

Pearson BTEC Uzbekistan Level 3 Qualifications in

# Hospitality

Unit 3: Promotion in Hospitality

Teacher Resources

Issue 1



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# Introduction

This resource booklet is a companion to the BTEC Uzbekistan Level 3 Qualifications in Hospitality specification. The specification tells you what must be taught and what must be assessed. This resource booklet gives you suggestions and ideas as to how you can do this.

This booklet gives you ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery and of managing independent learning, and how to approach assessments. The booklet also shows you how the specification content might work in practice and inspires you to start thinking about different ways of delivering your qualification.

This resource booklet gives you:

- guidance on how to deliver the unit
- recommended resources to support the delivery of the unit
- a scheme of work that show the topics, activities and assessments covered in the unit
- lesson plans with detailed guidance on how to deliver the lessons in the unit.

The information in this resource booklet has been put together by teachers who have been close to the development of the qualification and so understand the challenges of finding new and engaging ways to deliver BTEC qualifications.

The delivery guidance in this booklet gives you information on what you need to consider as you plan the delivery of the unit. This includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find tips and ideas on how to plan for and deliver your assignments.

We have included a list of carefully selected resources for the unit. This resource list offers suggestions for books, websites and videos that you can direct your learners to use and/or that you can use to complement delivery.



# Unit 3: Promotion in Hospitality

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## Delivery guidance

### Approaching the unit

The purpose of this unit is to help your learners to investigate the role that promotion plays in a hospitality business' success. You should focus on ensuring that your learners develop a sound understanding of marketing and promotional concepts, and how a promotional campaign is developed. Learners will need to be able to interpret and use data collected from market research to suggest an appropriate promotional campaign for a business and justify why the campaign will suit the needs of the business.

Consumers are bombarded with marketing messages on a daily basis. Your learners should be exposed to a wide range of examples of successful and less successful promotions. In this way, they will learn what works and will be able to use successful examples as inspiration when they come to develop their own plan for a promotional activity.

You can use a range of delivery methods in this unit, such as:

- discussions, for example class- and small-group discussions on the principles and purposes of marketing
- individual or group presentations, for example covering how to use information to develop promotions for hospitality
- case studies illustrating promotional campaigns for both well-known and lesser-known businesses.

Group work is an acceptable form of delivery, but you must ensure that each learner produces sufficient evidence on their own for assessment.

Learners should have access to:

- guest speakers
- work experience providers
- business materials as exemplars
- opportunities to visit employers and businesses
- the internet
- the unit content
- the assignment brief and workbook.

### Getting started

This gives you a starting place for one way of delivering the unit. It is based on the recommended assessment approach given in the specification.

#### Unit 3: Promotion in Hospitality

##### Introduction

This unit is about the importance and use of promotional activities in hospitality within the wider travel and tourism industry. In this unit, learners will investigate marketing, promotions and the marketing mix. Your learners will investigate and carry out market research and explore the different types of promotional activities used by hospitality businesses. Learners will apply their knowledge in order to create their own promotional activity for a product or service in hospitality and evaluate the potential success of their activity.

##### Learning aim A: Investigate marketing and promotional activities in hospitality businesses

- You could begin by having a group discussion on the different methods used to market products and services. Ask the group to consider whether they think these methods are likely to remain the same in the near future.
- Learners could work in small groups to produce a definition of marketing, and then work as a whole group to combine and refine the definition until they arrive at an agreed definition. A simple matching activity or quiz could look at how marketing links to wider corporate objectives.
- Develop learners' critical thinking skills by dividing the group into pairs and asking each pair to identify the different characteristics and target market segments for a range of markets, for example hotels, restaurants.
- Ask your learners to identify a range of hospitality businesses. Then ask them to discuss what they think are the organisational objectives of each business. Ask them to identify what each business does to meet those objectives. Get them to work in small groups to identify how marketing might help a business to meet their objectives.
- A guest speaker could talk about the importance of marketing and how they have used it to develop their business and meet their objectives.
- Examine the 4Ps with learners and then break into a small-group activity into a small-group activity where they analyse and assign the theory. A class discussion could be used to present the findings. Learners could be guided through the 4P strategies using examples and case studies.

### **Learning aim A: Investigate marketing and promotional activities in hospitality businesses**

- You could begin by having a group discussion on the different promotional methods used to market products and services. An individual decision-making activity could be used on how different businesses use different promotional activities.
- Group activity and presentation could be used to cover indirect promotional activities, with each group taking a different method and then presenting to the class. Feedback from peers and Teacher to add to the presentation.
- Group activity and role play could be used to cover direct promotional activities, with each group taking a different method and then presenting their role play to the class. Feedback from peers and Teacher. Reviewing the advantages and disadvantages of direct marketing through group discussion.
- A group activity could be used, using different businesses to investigate their online marketing and to create a poster that they present back to the class. Each group could then develop one of the methods they presented. Reviewing the advantages and disadvantages of online marketing by group discussion.

### **Learning aim B: Explore how market research is used to promote products and services in hospitality**

- Ask your learners to discuss why organisations carry out market research. Write up the answers and draw up a definitive list. Provide some examples of successful and failed product launches and ask your learners to identify the information that might have been missing from the market research in the products that failed.
- Learners could complete a PEST analysis on a hospitality business and then feed back to the class, discussing their findings. Complete an activity on businesses and work out which companies sell the same products/services.
- A range of case studies could help learners to practise and develop the analytical skills on data validity.
- As a class, discuss how businesses target their market and segment their customers. Break learners into smaller groups to review case studies and ask them to analyse a selection of promotional materials and identify who they think the target market is.
- Use a range of practical and research tasks to develop the skills that learners will need to analyse competitors and map markets.

