



Unit title	Marketing Principles
Guided learning hours	120
Number of lessons	60
Duration of lessons	2 hours
Links to other units	
<ul style="list-style-type: none"> • Unit 1: Careers in Marketing • Unit 3: Customer Communications • Unit 4: Applying Digital Marketing • Unit 5: Branding Products and Services • Unit 6: Generating Customer Loyalty • Unit 10: Work Experience in Marketing • Unit 12: Market Research for a Start-up Business 	

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: Marketing activities				
1	A1 Role of marketing <ul style="list-style-type: none"> • Marketing as a management process. 	IS	<ul style="list-style-type: none"> • Tutor-led discussion: The different methods used to market products and services and whether these are likely to be the same in the near future. Help learners to identify mobile marketing and the impact of social media on marketing. 	<ul style="list-style-type: none"> • Tutor presentation and notes • Small dry-wipe boards and pens for paired activity • Marketing leadership in a crisis: https://www.marketingweek.com/marketing-leadership-in-a-crisis/



Lesson on	Topic	Lesson type	Suggested activities	Classroom resources
	<ul style="list-style-type: none"> Importance of marketing. 		<p>Identify how marketing is managed in different types of organisations and the importance of it to business success. Learners can listen to 'Marketing leadership in a crisis' to learn how marketing as a management process is managed through a crisis.</p> <ul style="list-style-type: none"> Group activity: Learners to consider Uber using their own research and using the article "Betting on ideas": Why Uber prioritises relevance over perfection'. Learners to consider how Uber identified an opportunity, how it understood its customers, how it provides value, how it provides better value than competitors and how it makes a profit. Paired activity: Discuss and decide upon a definition of marketing, then discuss definitions as a whole group and come to a group conclusion. Tutor presentation: Overview of 'What is marketing?', including links to market research, consumer behaviour and the marketing and promotional mix. 	<ul style="list-style-type: none"> Uber: https://www.marketingweek.com/uber-prioritising-relevance-over-perfection/



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2-4	<ul style="list-style-type: none"> Market types. Market reach. 	IS	<ul style="list-style-type: none"> Tutor-led discussion: Discuss the difference between mass and niche markets, and introduce the concept of market segmentation. Discuss how markets can be segmented. Individual activity: Learners to explore a specific market such as the car market or the housing market, especially the ways in which segmentation could be used within that market. They should then present their findings on the type of market, its segments and its characteristics. Alternatively, learners could be presented with a worksheet to answer questions on niche/mass markets and segmentation, and use their research to provide specific real-life examples. Plenary: Q&A activity where learners consider whether the products they have presented meet the needs of the target market and to justify their judgement. 	<ul style="list-style-type: none"> Tutor presentation and notes Internet access for research Worksheet on niche and mass markets
5-6	A2 Business and organisation aims and	IS	<ul style="list-style-type: none"> Tutor presentation: Introduce learners to the difference between aims and objectives, and links between corporate and marketing objectives. 	<ul style="list-style-type: none"> Tutor presentation and notes Sorting cards for sorting activity PCs or laptops with internet connection for learner research and for presentation of findings to the



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	<p>marketing objectives</p> <ul style="list-style-type: none"> Business/organisation aims. Marketing objectives based on research. 		<ul style="list-style-type: none"> Group activity: Sorting activity to identify typical marketing objectives. Paired activity: Learners to research marketing objectives of four organisations: a for-profit business, a social enterprise, a charity or trust, and a public sector organisation. They then present their findings to the whole group. Group activity: Learners to listen to 'Everything you (probably) don't know about marketing'. Learners to discuss what it means to have a brand. 	<p>group (presentation could be via slide show, pod cast, or concept diagram/mind map)</p> <ul style="list-style-type: none"> 'Everything you (probably) don't know about marketing': https://www.youtube.com/watch?v=BPK_qzeH_yk&feature=youtu.be
Learning aim B: Researching and analysing the market				
7	<p>B1 Researching the market</p> <ul style="list-style-type: none"> Role of market research. 	IS	<ul style="list-style-type: none"> Tutor-led discussion: The purpose and types of market research. Small group activity: Give learners a set of matching cards with descriptions of different research methods, the types of data that can be collected and the purposes of research. Learners to copy notes or take photographs of correctly matched cards for revision purposes. Plenary: Learners to discuss which methods are better for collecting 	<ul style="list-style-type: none"> Tutor presentation and notes Internet access for research Sorting cards for sorting activity



