Unit title	Unit 5: Branding Products and Services
Guided learning hours	60
Number of lessons	30
Duration of lessons	2 hours

Links to other units
Unit 1: Careers in Marketing
Unit 2: Marketing Principles
Unit 3: Customer Communications
Unit 4: Applying Digital Marketing
Unit 6: Generating Customer Loyalty
Unit 8: Customer Immersion Experiences
Unit 9: Activating a Brand
Unit 10: Work Experience in Marketing
Unit 11: Influencer 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: Investigate the role of branding in a selected organisation				

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
1	**A1 Principles of branding** • Branding products and services. • Branding.	IS	• **Tutor presentation:** Introduce learners to the unit and discuss the learning outcomes and the mode of assessment. • **Class discussion:** Learners to discuss the concept of branding. You can use Q&A to ascertain learners' current knowledge of the basic notion of branding. • **Individual activity:** Learners to write down their own definition of branding. They should then write their definition on a sticky note and place it in a prominent position in the classroom. You will lead a discussion based on learners' answers, and reinforce learning with definitions from research.	• Tutor presentation and notes • PCs or laptops with internet connection • Presentation slides

2	• Branding.
	• Brand.
		IS	• **Tutor-led presentation:** Lead a presentation that discusses the difference between branding and a brand as a concept. Ensure learners understand the following differences:
			  o branding: the elements that define the image, ethos and tone of an organisation and its products or services
			  o brand: a characteristic name, symbol or shape that distinguishes a product or service from that of another supplier.
			• **Group activity**: Conduct a brand logo quiz with learners. Split learners into teams and give them a sheet that displays several different brand logos. Each team must correctly identify as many logos as possible. Tally up the scores and announce the winners.
			• **Group discussion:** Lead a group discussion following on from the brand log quiz. Encourage learners to consider why they managed to identify some logos and why they may not have identified others. Typical discussion questions could be:
			  o How did the symbol or shape of the logo influence your decision
				• Tutor presentation and notes
				• PCs or laptops with internet connection
				• Presentation slides
				• Logo quiz example: https://anilsoni85.blogspot.com/2012/10/logo-quiz-solution-level-1.html - logo quiz example

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			when identifying the brand?	
			o What characteristics of the logo allowed you to easily identify the brand?	
			o Why where some brands more easily identifiable than others?	
3	• Types of brand. • Brand portfolio.	IS	• **Tutor-led presentation:** Present different types of brand to learners, providing examples of different types of brand to consolidate learning. Examples of types of brand include: o organisation name such as manufacturers and retailers. Show supermarket logos as examples of organisations that use their name as the main characteristic within their logo – Morrison's, Tesco, ASDA etc. o product and product ranges –instruct learners to explore the Cadbury gift website. Learners should identify the breadth of products Cadbury has within its portfolio that carries the iconic purple Cadbury logo. o brand as a person –instruct learners to conduct research into the following: 1. Celebrity status as a brand – learners to explore examples of celebrities who have used their fame and status and turned it into a brand. Famous examples include Katie Price, David and Victoria Beckham, and Paris Hilton. The article titled '10 most successful celebrity brands' is a good starting point for learner research. 2. Entrepreneurs as a brand – learner to explore famous entrepreneurs such as Sir Alan Sugar, Deborah Medan and Peter Jones. Learners explore how their entrepreneurial status has enabled them to transition into television work	• Tutor presentation and notes • PCs or laptops with internet connection • Presentation slides • Cadbury gift website: www.cadburygiftsdirect.co.uk • Article: '10 most successful celebrity brands': www.therichest.com/business/top-10-most-successful-celebrity-brands • Mars Incorporated website:

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			such as *Dragons' Den* and *The Apprentice*. • **Individual research:** Instruct learners to explore the Mars Incorporated website and ask them to investigate the 'Made by Mars' section and identify the vast brand portfolio that the organisation manages. Encourage learners to consider the advantages and disadvantages of Mars having such a large brand portfolio.	www.mars.com/ made-by-mars