### **Learning aim B: Explore how market research is used to promote products and services in hospitality**

- You could begin by having a group discussion and a presentation on the different market research methods. Provide the group with descriptions of research methods and ask them to classify them. Feed back to the whole class, working out the correct classification of primary and secondary data.
- Individually or in small groups, learners could investigate a range of different research methods. Break in to pairs for an activity to investigate in more depth the allocated method and create a mini research project. Plan and create a questionnaire to be used and completed.

### **Learning aim C: Develop promotional materials for a hospitality product or service**

- As a class, discuss how businesses target their market and segment their customers. Break learners into smaller groups and ask them to analyse a selection of promotional materials and identify who they think the target market is and create a top 10.
- Gather details on a range of hospitality products and services. Ask learners to select a promotional activity most suitable for at least three other customer groups and discuss why they are effective.
- Gather marketing materials on a hospitality business for example a hotel, restaurant, or coffee shop. Ask your learners to identify the marketing campaign objectives of each business.
- Learners could use promotional materials to gather information on selected hospitality businesses and the products and services they offer. Ask them to research different businesses using the internet and local advertising channels (newspapers, directories, leaflets), noting what materials they use. Discuss as a group how organisations plan promotions.
- Complete a promotional plan in small groups for a selected product or service. Set objectives for the promotion, decide on suitable promotional methods and materials to be used, identify the target group, and decide the schedule and the budget. Feed back to the class and make notes on how to adjust the plan.
- Learners could produce and create two promotional activities for a product or service using the promotional plan. They could then prepare a short presentation of the process to be fed back to the whole class. They could then evaluate another group's promotional activities in relation to the plan and the needs of the business.

**Learning aim C: Develop promotional materials for a hospitality product or service**

- Using both primary and secondary sources, learners could research a range of markets to obtain either internal or external data on a given subject, relating to a hospitality product or service which can then be analysed using a variety of evaluation and decision-making tools. For example, internal sales records could provide data on which to base future forecasts, and external journals or newspapers could provide data on market size or other external factors that might affect future demand for a hospitality product or service.

**Details of links to other BTEC units and qualifications**

- Unit 1: Introduction to Hospitality
- Unit 2: Teamwork in Hospitality

*Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.*



## Scheme of work

<b>Unit</b>	Unit 3: Promotion in Hospitality
<b>Guided Learning Hours</b>	60
<b>Number of lessons</b>	20
<b>Duration of lessons</b>	3 hours
<b>Links to other units</b>	Unit 1: Introduction to Hospitality Unit 2: Teamwork in Hospitality

Key to learning opportunities			
<b>AW</b>	Assignment Writing	<b>RS</b>	Revision Session
<b>GS</b>	Guest Speaker	<b>V</b>	Visit
<b>IS</b>	Independent Study	<b>WE</b>	Work Experience