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			quantitative data and which methods are better for qualitative data.	
8-10	<ul style="list-style-type: none"> Primary market research methods. 	IS	<ul style="list-style-type: none"> Tutor presentation: Introduce methods of primary research and the benefits and drawbacks of each method. Paired activity: Learners to select a range of primary market research methods, and use these to obtain data from which the size, structure and trends in a given market can be extracted. Learners should save their research findings for use in later lessons. 	<ul style="list-style-type: none"> Internet for research Software to create primary research methods to find out data
11-12	<ul style="list-style-type: none"> Secondary market research methods. 	IS	<ul style="list-style-type: none"> Tutor presentation: Introduce methods of secondary research (internal and external), and the benefits and drawbacks of each method. Paired activity: Using a range of secondary research sources, learners to select appropriate data to add to that already collected in previous lessons on the size, structure and trends in the same given market. Paired presentation: Learners to present their research findings to the class via slideshow, podcast or concept diagram/mind map. 	<ul style="list-style-type: none"> Internet for research



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13	<ul style="list-style-type: none"> Quantitative and qualitative data. 	IS	<ul style="list-style-type: none"> Q&A activity: Learners to discuss the differences between quantitative and qualitative data, and the purposes and benefits of both. They should come up with examples. Paired activity: Learners to consider the different types of data that McDonald's may use to find out about its customers and how it can continually strive to be successful in a crowded market. Paired activity: Learners to read the McDonald's article and discuss how McDonald's uses market research to understand and anticipate the market. 	<ul style="list-style-type: none"> McDonald's: https://businesscasestudies.co.uk/the-marketing-process/#:~:text=Market%20research%20identify%20different%20types,the%20needs%20of%20specific%20groups. Internet for research
14	<p>B2 Appropriateness, validity and reliability of research</p> <ul style="list-style-type: none"> Appropriateness. Cost. Accuracy. Reliability. Validity. 	IS	<ul style="list-style-type: none"> Tutor-led discussion: Discuss the validity of the data collected in previous lessons. Explain how to work out whether it is reliable and complete, and whether it is a sufficient basis on which a business could decide to undertake a costly marketing campaign. Individual activity: Learners to consider the validity of their data and how it might be improved. Paired activity: Learners to select appropriate research data that they have 	<ul style="list-style-type: none"> Teacher presentation and notes Research from previous lessons



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			collected and test it for validity, reliability, currency and sufficiency.	
15-16	B3 The marketing environment <ul style="list-style-type: none"> • Macro environment. • Micro environment. • Internal environment. 	IS	<ul style="list-style-type: none"> • Tutor-led discussion: The differences between the macro, micro, internal and external environments. • Paired activity: Learners to research the different factors in a macro, micro and internal environment that may affect a selected business such as Cadbury's. They create a poster to share their findings with the class. • Paired activity: Learners to read the article on the influences on Cadbury's and come up with a strategy as to what Cadbury's could do to attempt to mitigate against these. 	<ul style="list-style-type: none"> • Cadbury's: https://businesscasestudies.co.uk/influences-on-businesses/ • Internet for research
17	<ul style="list-style-type: none"> • PESTLE. 	GS IS	<ul style="list-style-type: none"> • Tutor presentation: Introduce the extended PESTLE model. • Guest speaker: A member of the marketing department of a local employer to talk to learners about real-life marketing. • Paired activity: Learners to take one of the campaigns studied in earlier lessons and explore how the campaign was 	<ul style="list-style-type: none"> • Resources from earlier lesson • Internet for research