4	• Use of branding.
	• Target audiences for brands.
		IS	• **Tutor-led presentation:** Lead a presentation on the use of branding. You should cover the following points and provide supporting examples:
			
			   o New brands – instruct learners to read the newspaper article titled 'Boots launch 5 new make-up brands'. Encourage them to discuss the reasons why businesses such as Boots decide to introduce new brands to its portfolio.
			
			   o Brand extension – instruct learners to explore the Dyson website and investigate how Dyson has expanded its brand by starting to sell lighting such as desk lamps as well as vacuum cleaners.
			
			   o Sub brands – instruct learners to read the blog post titled 'Sub brands and building a brand'. Encourage them to discuss how Coca-Cola has used a sub brand strategy to create a family of Coca-Cola products to meet the needs of different target audiences.
			
			   o Product extension – instruct learners to read the blog post titled 'Stretching success: Do you need a brand extension strategy'. Discuss with learners the different product extension strategies displayed within the blog post, including brands such as Cadbury, Colgate and Head & Shoulders.
				• Tutor presentation and notes
				• PCs or laptops with internet connection
				• Presentation slides
				• Dyson lighting website: www.dyson.co.uk /lighting
				• Article: 'Boots launch 5 new make-up brands': www.thesun.co.u k/fabulous/88069 67/boots-launch- five-make-up- brands-revamp/
				• Blog: 'Sub-brands

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			• **Class discussion:** Discuss the importance of target audiences in the use of branding. Recap the various case study scenarios researched previously and explain why organisations will use strategies such sub brands, product extension, brand extension and new brands as a way of targeting different audiences. Discussion points include: o explain how Cadbury uses product extension to target different audiences o explain how Colgate uses product extension to target different audiences o explain how Boots uses new product launches to attract different target audiences o explain how Coca-Cola has used sub brand strategy to meet target audience needs.	and building a brand': www.howtobuild abrand.org/bran ding/sub-brands-building-brand • Blog: 'Stretching success: Do you need a brand extension strategy': www.fabrikbrand s.com/brand-extension-strategy
5	• Consumer feelings about and connections with a brand.	IS	• **Individual activity:** Learners to explore the blog post titled 'Successful brand awareness case studies'. They should select one case study and conduct further research into how the business improved their brand awareness and recognition. Learners will then feedback their findings in a group. discussion. • **Individual activity:** Learners to research the meaning of brand perception. They should write down their definition in preparation for a group discussion. • **Group activity:** Learners to read the blog post *titled* '7 types of brand perception'. They should discuss the different types of brand perception such as quality, value, visual, senses, personality and reputation and legacy, and produce a poster in preparation for a group presentation.	• Tutor presentation and notes • PCs or laptops with internet connection • Blog: 'Successful brand awareness case studies': www.blog.tabool a.com/phenome nally-successful-brand-awareness-case-

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			• **Video clip:** Learners to watch video titled 'Building Brand Loyalty'. Encourage them to take notes in preparation for a class discussion.
			• **Class discussion:** Discuss with learners how Amazon has created brand loyalty through its Amazon Prime programme. Possible discussion points include:
			   o what are the benefits of Amazon Prime?
			   o how does it generate customer loyalty?
				studies/
				• Blog: '7 types of brand perception': www.simplicable.com/new/brand-perception - 7 types of brand
				• Video: 'Building Brand Loyalty': https://www.youtube.com/watch?v=KqFYEYtM3Fg

6	• Customer loyalty ladder.	IS	• **Tutor-led presentation:** Present the customer loyalty ladder to learners, providing a visual reference of the customer loyalty ladder and examples throughout of each of the following stages:
			   o suspects to prospects
			   o prospects to customers
			   o customers to clients
			   o clients to advocates.
			• **Group activity:** Learners to read the article titled 'The customer loyalty ladder'. Ask them to produce a mind map of how Tesco uses the customer loyalty ladder, providing examples from the case study article. Consolidate their learning through Q&A discussion.
				• Tutor presentation and notes
				• PCs or laptops with internet connection
				• Article: 'The customer loyalty ladder': www.marketingteacher.com/the-loyalty-ladder/

