plan. 	IS	<ul style="list-style-type: none"> • Starter: Learners to review the job description and make quick notes on what they believe their strengths and areas for development are. • Paired activity: Learners to review partners strengths and areas for development from starter and work together to give examples and details of strengths and areas for development. • Paired activity: Learners to be given a poor career development plan and, in pairs, comment on how it could be improved. They should also comment on the purpose of a good career development plan. • Individual activity: Learners to develop their own career development plan and review a peer’s plan. 	<ul style="list-style-type: none"> • Career planning: https://research-methodology.net/career-planning-and-personal-development-plan-sample/ • How to Write a Career Development Plan: https://talentteam.com/blog/how-to-write-career-development-plan/
28-30	Assignment writing	IS	<ul style="list-style-type: none"> • Formative assessment and assignment writing and activities. 	<ul style="list-style-type: none"> • Class notes • Assignment brief