Lesson on	Topic	Lesson type	Suggested activities	Classroom resources
			influenced by each element of the extended PESTLE model. <ul style="list-style-type: none"> • Plenary: Recap key points from learning in preparation for the next lesson. 	
18	<ul style="list-style-type: none"> • SWOT 	IS	<ul style="list-style-type: none"> • Knowledge quiz: Learners answer questions about PESTLE analysis to judge their previous knowledge. • Tutor-led discussion: Introduce the use of SWOT and PESTLE analysis to examine the internal and external business environment. Learners read the 'Using PEST, SWOT and scenario planning in a crisis' article. • Individual activity: Learners to select a business of their choice – they could use one from the previous case studies given, or choose a local small business or charity. They are to research the business further and then complete SWOT and PESTLE analysis for the business. Learners should understand the need to do both PEST and SWOT, and how they relate to each other. See article on combining PEST and SWOT and how to do a SWOT • Tutor-led discussion: Recap market segmentation. 	<ul style="list-style-type: none"> • Using PEST, SWOT and scenario planning in a crisis: https://www.marketingweek.com/pest-swot-scenario-planning-crisis/ • Combining PEST and SWOT: https://pestleanalysis.com/combining-pest-and-swot-analysis-for-business/ • How to do a SWOT: https://www.liveplan.com/blog/what-is-a-swot-analysis-and-how-to-do-it-right-with-examples/



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			<ul style="list-style-type: none"> • Small group activity: Given a specific product and appropriate market data, learners to select the relevant data and identify a target market, justifying their choice. Learners to provide verbal feedback of their findings to the rest of the class. 	
19	<ul style="list-style-type: none"> • Ansoff Matrix. 	IS	<ul style="list-style-type: none"> • Tutor-led discussion and PowerPoint: Explain the Ansoff matrix and its importance and use. Use the Ansoff Matrix web page to supplement. • Group activity: Learners to consider Coca-Cola (or similar alternative) and complete an Ansoff matrix for their products. Peer review between different groups and discussion as to how these differ. • Individual activity: Using the case study on Coca Cola, learners to answer questions on the Ansoff Matrix. 	<ul style="list-style-type: none"> • Coca-Cola: https://themarketingagenda.com/2015/03/28/coca-cola-ansoff-matrix/ • Ansoff Matrix: https://www.tutor2u.net/business/reference/ansoff-matrix
20	<ul style="list-style-type: none"> • Boston Matrix. 	IS	<ul style="list-style-type: none"> • Tutor-led discussion and PowerPoint: Explain the Boston Matrix and its importance and use. Use the Boston Matrix web page to supplement. • Group activity: Learners to consider Unilever (or similar alternative) and 	<ul style="list-style-type: none"> • Boston Matrix: https://www.tutor2u.net/business/reference/boston-matrix-and-product-portfolios • Unilever: https://themarketingagenda.com/2014/09/20/unilever-bcg-matrix/



Lesson on	Topic	Lesson type	Suggested activities	Classroom resources
			<p>complete a Boston Matrix for its products. Peer review between different groups and discussion as to how these differ.</p> <ul style="list-style-type: none"> • Individual activity: Using the case study on Unilever, learners to answer questions on the Boston Matrix. 	<ul style="list-style-type: none"> • Internet for research
21	<ul style="list-style-type: none"> • Market mapping. 	IS	<ul style="list-style-type: none"> • Tutor-led discussion and PowerPoint: Explain market mapping and its importance and use. Use market mapping webpage to supplement. • Group activity: Learners to consider the cold beverage or the fast-food market (or similar alternative) and complete a market map. Peer review between different groups and discussion as to how these differ. • Individual activity: Using the case study on the cold beverage and fast food markets, learners to answer questions on market mapping. 	<ul style="list-style-type: none"> • Market mapping: https://www.tutor2u.net/business/reference/market-mapping • Cold beverage and fast food: https://www.perceptualmaps.com/example-maps/ • Internet for research
22	<ul style="list-style-type: none"> • Competitor analysis. 	IS	<ul style="list-style-type: none"> • Individual activity: Learners use the product and market data from the previous lesson to investigate the market structure and nature of the competition. 	<ul style="list-style-type: none"> • Internet for research • Resources from previous lesson