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7	**A2 Brand as an asset** • Value of a brand. • Brand equity. • Customer equity.	IS	• **Tutor led presentation**: Lead a discussion on brand as an asset, including the following: o value of a brand o brand equity o customer equity. • **Class discussion**: Lead a class discussion about the difference between brand value and brand equity. Provide learners with the blog post handout titled 'Equity vs brand value'. learners should then read the blog post and highlight any main points in preparation for the class discussion. • **Individual activity:** Learners to research the concept of customer equity and find a definition. You will then discuss the meaning of customer equity with the class using examples to contextualise learning. You could draw on examples such as McDonald's and Coca-Cola and how they target customers from an early age, thus creating lifetime value.	• Tutor presentation and notes • PCs or laptops with internet connection • Blog: 'Equity vs brand value': www.prophet.com/2016/09/brand-equity-vs-brand-value/
8	• Protecting the brand: legal issues – trademark registration, copyright, patent registration/ intellectual property (IP).	IS	• **Tutor-led presentation:** Introduce the topics of trademark registration, copyright, patent registration and intellectual property. You should provide a brief overview of the meaning of the terms in preparation for further classroom activities. • **Individual activity:** Learners to read the blog post titled '5 classic examples of trademarks'. Ask them to create a leaflet that informs business owners about the different trademark classifications You will then reinforce their learning through a Q&A discussion. • **Group activity:** Learners to read the newspaper article titled 'After two decades, Cadbury finally cedes its purple trademark'. Learners will then create a factsheet summarising the main points from the	• Tutor presentation and notes • PCs or laptops with internet connection • Blog: '5 classic examples of trademarks': https://www.legalteamusa.net/five-

Lesson	Topic	Lesson type	Suggested activities	Classroom resources

			article. You will then lead a Q&A discussion based on learners' findings.
			
			• **Class discussion:** Learners to read the article titled 'Billion-dollar Lego patent'. Learners to discuss reasons why Lego is still such an iconic brand even after its patent expired. Possible discussion topics include:
			
			   o Lego's partnership strategy to stay competitive (pairing up with brands such as Star Wars, Harry Potter and Minecraft)
			   o iconic trademark
			   o perceived quality.
				classic-examples-of-trademark/
				
				• Article: 'After two decades, Cadbury finally cedes its purple trademark': www.thedrum.com/news/2019/02/05/after-two-decades-cadbury-finally-cedes-its-purple-trademark
				
				• Article: 'Billion-dollar Lego patent': https://beemlaw.com/billion-dollar-lego-patent/

9	**A3 Benefits and limitations of branding** • Benefits of strong branding. • Limitations of branding.	IS	• **Paired activity:** Learners to discuss in pairs the potential benefits of having a strong brand and the limitations of branding. They will record their findings in a table in preparation for a class discussion. • **Individual activity:** Learners to create a factsheet that explains the benefits of having a strong brand. They can start their research by reading the blog post titled '5 Major Benefits of a Strong Brand'. • **Video clip:** Learners to watch the video clip titled 'What Are the	• Tutor presentation and notes • PsC or laptops with internet connection • Blog: '5 Major Benefits of a

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			Advantages of Branding?' Encourage them to make notes in preparation for a class discussion.
			
			• **Class discussion:** Discuss with learners a range of limitations of branding. Possible points include:
			   o the time it takes to develop a strong brand
			   o the cost involved in branding
			   o loss of brand value
			   o threat of copycat products.
			
			• **Group activity:** Learners to research the increasing number of counterfeit products in the marketplace. Provide them with an established brand that is notorious for being targeted by counterfeit products, such as:
			   o Gucci
			   o Nike
			   o Burberry
			   o Apple.
			The article titled 'Gucci, Burberry, Nike and Apple among counterfeit goods seized before Christmas' is a good starting point for learners' research.
			