#	Topic	Lesson type	Suggested activities	Resources
1	Introduction to unit 3 promotion in hospitality A1 Principles of marketing and promotions <ul style="list-style-type: none"> <li>• Definition of marketing and promotion.</li> <li>• Marketing process.</li> <li>• Target market.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> introduction to the unit. Teacher to explain that learners will be finding out how to identify, plan and create marketing/promotional materials for a business. Explain assessment procedure for the unit.</li> <li>• <b>Class discussion:</b> prior knowledge of marketing and promotions, then focusing on hospitality and tourism.</li> <li>• <b>Individual activity:</b> learners to work independently on researching the definitions of marketing and promotion.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit content.</li> <li>• Pens and flip-chart paper.</li> <li>• Teacher presentation.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
	<ul style="list-style-type: none"> <li>The purposes of marketing and promotion.</li> </ul>		<ul style="list-style-type: none"> <li><b>Paired activity:</b> research the purposes of marketing and promotion in hospitality businesses and then collate as a group.</li> <li><b>Teacher-led presentation:</b> marketing process, target market.</li> <li><b>Paired activity:</b> research target market groups for different hospitality businesses and then collate findings as a group.</li> <li><b>Plenary:</b> question and answer to check learning.</li> </ul>	
2	<p>A1 Principles of marketing and promotions</p> <p>Marketing aims and objectives.</p>	<b>GS</b>	<ul style="list-style-type: none"> <li><b>Question and answer:</b> recap of the previous lesson's topic.</li> <li><b>Teacher-led presentation:</b> factors affecting marketing. Organise a guest speaker, such as a marketing manager or a business owner. Brief them on the main topics under consideration.</li> <li><b>Class discussion:</b> prime learners with suggestions of questions that they could ask and encourage them to think of their own questions. Prepare note-taking templates for use by learners to ensure that they are actively listening during the talk.</li> <li><b>Group activity:</b> take notes and ask questions during the talk.</li> <li><b>Individual activity:</b> complete activity about marketing objectives and segmentation.</li> </ul>	<ul style="list-style-type: none"> <li>Pens and flip-chart paper.</li> <li>Teacher presentation.</li> <li>Guest speaker.</li> <li>Note-taking templates.</li> </ul>
3	<p>A2 Marketing mix</p> <ul style="list-style-type: none"> <li>Introduction.</li> </ul>		<ul style="list-style-type: none"> <li><b>Question and answer:</b> recap of the previous lesson's topic.</li> </ul>	<ul style="list-style-type: none"> <li>Pens, flip-chart paper and cards.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
	4Ps: Product and Price.		<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> introduce the topic. Place product into the context of the 4Ps; examine different products with learners. They should prepare cards with details of a product range.</li> <li>• <b>Group activity:</b> assign products and pieces of theory to each group. Learners to analyse an assigned aspect of the product. Participate in a group mind-mapping activity, applying an assigned piece of theory to a specific product range.</li> <li>• <b>Class discussion:</b> groups to present findings to the class. Learners to take notes.</li> <li>• <b>Teacher-led activity:</b> prepare examples of different products that exemplify different pricing strategies, such as peak rate, aeroplane tickets, soft drinks, luxury cars. Discuss examples with class.</li> <li>• <b>Teacher-led presentation:</b> introduce the concept of pricing.</li> <li>• <b>Individual activity:</b> prepare a decision-making exercise. Give learners a range of products and services and ask them to select and justify a pricing strategy for a range of products and services.</li> <li>• <b>Paired activity:</b> learners complete peer assessment of the pricing strategies they completed.</li> <li>• <b>Plenary:</b> class discussion. Learners discuss and make notes on pricing strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher presentation.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
4	<p>A2 Marketing Mix</p> <ul style="list-style-type: none"> <li>• 4Ps Place and Promotion.</li> <li>• Marketing message.</li> <li>• Objectives of marketing mix strategy.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Question and answer:</b> recap of previous lesson's topic.</li> <li>• <b>Teacher-led presentation:</b> Place of the 4Ps, explaining physical location, digital sales, physical and online.</li> <li>• <b>Class discussion:</b> prepare case studies on different distribution channels and their use by a range of companies. Lead discussion of the impact of business size on their choice of channel.</li> <li>• <b>Paired activity:</b> learners should make notes on different types of 'places'. Complete case-study exercises in pairs or small groups, making notes on responses to questions.</li> <li>• <b>Teacher-led presentation:</b> prepare examples of different promotional activities. Discuss the link between the use of activities and promotional budgets.</li> </ul>	<ul style="list-style-type: none"> <li>• Pens and flip-chart paper.</li> <li>• Teacher presentation.</li> <li>• Case studies on distribution channels.</li> </ul>
5	<p>A3 Promotional activities</p> <ul style="list-style-type: none"> <li>• Introduction.</li> <li>• Indirect marketing.</li> <li>• Advantages and disadvantages.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Question and answer:</b> recap of the previous lesson's topic.</li> <li>• <b>Class discussion:</b> prior knowledge and experiences of promotional activities.</li> <li>• <b>Teacher-led presentation:</b> a brief introduction to promotional activities in hospitality tourism.</li> <li>• <b>Individual activity:</b> complete a decision-making exercise on the use of promotional channels of different companies. Prepare justification of responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Pens and flip-chart paper.</li> <li>• Teacher presentation.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Group activity:</b> put learners into groups, with each group covering a different indirect promotional activity and the task is to prepare a presentation on their specified promotional activity with some examples for businesses with which they are familiar.</li> <li>• <b>Group activity:</b> deliver presentations to their class. Give feedback to their peers and ask questions. Teacher to facilitate debriefing and post-presentation queries. Learners to make notes during presentations.</li> <li>• <b>Plenary:</b> a recap of the lesson and a progress review.</li> </ul>	
6	<p>A3 Promotional activities</p> <ul style="list-style-type: none"> <li>• Direct marketing.</li> <li>• Advantages and disadvantages.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Question and answer:</b> recap of previous lesson's topic.</li> <li>• <b>Teacher-led presentation:</b> a brief introduction to direct marketing promotional activities in hospitality tourism.</li> <li>• <b>Group activity:</b> put learners into groups, with each group covering a different direct promotional activity, given the task to prepare a role play on using the specified promotional activity and some examples of businesses with which they are familiar.</li> <li>• <b>Group activity:</b> deliver role play to their class. Give feedback to their peers and ask questions.</li> <li>• <b>Teacher-led activity:</b> facilitate debriefing and post-role-play queries. Learners to make notes during presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• Pens and flip-chart paper.</li> <li>• Teacher presentation.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Group discussion:</b> advantages and disadvantages of direct marketing activities.</li> <li>• <b>Plenary:</b> question and answer.</li> </ul>	