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			<ul style="list-style-type: none"> • Tutor-led discussion: Discuss the various research methods that could be used to identify competitor activity. • Paired activity: Give each pair a market to investigate, such as cold beverage and fast food. For the top two competitors in their given market, learners conduct a full SWOT analysis and present their ideas to the whole group. Presentation could be via slideshow, podcast, concept diagram/mind map or simply verbally. 	
23	<ul style="list-style-type: none"> • Porter's Five Forces. 	IS	<ul style="list-style-type: none"> • Tutor-led discussion and PowerPoint: Explain Porter's Five Forces and its importance and use. Use Porter's Five Forces webpage to supplement. • Group activity: Learners to consider McDonald's (or similar alternative) and complete a five forces analysis. Peer review between different groups and discussion as to how these differ. • Individual activity: Using the case study on McDonald's, learners to answer questions on Porter's Five Forces. 	<ul style="list-style-type: none"> • Porter's Five Forces: https://www.investopedia.com/terms/p/porter.asp • McDonald's: http://panmore.com/mcdonalds-five-forces-analysis-porters-model • Internet for research



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24–25	<ul style="list-style-type: none"> Revision session. 	RS	<ul style="list-style-type: none"> Knowledge quiz: Learners complete a self-marked knowledge check on learning aims A and B, with verbal feedback from the tutor. Independent activity: Learners to complete a personal target-setting activity based on quiz feedback. 	<ul style="list-style-type: none"> Quiz (online or printed)
Learning aim C: Consumers and customers				
26	<p>C1 Market segmentation, targeting and positioning</p> <ul style="list-style-type: none"> Target market segmentation. 	IS	<ul style="list-style-type: none"> Tutor-led discussion: Discuss the differences between segmentation, targeting and positioning and importance to marketing. Knowledge quiz: Learners to be given a knowledge quiz on the differences between segmentation, targeting and positioning. Individual activity: Learners to research Ralph Lauren and decide on their target customers. Review Ralph Lauren case study and answer questions. Paired activity: Learners to review 'Target customers' big similarities, not their little differences'. Learners to discuss targeting and make comments on its importance. 	<ul style="list-style-type: none"> Ralph Lauren: https://www.marketingweek.com/masters-awards-ralph-lauren-segmentation-reignite-brand/ 'Target customers' big similarities, not their little differences': https://www.marketingweek.com/jp-catlin-unnecessary-segmentation/ 'How a shift in brand positing saw donations fly for charity MyTenNights': https://www.marketingweek.com/masters-awards-brand-positioning-mytennights/ Internet for research



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			<ul style="list-style-type: none"> • Paired activity: Learners to review ‘How a shift in brand positioning saw donations fly for charity MyTenNights’. Learners to discuss positioning and make comments on its importance. 	
27-29	<p>C2 Consumer buying behaviour</p> <ul style="list-style-type: none"> • Customer needs and wants. • Customer behaviour processes. 	IS	<ul style="list-style-type: none"> • Tutor-led discussion: Discuss the need to understand customer needs and wants, and understand customer behaviour using examples. • Paired activity: Learners to research the case of Blockbuster demise and Netflix as a replacement to meet customer’s changing needs. Evaluate, as a class discussion, where Netflix has gained where Blockbuster failed. • Individual activity: Learners to review the Netflix articles and answer questions on how Netflix meets customer’s needs and wants and understands their buying behaviour. • Paired activity: Learners to create a presentation on their findings and understand of Netflix and its customer’s needs, wants and behaviour and how it meets these. 	<ul style="list-style-type: none"> • ‘Netflix and its well-honed marketing’: https://www.marketingweek.com/netflix-credits-well-honed-marketing-for-revenue-growth/ • ‘Rise of Netflix and the fall of Blockbuster’: https://www.drift.com/blog/netflix-vs-blockbuster/ • ‘Netflix and the data it holds on customers’: https://www.forbes.com/sites/jonmarkman/2017/06/09/netflix-knows-what-you-want-before-you-do/?sh=5941874952b8 • ‘How Netflix uses analytics’: https://neilpatel.com/blog/how-netflix-uses-analytics/