			Learners will then present their presentations in front of the class and you will consolidate learning with a Q&A discussion. You could also use this group activity as an opportunity for peer assessment.
				Strong Brand': https://mill.agency/creative/5-major-benefits-strong-brand/
				
				• Video: 'What Are the Advantages of Branding?': https://www.youtube.com/watch?v=XxG3dIpc2o8
				
				• Article: 'Gucci, Burberry, Nike and Apple among counterfeit goods seized before Christmas': https://news.sky.com/story/gucci-burberry-nike-and-apple-among-counterfeit-goods-seized-before-christmas-11893021

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
10	**Formative assessment opportunity**	**AW**	• Opportunity for tutor to implement formative assessment opportunities in preparation for the summative assignment.	• PCs or laptops with internet connection for research • Formative assignment resources
11	**Formative assessment feedback**	**AW**	• Tutor to provide formative feedback to learners in preparation for summative assignment.	• Tutor feedback • PCs or laptops with internet connection for research
12	**Summative Assignment 1**	**AW**	**Assignment writing:** Learners work independently on their summative assignments.	• PCs or laptops with internet connection for research • Summative assignment brief
Learning aim B: Review how branding is used by a selected organisation				
13	**B1 Branding as part of organisation strategy** • Brand strategy.	**IS**	• **Tutor-led discussion:** Introduce learners to the concept of brand strategy. Identify what their perception of brand strategy is and why having a brand strategy is important. Possible discussion points include: o defining the term 'brand strategy' – a long-term plan for the development of a successful brand to achieve specific goal o how brand strategy must align with organisational aims and	• Tutor presentation and notes • PCs or laptops with internet connection

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			objectives o how branding supports the overall marketing strategy of an organisation. • **Group activity:** Learners to produce a factsheet titled 'Building a brand strategy'. They will need to research the concept of brand strategy and identify the main elements of creating a successful brand strategy. They should investigate the following points: o creating the right message and tone o targeting the correct audience o setting clear SMART objectives.	

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14	**B2 Brand design** • Brand values. • Brand personality and voice. • Brand identity.	IS	• **Tutor-led discussion:** Introduce the topic of brand identity and encourage learners to discuss the different elements that make up a brand's identity. Possible elements include: o colours o shapes o fonts o image choices o voice. Learners should discuss how these elements create building blocks for brands and showcase how brands will utilise different elements to their advantage. The blog post titled 'Beautiful brand identity examples to inspire you' provides a good example of how McDonald's brings together different brand elements to create its brand identity. • **Video clip:** instruct learners to watch the video clip titled 'How to Define Your Core Brand Values'. Encourage learners to take notes in preparation for a class discussion on the concept of brand vales. • **Individual activity:** Learners to list as many brand values as they can think of. Start the activity by providing an example such as quality or innovation. Learners can record their list in a table in preparation for a class discussion. A useful resource for this activity is the blog post from HubSpot titled '18 Core Company Values That Will Shape Your Culture & Inspire Your Employees'. • **Group activity:** Provide each group with a leading brand	• Tutor presentation and notes • PCs or laptops with internet connection • Video: How to Define Your Core Brand Values: www.youtube.com/watch?v=w090Le_DLWo • Blog: 'Beautiful brand identity examples to inspire you': https://99designs.co.uk/blog/creative-inspiration/brand-identity-examples/ • Blog: '18 Core Company Values That Will Shape Your Culture & Inspire Your Employees': https://blog.hubspot.com/marketing/company-values

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			personality such as:
			
			     o Amazon: reliable and trustworthy
			
			     o Apple sophisticated and trendy
			
			     o Land Rover: rugged and dependable
			
			     o Tesla: innovative and progressive
			
			     o Microsoft: no-nonsense and reliable.
			
			 Learners to research their selected brand and explain how they have established a successful personality and voice within the market.
			