7	<p>A3 Promotional activities</p> <ul style="list-style-type: none"> <li>• Online marketing.</li> <li>• Advantages and disadvantages.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Question and answer:</b> recap of the previous lesson's topic.</li> <li>• <b>Teacher-led presentation:</b> introduction to online marketing, with examples.</li> <li>• <b>Group activity:</b> assign each group a different business. Learners then investigate which online marketing methods would be suitable for the business needs, completing a poster with justifications of the methods chosen.</li> <li>• <b>Class discussion:</b> learners present the posters prepared on their given company to the class. The rest of the class should give feedback to the presenting learners and ask questions on how they came to the conclusions. Learners should make notes during the feedback sessions.</li> <li>• <b>Group activity:</b> each group will then pick one of the methods suggested and expand on how it would be planned and used.</li> <li>• <b>Individual activity:</b> complete activity on factors affecting the choice of online marketing methods for different businesses.</li> <li>• <b>Group activity:</b> learners to work together to make judgements on the advantages and disadvantages of each method.</li> </ul>	<ul style="list-style-type: none"> <li>• Pens and flip-chart paper.</li> <li>• Teacher presentation.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Group discussion:</b> learners to feed back to class and discuss the differences between their assigned businesses.</li> <li>• <b>Plenary class discussion:</b> learners discuss and make notes on session content.</li> </ul>	
8	Learning Aim A assignment	AW	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> recap on what has been learned over the course of the unit.</li> <li>• <b>Teacher-led activity:</b> Teacher to hand out assignment brief and review the brief to ensure understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit content.</li> <li>• Teacher presentation.</li> <li>• Assessment workbook.</li> </ul>
9	B1 Market research <ul style="list-style-type: none"> <li>• Purpose of market research.</li> <li>• External issues that may affect the business.</li> <li>• Investigating the effectiveness of current marketing mix.</li> <li>• Validity of evidence.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> How do businesses identify potential markets and customers?</li> <li>• <b>Group discussion:</b> How do hospitality tourism businesses know who to target in a marketing campaign?</li> <li>• <b>Teacher-led presentation:</b> purpose of market research and the external issues that may affect a business, including PEST analysis.</li> <li>• <b>Paired activity:</b> complete a PEST analysis on a case study and then feed back to the class. Compare results and discuss.</li> <li>• <b>Group activity:</b> give learners logos or images of a number of similar businesses. Identify in each type of provider/location, which competitors are directly selling the same products.</li> </ul>	<ul style="list-style-type: none"> <li>• PEST analysis template.</li> <li>• Pens and flip-chart paper.</li> <li>• Teacher presentation.</li> <li>• Logos or images of brands and similar hospitality businesses.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Question and answer:</b> ask learners ‘what the definition of validity, reliability and currency is? Why are they important?’</li> <li>• <b>Teacher-led activity:</b> create a quiz where learners have to identify if the source shown is reliable or valid or both/neither. Identify in each type of provider/location, which competitors are directly selling the same products.</li> </ul>	
10	B1 Market research <ul style="list-style-type: none"> <li>• Market segmentation.</li> <li>• Target markets.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Question and answer:</b> recap of previous lesson’s topic.</li> <li>• <b>Teacher-led presentation:</b> describing market segmentation, which are groups of customers with different characteristics.</li> <li>• <b>Pair activity:</b> learners use a series of resources to look at customers and market segments.</li> <li>• <b>Group activity:</b> prepare mini case studies, illustrating how different companies have used different forms of market research data. Divide the class into groups and assign a case study. Explain task and facilitate review of the activity.</li> <li>• <b>Paired activity:</b> get your learners to work in pairs to review mini case studies of the different uses of marketing research data.</li> <li>• <b>Teacher presentation:</b> data research and target markets recap.</li> <li>• <b>Class discussion:</b> learners to feed back their findings from the mini-case studies to class and make notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Research resources.</li> <li>• Pens and flip-chart paper.</li> <li>• Teacher presentation.</li> <li>• Case studies.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
11	B1 Market research <ul style="list-style-type: none"> <li>• SWOT.</li> <li>• Competitor.</li> <li>• Market mapping.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Question and answer:</b> recap of previous lesson's topic.</li> <li>• <b>Teacher-led presentation:</b> SWOT, competitor analysis and market mapping.</li> <li>• <b>Paired activity:</b> get learners to work in pairs to complete a SWOT analysis on a given business.</li> <li>• <b>Individual activity:</b> get learners to complete a PEST analysis on a given business.</li> <li>• <b>Paired activity:</b> learners choose a business and complete desk research using the analysis tools discussed in the presentation.</li> <li>• <b>Group activity:</b> using the primary research collected in the previous session, review the data collected and the conclusions that can be drawn and feed back to the class.</li> <li>• <b>Plenary:</b> recap of the tools used to collect primary data.</li> </ul>	<ul style="list-style-type: none"> <li>• SWOT and PEST analysis template</li> <li>• Pens and flip-chart paper.</li> <li>• Teacher presentation.</li> </ul>
12	B2 Research methods used to collect market research data <ul style="list-style-type: none"> <li>• Introduction.</li> <li>• Primary research.</li> <li>• Types of primary research.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> review previous lesson and refresh learners' memory of market research purpose.</li> <li>• <b>Teacher-led presentation:</b> presentation on research method types.</li> <li>• <b>Group activity:</b> provide learners with descriptions of different research methods. Ask learners, in groups, to classify the research methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Description cards of research methods.</li> <li>• Pens and flip-chart paper.</li> <li>• Teacher presentation.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Class discussion:</b> groups to feed back to class. Teacher to review the activity and lead a discussion about the decisions made by learners.</li> <li>• <b>Individual activity:</b> learners work independently to categorise research methods according to whether they are primary or secondary, and the type of data that they generate.</li> <li>• <b>Paired activity:</b> learners must build on their own experiences. They research the different uses, and the advantages and disadvantages of each type of primary research.</li> <li>• <b>Individual activity:</b> allocate each learner one type of primary research method to investigate from. Ask them to create a mini-research project to investigate types of customer preferences.</li> <li>• <b>Paired activity:</b> pair up two learners who explored the same technique and ask them to critique their own work and peer discuss the successes or failures of each.</li> <li>• <b>Group activity:</b> plan and create a questionnaire for a hospitality business to be completed at the next session.</li> <li>• <b>Plenary:</b> discussion of session and points learned.</li> </ul>	