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30–32	<p>C3 Customer profiles</p> <ul style="list-style-type: none"> External customer. Internal customer. Consumer. Physical goods and intangible services. Customer profiles. 	IS	<ul style="list-style-type: none"> Tutor presentation: Explain the different types of customers and the difference between customers and consumers, and customer profiles. Paired activity: Learners to consider a business, such as a bakery, and the different types of customers it may have, and the different physical products and intangible services it supplies. See article. Group activity: Learners to research Starbucks and how it has moved away from a promotion-focused business to a relationship-building business with its customers and how this has been achieved. Individual activity: Learners to be given an article on Starbucks and answer questions on the company's use of customer profiles and building relationships. Peer assessment of answers and feedback to rest of class. 	<ul style="list-style-type: none"> Bakery customer profile: https://www.sectorsdonut.co.uk/sectors/retail-wholesale/bakery/customer-profile Starbucks: https://www.marketingweek.com/starbucks-drumbeat-promotions/ Internet for research
33–34	<ul style="list-style-type: none"> Revision session. 	RS	<ul style="list-style-type: none"> Knowledge quiz: Learners complete a self-marked knowledge check on learning aim C, with verbal feedback from the tutor. 	<ul style="list-style-type: none"> Quiz (online or printed)



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			<ul style="list-style-type: none"> Independent activity: Learners complete a personal target-setting activity based on quiz feedback. 	
Learning aim D: Developing a marketing strategy using a coordinated marketing mix				
35–36	D1: Product <ul style="list-style-type: none"> Benefits, features and functions of tangible and intangible products. Augmented product. Product portfolio. 	IS	<ul style="list-style-type: none"> Tutor presentation: Give an overview of the marketing mix. Tutor-led discussion: Discuss what is included in the product (e.g. brand identity, packaging, the form and function of the product). Discuss the product development stages of the product life cycle. Explain the use of market research in market-led development. Small group activity: Learners to examine a range of products and identify the form and function of the product, the brand identity and the quality and purpose of the packaging (e.g. to protect or to display the product). Apple could be used as an example with its associated service, iTunes. 	<ul style="list-style-type: none"> Tutor presentation and notes Images of a range of products Internet for research
37	<ul style="list-style-type: none"> Product life cycle. 	IS	<ul style="list-style-type: none"> Tutor presentation: Introduce the concept of the product life cycle (use resource to supplement) and cover the various stages, from research and development through to withdrawal from 	<ul style="list-style-type: none"> Product life cycle and online fashion: https://businesscasestudies.co.uk/the-product-life-cycle-and-online-fashion/



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			<p>the market. Cover suitable extension strategies used by a number of brands.</p> <ul style="list-style-type: none"> • Paired activity: Learners to identify factors that may influence the length of the product life cycle. Contribute identified factors to a group discussion. Learners to review the article on the product life cycle and online fashion, answering questions, feedback to the rest of the class. • Plenary: Discuss the benefits and drawbacks of using the product life cycle model for making marketing decisions. 	<ul style="list-style-type: none"> • Product life cycle: https://www.tutor2u.net/business/reference/product-life-cycle
38–40	<p>D2 Price</p> <ul style="list-style-type: none"> • Factors that determine the most appropriate pricing strategy for a situation. • Pricing strategies. • Relationship between cost, 	IS	<ul style="list-style-type: none"> • Tutor presentation: Explain the use of different pricing strategies to suit different marketing objectives. You could provide examples of different products with different price points and ask students to think about why a particular price point had been selected. • Class discussion: Discuss how to select, with justification, an appropriate pricing strategy for a range of products or services. • Paired activity: Learners to review articles on pricing and create their own 	<ul style="list-style-type: none"> • Presentation to include a range of products with different price points to act as basis for class discussion. • Price strategy crisis: https://www.marketingweek.com/marketing-price-strategy-crisis/ • Premium pricing: https://www.marketingweek.com/premium-price-strategy-brand-z-2020/ • Asda: https://www.marketingweek.com/asda-pocket-tap-100m-price-cuts/