			 • **Group presentation:** Learners to prepare a five-minute presentation based on their research findings into brand personality. Encourage them to plan and prepare for their class presentations using cue cards and research notes.	

15	• Using packaging to communicate a brand.	IS	• **Video clip:** Learners to watch the video titled 'Smart Packaging'. Encourage them to take notes in preparation for a class discussion. • **Group activity:** Ask learners to produce a mind map that identifies their thoughts and opinions on the role packaging plays within brand communication. You should contextualise learning using examples to support their answers. • **Individual research:** Learners to read the case study titled 'Cadbury | Spreading the love with smart packaging'. Encourage learners to consider how Cadbury has used smart packaging concepts such as QR code scanning to connect with consumers and communicate its brand. Learners should make notes in preparation for a class discussion.	• PCs or laptops with internet connection • Video: 'Smart Packaging': https://www.youtube.com/watch?v=cTWVUdYGOOo • Case Study: 'Cadbury | Spreading the love with smart packaging': https://www.amcor.com/insights/case-studies/cadbury-spreading-the-love-with-smart-packaging

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16	• Touchpoints.	IS	• **Tutor led presentation**: Introduce the concept of brand touchpoints. Provide a basic definition and encourage learners to think about the different places where consumers can encounter brands (from specification). • **Paired activity:** Learners to list possible places that consumers can encounter brands. You can provide an example such as TV advertisement as a starting point. Learners should record their answers in a table in preparation for a class discussion. • **Individual research activity:** Learners to write a short essay that explains the different ways businesses communicate using brand touchpoints. They can use the blog post titled '15 Brand Touchpoints Your Creative Business Should be Hitting' as starting point for their research.	• Tutor presentation and notes • PCs or laptops with internet connection • Blog: '15 Brand Touchpoints Your Creative Business Should be Hitting': https://www.jordanprindledesigns.com/blog/15-brand-touchpoints

17–18	**B3 Factors influencing branding activities**
	
	• Internal influences.
	• External influences.
		IS	• **Paired activity:** Learners to discuss with their partner the types of internal and external reasons that could affect branding decisions. They should record their answers in a list in preparation for a group discussion.
			
			• **Tutor-led discussion:** Explain the different internal factors that influence a business's branding activities (from specification). Encourage learners to consider some of the following points:
			
			  o how the size of the organisation influences its branding activities
			  o how the type of product the organisation sells influences its branding
			  o budget for branding activities
			  o the stage of the organisation – start-up, growth decline
			  o geographical location.
				• Tutor presentation and notes
				• PCs or laptops with internet connection
				• Coca-Cola branding website: www.coca-colacompany.com/brands
				• Video: 'Rang-tan: the story of dirty palm oil': https://www.greenpeace.org/aotearoa/act/tell-big-companies-to-drop-dirty-palm-oil/
				• Article: 'British companies

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			• **Individual activity:** Provide learners with two branding case study examples, one from a large organisation such as Coca-Cola and another from a small local business. Ask learners to consider how the difference in size and budget impacts branding activity. Learners can explore the branding section on the Coca-Cola website for additional information.
			
			 • **Tutor-led discussion:** Explain the different external factors that influence a business's branding activities (from specification). Encourage learners to consider some of the following points:
			    o how competition from other organisations influences branding activity
			    o political climate and influence on a brand
			    o social pressure and evolving consumer views and perceptions related to a product or service
			    o advances in technology and the influence on a brand.
			
			 • **Video clip:** Learners to watch the video (from the Greenpeace website) titled '*Rang-tan: the story of dirty palm oil'.* Ask them to make a list of all the possible products and/or brands that they think may contain palm oil. You will then consolidate learning by providing a list of brands that use palm oil in their products.
			
			 • **Group activity:** Carrying on from the Greenpeace video clip, provide each group with a brand that has committed to reducing/removing palm oil from its supply chain. Ask learners to investigate how the brand is going to meet its target and the impact this decision could have on the organisation's brand. Learners will present their research findings in a presentation to the rest of the group.
			