#	Topic	Lesson type	Suggested activities	Resources
13	<p>B2 Research methods used to collect market research data</p> <ul style="list-style-type: none"> <li>• Secondary research.</li> <li>• Secondary research data.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> refer back to previous lesson on primary research.</li> <li>• <b>Group activity:</b> complete and carry out the questionnaire for a hospitality business using other learners as 'customers'. Results to be stored for later.</li> <li>• <b>Paired activity:</b> learners must build on their own experiences. They research the different uses, and the advantages and disadvantages of each type of secondary research.</li> <li>• <b>Individual activity:</b> allocate each learner one type of secondary research method to investigate from: internal data, websites and social media. Ask them to create a mini-research project to investigate types of customer preferences.</li> <li>• <b>Paired activity:</b> pair up two learners who explored the same technique and ask them to critique their own work and peer discuss the successes or failures of each.</li> <li>• <b>Plenary:</b> ask learners 'How could looking at data help to determine how a competitor is doing?'</li> </ul>	<ul style="list-style-type: none"> <li>• Pens and flip-chart paper.</li> <li>• Teacher presentation.</li> </ul>
14	Learning Aim B assignment	AW	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> recap on what has been learned over the course of the unit.</li> <li>• <b>Teacher-led activity:</b> Teacher to hand out assignment brief and review the brief to ensure understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit content.</li> <li>• Teacher presentation.</li> <li>• Assessment workbook.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
15	<p>C1 Plan a promotional campaign</p> <ul style="list-style-type: none"> <li>• Selecting a target market.</li> <li>• Objective setting in market research.</li> <li>• Developing the most appropriate promotional mix and medium for the business.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> learners create a definition for the following key terms: customer, consumer, product.</li> <li>• <b>Teacher-led activity:</b> show learners a billboard, a magazine advert and a TV advert for a business. Discuss how these examples stimulate interest.</li> <li>• <b>Individual activity:</b> learners create a top 10 of promotional activities they like and those that are most effective. Analyse why they like these the most. What do they have that others do not?</li> <li>• <b>Group activity:</b> ask learners to select a promotional activity most suitable for at least three other customer groups and discuss why these are effective for these groups.</li> <li>• <b>Teacher-led presentation:</b> on selecting a target market and developing an appropriate mix.</li> <li>• <b>Individual activity:</b> review objective setting of promotional activities and then add to a mind map and analyse how this differs between businesses.</li> <li>• <b>Plenary:</b> learners think about the promotional activities that appear to have been so successful that they can still remember them. What made them memorable compared to other adverts?</li> </ul>	<ul style="list-style-type: none"> <li>• Research resources.</li> <li>• Pens and flip-chart paper.</li> <li>• Teacher presentation.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
16	<p>C1 Plan a promotional campaign</p> <ul style="list-style-type: none"> <li>Producing a promotional plan.</li> <li>Link the plan to market segments.</li> </ul>		<ul style="list-style-type: none"> <li><b>Lead in:</b> learners define the following key terms: customer, consumer and product.</li> <li><b>Group activity:</b> use the internet, newspapers and magazines, identify and examine some current promotional campaigns and the materials being used.</li> <li><b>Class discussion:</b> how businesses plan a promotional campaign.</li> <li><b>Paired activity:</b> plan a promotional campaign for a selected product or service – set the objectives, decide on suitable promotional methods and materials to be used, identify the target group, and decide the schedule and the budget.</li> <li><b>Plenary:</b> feed back to the class and make notes on any adjustments suggested by peers to the plan.</li> </ul>	<ul style="list-style-type: none"> <li>Research resources such as books and the internet.</li> <li>Pens and flip-chart paper.</li> <li>Teacher presentation.</li> </ul>
17	<p>C2 Create and evaluate promotional materials</p> <ul style="list-style-type: none"> <li>Creating promotional items.</li> <li>Using SMART objectives.</li> <li>Competitors.</li> </ul>		<ul style="list-style-type: none"> <li><b>Lead in:</b> recap on the planning of promotional activities.</li> <li><b>Paired activity:</b> use the plan from the previous lesson, edit after feedback. Then create two types of promotional materials from the planned promotional campaign for a selected product or service – set the SMART objectives and look at competitor's promotions. Complete a rationale of the choices made. This will be used to prepare a presentation of the whole process.</li> <li><b>Plenary:</b> discuss and make notes on the process of making promotional materials.</li> </ul>	<ul style="list-style-type: none"> <li>Resources needed to create promotional materials.</li> <li>Pens and flip-chart paper.</li> <li>Teacher presentation.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
18	<p>C2 Create and evaluate promotional materials</p> <ul style="list-style-type: none"> <li>• Creation of promotional items.</li> <li>• Evaluation of promotional materials.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> recap on previous session.</li> <li>• <b>Paired activity:</b> add final touches to the promotional campaign and materials, then present the plan, objectives and the promotional materials.</li> <li>• <b>Paired activity:</b> evaluate another group's marketing materials, including in relation to the plan and the needs of customers. Feed back to the class, making recommendations.</li> <li>• <b>Plenary:</b> recap on planning, creating and evaluating promotional materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Pens and flip-chart paper.</li> <li>• Teacher presentation.</li> </ul>
19	<p>C2 Create and evaluate promotional materials</p> <ul style="list-style-type: none"> <li>• Measuring success of promotional activities</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> introduce how to measure promotional activity success or failure. Look at how to assess marketing return on investment.</li> <li>• <b>Class discussion:</b> discuss how the data will be captured (e.g. telephone numbers, social media).</li> <li>• <b>Individual activity:</b> learners select two versions of a promotional activity using different media. Given cost and response and sales data, learners should evaluate each method and select the most appropriate for the message/product.</li> <li>• <b>Teacher-led discussion:</b> building on the work done on how to evaluate a promotional activity, learners to consider whether a promotional activity is appropriate for the business/brand.</li> </ul>	<ul style="list-style-type: none"> <li>• Case study.</li> <li>• Pens and flip-chart paper.</li> <li>• Teacher presentation.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Paired activity:</b> give learners a promotional activity case study. In pairs, they should evaluate whether this promotional activity is appropriate or not. Learners should be given a series of question prompts to which they need to respond. Learners present their findings to peers.</li> <li>• <b>Plenary:</b> recap of measuring success and evaluating promotional materials.</li> </ul>	
20	Learning Aim C assignment	AW	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> Teacher to hand out assignment brief part 2 and review the brief to ensure understanding.</li> <li>• <b>Teacher-led activity:</b> recap on what has been learned over the course of the unit.</li> <li>• <b>Teacher-led activity:</b> Teacher to complete observation and assessment of presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit content.</li> <li>• Teacher presentation.</li> <li>• Assessment workbook.</li> </ul>



## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 3: Promotion in Hospitality
<b>Lesson number</b>	1

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to how they will be assessed against the unit criteria.</li> <li>• To introduce learners to the unit of promotion in hospitality.</li> <li>• To introduce learners to the principles of marketing and promotions.</li> <li>• To introduce learners to the purposes of marketing and promotion.</li> <li>• To introduce learners to the term 'target market' and what it means to hospitality businesses.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assessment workbooks.</li> <li>• Whiteboard, pens, flip-chart paper.</li> <li>• Projector.</li> <li>• PS presentation.</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led presentation:</b> introducing the unit content, explaining the assessment procedure and an overview of the topics. Share and explain the assessment schedule.</li> <li>● <b>Teacher-led presentation:</b> explain that learners will be finding out about how to identify, plan and create marketing and promotional materials for hospitality products and services.</li> <li>● <b>Teacher-led activity:</b> to facilitate a mind map for individual learners, finding out about their prior knowledge of promotion and marketing.</li> </ul>
Main activities (130 minutes)	<ul style="list-style-type: none"> <li>● <b>Class discussion:</b> prior knowledge of marketing and promotions, then focusing on hospitality and tourism.</li> <li>● <b>Individual activity:</b> learners to work independently on researching definitions of marketing.</li> <li>● <b>Paired activity:</b> research the purposes of marketing and promotion in hospitality businesses and then collate as a group.</li> <li>● <b>Teacher-led presentation:</b> marketing process, target market.</li> <li>● <b>Paired activity:</b> research target market groups for different hospitality businesses and then collate as a group.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> teacher confirms the main learning aims identified in the lesson.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 3: Promotion in Hospitality
<b>Lesson number</b>	2
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the aims and objectives of marketing.</li> <li>• To introduce learners to the principles of marketing and promotions.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assessment workbooks.</li> <li>• Whiteboard, pens, flip-chart paper.</li> <li>• Projector.</li> <li>• PS presentation.</li> <li>• TF Note-taking template.</li> <li>• Guest speaker.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (20minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led activity:</b> recap of previous session.</li> <li>● <b>Class discussion:</b> review activity results produced by learners and discuss as a group.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led presentation:</b> factors affecting marketing – organise a guest speaker such as a marketing manager or business owner. Brief them on the main topics under consideration.</li> <li>● <b>Class discussion:</b> provide learners with suggestions of questions that they could ask and encourage them to think of their own questions. Prepare note-taking frames for use by learners to ensure that they are active during the talk.</li> <li>● <b>Group activity:</b> take notes and ask questions during the talk.</li> <li>● <b>Individual activity:</b> complete activity about marketing objectives and segmentation.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> learners to feed back to the rest of the group on the ideas they got from the activity.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 3: Promotion in Hospitality
<b>Lesson number</b>	3
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the marketing mix.</li> <li>• To introduce learners to the 4Ps: Product, Price, Place, Promotion.</li> <li>• To introduce in more depth to learners product and price from the 4Ps.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assessment workbooks.</li> <li>• Whiteboard, pens, flip-chart paper.</li> <li>• Projector.</li> <li>• PS presentation.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led activity:</b> recap of previous session.</li> <li>● <b>Class discussion:</b> review activity results produced by learners and discuss as a group.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led presentation:</b> introduce the topic. Place product into the context of the 4Ps; examine different products with learners. They should prepare cards showing the details of a product range.</li> <li>● <b>Group activity:</b> assign products and pieces of theory to each group. Learners to analyse an assigned aspect of the product. Participate in a group mind-mapping activity, applying an assigned piece of theory to a specific product range.</li> <li>● <b>Class discussion:</b> groups to present findings to the class. Take notes.</li> <li>● <b>Teacher-led activity:</b> prepare examples of different products that exemplify different pricing strategies: such as peak rate airplane tickets, soft drinks, luxury cars, etc. Discuss examples with class.</li> <li>● <b>Teacher-led presentation:</b> introduce the concept of pricing.</li> <li>● <b>Individual activity:</b> prepare a decision-making exercise. Give learners a range of products and services and ask them to select and justify the pricing strategy for each.</li> <li>● <b>Paired activity:</b> learners complete a peer assessment of the pricing strategies they completed.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> class discussion – learners discuss and make notes on pricing and product strategy.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 3: Promotion in Hospitality
<b>Lesson number</b>	4