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	price and value.		case study on one of the selected businesses and its pricing strategy, commenting on the factors that have resulted in the pricing strategy used and the relationship between cost, price and value.	<ul style="list-style-type: none"> Marks & Spencer: https://www.marketingweek.com/ms-launches-new-campaign-to-up-price-war-resmarkable/ John Lewis: https://www.marketingweek.com/john-lewis-never-knowingly-undersold-review/
41–42	D3: Place <ul style="list-style-type: none"> Physical location. Digital sales. Physical location and digital sales. The means of distributing product to that place. 	IS	<ul style="list-style-type: none"> Tutor presentation: Introduce the advantages and disadvantages of a range of distribution channels, giving examples of the types of products that suit different channels and the target markets served by each channel. Paired activity: Learners to review articles on place and distribution, and create their own case study on one of the selected business and their physical and digital sales strategy, commenting on the factors that have resulted in the strategy used and the relationship between product and distribution. 	<ul style="list-style-type: none"> Heinz: https://www.marketingweek.com/covid-19-brands-ecommerce/ Nivea: https://www.marketingweek.com/nivea-dtc-ecommerce-purpose/ Ecommerce: https://www.marketingweek.com/creative-asset-management-ecommerce-success/
43	D4: Promotion <ul style="list-style-type: none"> Channels. 	IS	<ul style="list-style-type: none"> Tutor-led discussion: Different promotion channels. Individual activity: Learners to identify different channels and examples of businesses that use them. 	<ul style="list-style-type: none"> Range of promotional materials to be provided or shown to stimulate discussion – i.e. catalogues, menus, price lists, leaflets, etc. Portakabin promotion channels: https://businesscasestudies.co.uk/promoting-the-brand/



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			<ul style="list-style-type: none"> • Individual activity: Learners to review the promotion channels used at Portakabin and create a fact sheet on how B2B businesses such as Portakabin use promotion channels. 	
44–46	<ul style="list-style-type: none"> • Methods. 	IS	<ul style="list-style-type: none"> • Tutor presentation: Outline a range of promotional activities (e.g. paid-for advertising, sales promotional offers, public relations activity, personal selling, sponsorship, celebrity endorsements, product placements in TV and cinema, use of new media, digital marketing and guerrilla marketing). • Individual activity: Learners to research examples of each type of promotional activity, using the articles on the different methods and compile a table showing the advantages and disadvantages of each type. 	<ul style="list-style-type: none"> • Personal selling: https://pioneercomms.co.uk/case-studies/elliott-lee/ • ABTA: Paid advertising: https://www.click.co.uk/case-study/abta2/ • Starbucks: Promotional offers: https://towardsdatascience.com/a-starbucks-case-study-optimizing-customer-to-promotion-match-e189f7f86db3 • Doctors Without Borders (MSF): PR: https://www.prezly.com/case-studies/msf-sa • Uniqlo: Partnerships: https://www.prophet.com/2015/07/241-the-uniqlo-and-moma-a-partnership-that-wins/ • Kitkat: Guerrilla marketing: https://www.valens-research.com/dynamic-marketing-communicate/have-a-break-how-kit-kats-creative-marketing-keeps-their-slogan-fresh-gorillas-of-guerrilla-marketing/



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				<ul style="list-style-type: none"> Celebrity endorsements: https://zoovu.com/blog/impact-of-celebrity-endorsement-on-consumer-buying-behavior/ Product placements: https://www.marketingweek.com/big-brand-case-studies-set-to-fire-up-product-placement-market/
47–50	<ul style="list-style-type: none"> Push and pull marketing. Multichannel marketing. Factors to consider when developing a marketing channel. 	IS	<ul style="list-style-type: none"> Tutor-led discussion: Discuss the difference between push and pull marketing. Paired activity: Learners to research and come up with examples of both push and pull marketing. Paired activity: Learners to research Burger King’s Whopper Detour advertising campaign using multichannel marketing. They are to create a poster on what made this so successful. Paired activity: Learners to consider the case study on Wilmington Healthcare. They are to answer questions on what factors Wilmington had to consider when developing its multichannel approach. 	<ul style="list-style-type: none"> Internet for research Burger King Whopper Detour: https://www.marketingdive.com/news/burger-king-whopper-detour-mobile-marketer-awards/566224/ Wilmington Healthcare: https://wilmingtonhealthcare.com/casestudy/how-our-mul-channel-marketing-campaign-increased-prescribing-by-12-percent/
51–52	<p>D5: People</p> <ul style="list-style-type: none"> Employees. 	IS	<ul style="list-style-type: none"> Individual activity: Learners to reflect on their own experiences of employees in the experiences they have had in retail. What 	<ul style="list-style-type: none"> Asda: https://www.cipd.co.uk/Images/case-study-asda_tcm18-19985.pdf