			 Examples of businesses with palm oil sustainability strategies:
				have led the way in palm oil sustainability': https://www.wwf.org.uk/updates/british-companies-have-led-way-palm-oil-sustainablity

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			o Tesco o Marks & Spencer o Waitrose o Morrison's. The article from WWF website titled 'British companies have led the way in palm oil sustainability' also provides good background information in preparation for this activity.	
Learning aim C: Recommend improvements to a brand for an existing product or service				
19–20	**C1 Challenges of managing brands** • Brand management. • Maintaining branding relationship with customers throughout the product or service lifecycle.	IS	• **Individual activity:** Learners to define the term 'brand perception'. They should write down their definition in preparation for a Q&A discussion. • **Individual research activity:** Learners to read the newspaper article titled 'Coca-Cola, Pepsi and Nestlé named top plastic polluters for third year in a row'. Ask learners to consider the consequences of the negative brand perceptions associated with Coca-Cola, Pepsi and Nestlé due to their plastic pollution figures. Learners will write down their notes in preparation for a class discussion. • **Paired activity:** Direct learners to the Coca-Cola website. Ask them to research and record the actions Coca-Cola to which has committed to reduce its plastic waste. Encourage learners to consider the impact this strategy could have on the brand perceptions of Coca-Cola**.** • **Tutor-led discussion:** Discuss the importance of maintaining brand relationships. Encourage learners to consider the following points: o how maintaining brand relationships can improve customer	● Tutor presentation and notes ● PCs or laptops with internet connection ● Article: 'Coca-Cola, Pepsi and Nestlé named top plastic polluters for third year in a row': https://www.theguardian.com/environment/2020/dec/07/coca-cola-pepsi-and-nestle-named-top-plastic-polluters-for-third-year-in-a-row ● Coca-Cola Website: www.coca-colacompany.com/news/coca-cola-reduces-use-of-plastic

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			loyalty ○ the financial benefits of maintaining customer relationships. • **Individual activity:** Learners to read the article titled '*McDonald's sees brand perception boost as customer experience focus pays off*'. Ask them to consider how McDonald's brand perception has improved because of its focus on maintaining customer relationships. Learners will record their notes in preparation for a class discussion.	● Article: 'McDonald's sees brand perception boost as customer experience focus pays off': https://www.marketingweek.com/mcdonalds-brand-perception-sales/

21	**C2 Improving a brand**
	
	• Brand audit.
		IS	• **Tutor-led presentation:** Introduce the topic of brand auditing, explaining the different approaches to brand auditing and the reasons why businesses conduct brand audits.
			• **Individual activity:** Learners to read the article titled 'How do to a brand audit'. Instruct them to create a factsheet that explains the different elements within a brand audit. Ensure learners cover the following:
			   ○ identification of the strengths and weaknesses of the brand
			   ○ measuring the customer perception of a brand
			   ○ comparison with competitors' brand for similar products or services.
			• **Video case study**: Learners to watch the video case study titled 'Brand Audit Example Presentation – Nike'. Encourage them to take notes on the different elements of the brand audit and how this has been applied to Nike. You will then lead a Q&A discussion based on the video case study.
				● Tutor presentation and notes
				● PCs or laptops with internet connection
				● Article: 'How do to a brand audit': https://www.score.org/resource/how-do-brand-audit
				● Video: 'Brand Audit Example Presentation – Nike': https://www.youtube.com/watch?v=Pxah_Zq_G4g

22–23	• Changing the perceptions of a brand.	IS	• **Individual activity:** Learners to research and write down a definition of the following branding strategies:	● Tutor presentation and notes ● PCs or laptops with