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the marketing mix (continued) 4Ps, specifically place and promotion.</li> <li>• To introduce learners to the marketing message.</li> <li>• To introduce learners to the objectives of marketing mix strategy.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assessment workbooks.</li> <li>• Whiteboard, pens, flip-chart paper.</li> <li>• Projector.</li> <li>• PS presentation.</li> <li>• AS case studies on distribution channels.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led activity:</b> recap of previous session.</li> <li>● <b>Class discussion:</b> review activity results produced by learners and discuss as a group.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led presentation:</b> place of the 4Ps, explaining physical location, digital sales, physical and online.</li> <li>● <b>Class discussion:</b> prepare case studies on different distribution channels and their use by a range of companies. Lead discussion of the impact of business size on their choice of channel.</li> <li>● <b>Paired activity:</b> learners should make notes on different types of 'places'. Complete case-study exercises in pairs or small groups, making notes on responses to questions.</li> <li>● <b>Teacher-led presentation:</b> prepare examples of different promotional activities. Discuss the link between the use of activities and promotional budgets. Prepare examples of successful low-budget promotion and more conventional campaigns.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> class discussion – learners discuss points learned through the session and make notes.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 3: Promotion in Hospitality
<b>Lesson number</b>	5
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to promotional activities.</li> <li>• To introduce learners to indirect marketing.</li> <li>• To introduce learners to indirect marketing advantages and disadvantages.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assessment workbooks.</li> <li>• Whiteboard, pens, flip-chart paper.</li> <li>• Projector.</li> <li>• PS presentation.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> recap of previous session.</li> <li>• <b>Class discussion:</b> review activity results produced by learners and discuss as a group.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Class discussion:</b> promotional activities – prior knowledge of experiences.</li> <li>• <b>Teacher-led presentation:</b> a brief introduction to promotional activities in hospitality tourism.</li> <li>• <b>Individual activity:</b> complete decision-making exercise on the use of promotional channels of different companies. Prepare justification of responses.</li> <li>• <b>Group activity:</b> learners put into groups, each covering a different indirect promotional activity. Give them the task of preparing a presentation on their given promotional activity and to prepare some examples for businesses with which they are familiar.</li> <li>• <b>Group activity:</b> deliver presentations to their class. Give feedback to their peers and ask questions. Teacher to facilitate debriefing and post-presentation queries. Learners to make notes during the presentations.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> class discussion – learners discuss points learned through the session and make notes.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 3: Promotion in Hospitality
<b>Lesson number</b>	6
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to direct marketing promotional activities.</li> <li>• To introduce learners to direct marketing advantages and disadvantages.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assessment workbooks.</li> <li>• Whiteboard, pens, flip-chart paper.</li> <li>• Projector.</li> <li>• PS presentation.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led activity:</b> recap of previous session.</li> <li>● <b>Class discussion:</b> review activity results produced by learners and discuss as a group.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led presentation:</b> a brief introduction to direct marketing promotional activities in hospitality tourism.</li> <li>● <b>Group activity:</b> put learners into groups, each covering a different direct promotional activity, and give them the task of preparing a role play on their given promotional activity, also preparing some examples for businesses with which they are familiar.</li> <li>● <b>Group activity:</b> deliver role play to their class. Give feedback to their peers and ask questions.</li> <li>● <b>Teacher-led activity:</b> to facilitate debriefing and post-role-play queries. Learners to make notes during the presentations.</li> <li>● <b>Class discussion:</b> advantages and disadvantages of direct marketing activities.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> class discussion – learners discuss points learned through the session and make notes.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 3: Promotion in Hospitality
<b>Lesson number</b>	7
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to promotional activity online marketing.</li> <li>• To introduce learners to online marketing advantages and disadvantages.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assessment workbooks.</li> <li>• Whiteboard, pens, flip-chart paper.</li> <li>• Projector.</li> <li>• PS presentation.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led activity:</b> recap of previous session.</li> <li>● <b>Class discussion:</b> review activity results produced by learners and discuss as a group.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led presentation:</b> introduction to online marketing, with examples.</li> <li>● <b>Group activity:</b> assign each group a different company. Learners to investigate what online marketing method would be suitable, completing a poster highlighting the justifications of the chosen method.</li> <li>● <b>Class discussion:</b> feedback investigations to their class. Give feedback to their peers and ask questions. Teacher to facilitate debriefing and post-presentation queries. Learners to make notes during the presentations.</li> <li>● <b>Group activity:</b> each group will pick one of the online marketing methods suggested and expand on how it would be used and planned.</li> <li>● <b>Individual activity:</b> complete activity on factors affecting the choice of online marketing methods for different businesses.</li> <li>● <b>Group activity:</b> learners to work together to make judgements on the advantages and disadvantages of each method.</li> <li>● <b>Group discussion:</b> learners to feed back to class and discuss the differences between their given businesses.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> class discussion – learners discuss and make notes on session content.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 3: Promotion in Hospitality
<b>Lesson number</b>	8