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			<p>is the importance of employees to a business's brand and marketing?</p> <ul style="list-style-type: none"> • Paired activity: Learners to review the Asda case study and consider the importance of people to Asda's success. Feedback to the rest of the class. • Individual activity: Learners to create a how-to guide for a selected business on ways to ensure its employees support its brand image. 	
53-54	<p>D6: Process</p> <ul style="list-style-type: none"> • Handling orders. • Delivery. • Customer service. 	IS	<ul style="list-style-type: none"> • Discussion activity: Learners to review their own experiences of when they have: <ul style="list-style-type: none"> ○ had difficulty to place order items online ○ had difficulty placing orders due to poor website/app design ○ had poor service from a business when handling their order ○ had poor service from a business with delivering their order ○ experienced poor customer service. • Paired activity: Learners to read the case study on Vodafone and its virtual agent, TOBi. Learners to create and deliver a presentation on why Vodafone used a 	<ul style="list-style-type: none"> • Vodafone: https://www.vodafone.co.uk/business/insights/articles/tobi-not-tobi-ai-transforming-customer-experience



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			virtual agent to help improve customer service.	
55–56	<p>D7: Physical evidence</p> <ul style="list-style-type: none"> Physical evidence related to the product. Physical presentation of the environment. 	IS	<ul style="list-style-type: none"> Discussion activity: Learners to review their own experiences of when they have: <ul style="list-style-type: none"> had experience of luxury brands – how does the marketing differ for these compared with lower-priced items? noticed logos that represent a higher quality compared with others? Paired activity: Learners to read the case study on Rolex and its use of physical evidence. Learners to create and deliver a presentation on how Rolex uses physical evidence to increase the image of quality to its customers. 	<ul style="list-style-type: none"> Rolex: https://www.consuunt.com/7p-marketing-mix/
57–58	<p>D8: Benefits of a coordinated and synergised marketing mix</p> <p>D9: The marketing mix in different B2C and B2B contexts</p>	IS	<ul style="list-style-type: none"> Tutor-led discussion: Recap the extended marketing mix. Paired activity: Learners to research the key factors influencing an integrated marketing mix. Individual activity: Learners to research the extended marketing mix and apply the concepts to two contrasting products and one service. For example, they could consider a brand or a product such as a 	<ul style="list-style-type: none"> Lego: https://blog.contactpigeon.com/lego-marketing-strategy/ B2B: https://uplandsoftware.com/kapost/resources/blog/integrated-marketing-strategy-examples/ Internet for research



Lesson on	Topic	Lesson type	Suggested activities	Classroom resources
			<p>MacBook®. Learners should explain how the selection of an appropriate marketing mix can help products be successful. They should consider the product, price, place and promotional methods used to sell the product, but should also include elements of the extended marketing mix, such as:</p> <ul style="list-style-type: none"> ○ trained professionals employed at the point of sale (people) ○ the systems that are in place to sell and deliver the product, or to train customers how to use the product (processes) <p>the layout and ambience of the stores/website (physical environment) Lego could be used to support this along with B2B case studies.</p> <ul style="list-style-type: none"> ● Presentation: Learners to verbally present their ideas to the rest of the class and answer questions about what they have researched. 	
59–60	<ul style="list-style-type: none"> ● Practice assessment activity and revision session. 	AW	<ul style="list-style-type: none"> ● Individual activity: Give learners a product and get them to develop a marketing campaign for it. This will include: <ul style="list-style-type: none"> ○ an appropriate message 	<ul style="list-style-type: none"> ● Internet for research ● Quiz ● Mock assessment and mark scheme



Lesson on	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> ○ a suitable marketing mix ○ a selection of appropriate media ○ an established budget and timeline for the campaign ○ a discussion of how the success of the campaign could be evaluated. ● Knowledge quiz: Learners to complete a self-marked knowledge check on Learning aim C, with verbal feedback from the tutor. ● Independent activity: Learners to complete a personal target-setting activity based on quiz feedback. ● Learner-led revision sessions: Recap all topics. ● Mock assessment: Give learners the Sample Assessment Materials (SAMs) to be sat under controlled conditions. ● Tutor feedback: Using the sample mark scheme, give learner feedback. ● Individual activity: Learners to produce an individual revision/research plan. ● Individual activity: Learners to complete revision and research for assessment. 	