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			- re-branding - brand refreshing - brand relaunching. You will then reinforce learning with a Q&A discussion. • **Group activity:** Learners to read the blog post titled 'Refresh or Rebrand: What's the Difference?'. Ask them to produce a table that identifies the differences between rebranding and refreshing a brand. Direct learners to read the case study examples within the blog such as Mastercard, Starbucks and Dignity Health, and discuss how effective the rebranding and refreshing strategies have been. You will then consolidate learning with a Q&A discussion. • **Class discussion:** Learners to read the article titled 'What to Learn from Tropicana's Packaging Redesign Failure?'. Ask them to discuss the reasons why the rebranding strategy failed and what impact this had on brand success. Discussion topics include: - the difference between the old and new packaging - changes in the logo and how this was perceived by customers - understanding consumer reaction to brand change - the role packaging plays within the purchasing decision. More able learners will be able to justify why Tropicana's rebranding decision was a failure and make a judgement on the impact this caused for the brand.	internet connection • Blog: Refresh or Rebrand: What's the Difference?: https://www.ignytebrands.com/refresh-or-rebrand/ • Article: 'What to Learn from Tropicana's Packaging Redesign Failure?': https://www.thebrandingjournal.com/2015/05/what-to-learn-from-tropicanas-packaging-redesign-failure/

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
24–25	• Reasons for changing a brand. • Changes in branding and promotion to reflect social trends.	IS	• **Paired activity:** Learners to consider the different reasons why a business may wish to change its brand. Learners should record their answers in a table in preparation for a class discussion. Encourage them to consider the following reasons: o change in organisation focus o changes in the market trends o changes in customer behaviour, values and needs o competitors branding strategies o technological and digital impact. • **Group activity:** Learners to read the article titled 'Mars rebrands Uncle Ben's after criticisms over racial stereotyping'. Ask them to discuss and record the reasons why Mars decided to rebrand its Uncle Ben's product range. Encourage learners to consider the impact a rebranding decision such as this can have on the overall success of a brand. • **Case study:** Learners to read the case study titled 'Rebranding Done Right: How Burberry Told A New Brand Story'. Ask them to write an essay about Burberry's rebranding journey. Ensure they cover the following: o reasons why Burberry decided to rebrand o what Burberry decided to change o the impact the rebranding decision had on the success of the business. • **Individual activity:** Learners to research the term 'viral marketing'. Ask them to write down a definition in preparation for a Q&A discussion. • **Group activity:** Learners to read the article titled 'Top 3 Viral	• Tutor presentation and notes • PCs or laptops with internet connection • Article: 'Mars rebrands Uncle Ben's after criticisms over racial stereotyping': https://www.marketingweek.com/mars-rebrands-uncle-bens-racial-stereotyping/ • Case study: Rebranding Done Right: How Burberry Told A New Brand Story': https://www.echostories.com/rebranding-burberry-case-study/ • Article: 'Top 3 Viral Marketing Campaigns to Take Inspiration From': https://www.semrush.com/blog/viral-marketing-campaign-inspiration/ • Blog: 11 Emotional Advertising Examples Most Used by Brands: https://blog.creatopy.co

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			Marketing Campaigns to Take Inspiration From'. Instruct them to read the mini case study examples and discuss in their groups the reasons the campaigns gained success. You will then consolidate learning with Q&A discussion. • **Tutor-led presentation:** Introduce learners to the concept of emotional branding. Discuss the reasons why businesses will use emotional branding as part of their branding strategy. Showcase different examples of brands and how they have successfully used emotional branding. A good resource with a range of examples is the blog post titled '11 Emotional Advertising Examples Most Used by Brands'.	m/emotional-advertising-examples/
26	**Formative assessment opportunity**	**AW**	• Opportunity for tutor to implement formative assessment opportunities in preparation for the summative assignment.	• PCs or laptops with internet connection for research • Formative assignment resources
27	**Formative assessment feedback**	**AW**	• Tutor to provide formative feedback to learners in preparation for summative assignment.	• Tutor feedback • PCs or laptops with internet connection for research
28–30	**Summative Assignment 1**	**AW**	• Assignment writing: Learners work independently on their summative assignments.	• PCs or laptops with internet connection for research • Summative assignment brief