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to assignment brief Learning Aim A.</li> <li>• To introduce learners to the requirements of Learning Aim A.</li> <li>• To ensure that learners understand what they have to do to complete the Learning Aim A assignment.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assessment workbooks.</li> <li>• Whiteboard, pens, flip-chart paper.</li> <li>• Projector.</li> <li>• PS presentation.</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (20minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> recap of previous session.</li> <li>• <b>Class discussion:</b> review activity results produced by learners and discuss as a group.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> recap on what has been learned over the course of the unit.</li> <li>• <b>Teacher-led activity:</b> Teacher to hand out assignment brief and review the brief to ensure understanding.</li> <li>• <b>Class discussion:</b> of evidence requirements for Learning Aim A.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> discussion to ensure that learners understand the requirements of the Learning Aim A assessment.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 3: Promotion in Hospitality
<b>Lesson number</b>	9

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to learning aim B: Explore how market research is used to promote products and services in hospitality.</li> <li>• To introduce learners to the purpose of market research.</li> <li>• To introduce learners to external issues that may affect the business.</li> <li>• To introduce learners to investigating the effectiveness of the current marketing mix.</li> <li>• To introduce learners to validity of evidence.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assessment workbooks.</li> <li>• Whiteboard, pens, flip-chart paper.</li> <li>• Projector.</li> <li>• PS presentation.</li> <li>• AS logos or images of similar businesses.</li> <li>• TF PEST analysis template.</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> discussion of Learning Aim B.</li> <li>• <b>Lead in:</b> How do businesses identify potential markets and customers? Show images of or have goods as props to exemplify what you are talking about. Aim to use five different products. Discuss why businesses need to identify their customers. Write up the class's answers and draw up a definitive list. Provide some examples of successful and failed product launches and ask learners to identify the information that might have been missing from the market research in the products that failed.</li> <li>• <b>Teacher-led activity:</b> results produced by learners discussed.</li> </ul>
Main activities (130 minutes)	<ul style="list-style-type: none"> <li>• <b>Class discussion:</b> How do hospitality tourism businesses know who to target in a marketing campaign? Discuss the ways to find out this information (e.g. questionnaires, focus groups, interviews).</li> <li>• <b>Teacher-led presentation:</b> purpose of market research and the external issues that may affect a business, including PEST analysis.</li> <li>• <b>Paired activity:</b> complete a PEST analysis on a case study and then feed back to the class. Compare results and discuss.</li> <li>• <b>Group activity:</b> give learners logos or images of a number of similar businesses in the hospitality sector using the examples below.               <ul style="list-style-type: none"> <li>○ Round one: a range of fast food brands.</li> <li>○ Round two: a range of restaurants.</li> <li>○ Round three: a range of hotel brands.</li> <li>○ Round four: a range of different local destinations.</li> <li>○ Round five: a range of different national destinations.</li> <li>○ Round six: a range of worldwide destinations.</li> </ul> </li> </ul> <p>Identify in each type of provider or location which competitors are directly selling the same products.</p>

Activities	Teaching notes
	<ul style="list-style-type: none"> <li>• <b>Question and answer session:</b> ask learners ‘what are the definitions of validity, reliability and currency? Why are they important? What would happen if an organisation based its marketing strategy on data that was invalid, unreliable or out of date? What consequences might this have?’</li> <li>• <b>Teacher-led activity:</b> create a quiz where learners have to identify if the source shown is reliable or valid, or both/neither. Identify in each type of provider or location which competitors are directly selling the same products.</li> </ul>
<p>Concluding activity (20 minutes)</p>	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> class discussion – learners discuss and make notes on session content.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 3: Promotion in Hospitality
<b>Lesson number</b>	10

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to interpreting market research.</li> <li>• To introduce learners to market segmentation in relation to market research.</li> <li>• To introduce learners to target markets.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assessment workbooks.</li> <li>• Whiteboard, pens, flip-chart paper.</li> <li>• Projector.</li> <li>• PS presentation.</li> <li>• AS case studies.</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> recap of previous session.</li> <li>• <b>Class discussion:</b> review activity results produced by learners and discuss as a group.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher presentation:</b> market segmentation is groups of customers with different characteristics.</li> <li>• <b>Paired activity:</b> learners use a series of resources to look at customers and market segments. For example, they look at a local business directory to identify 20 different businesses and write down what type of customers these businesses might have. They match market segments with types of business, using photographs and examples.</li> <li>• <b>Group activity:</b> prepare mini case studies, illustrating how different companies have used different forms of market research data. Target markets – divide the class into groups and assign a different case study. Explain the task and facilitate a review of the activity.</li> <li>• <b>Paired activity:</b> get your learners to work in pairs to review mini case studies of different uses of marketing research data.</li> <li>• <b>Teacher-led presentation:</b> Data research and target market recap.</li> <li>• <b>Class discussion:</b> learners to feedback findings of mini-case studies to class and make notes.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> class discussion – learners discuss and make notes on session content.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 3: Promotion in Hospitality
<b>Lesson number</b>	11

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to interpreting market research, including SWOT analysis.</li> <li>• To introduce learners to competitor analysis.</li> <li>• To introduce learners to market mapping.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assessment workbooks.</li> <li>• Whiteboard, pens, flip-chart paper.</li> <li>• Projector.</li> <li>• PS presentation.</li> <li>• TF SWOT and PEST analysis template.</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led activity:</b> recap of previous session.</li> <li>● <b>Class discussion:</b> review activity results produced by learners and discuss as a group.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led presentation:</b> SWOT, competitor analysis and market mapping.</li> <li>● <b>Paired activity:</b> get learners to work in pairs to complete a SWOT analysis on a given business.</li> <li>● <b>Individual activity:</b> learners to complete a PEST analysis on a given business.</li> <li>● <b>Paired activity:</b> learners choose a business and complete desk research using the analysis tools discussed in the presentation.</li> <li>● <b>Group activity:</b> using the primary research collected in previous session, review data collected and conclusions that can be drawn, and feed back to the class.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> class discussion – learners discuss and make notes on session content.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 3: Promotion in Hospitality
<b>Lesson number</b>	12

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to market research.</li> <li>• To introduce learners to research methods used to collect market research data.</li> <li>• To introduce learners to primary research.</li> <li>• To introduce learners to different types of primary research.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assessment workbooks.</li> <li>• Whiteboard, pens, flip-chart paper.</li> <li>• Projector.</li> <li>• PS presentation.</li> <li>• AS description cards of research methods.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> review previous lesson and refresh learners' memories of the different forms of research and types of data.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> presentation on research method types.</li> <li>• <b>Group activity:</b> give learners descriptions of different research methods. Ask learners, in groups, to classify the research methods.</li> <li>• <b>Class discussion:</b> groups to feed back to class. Teacher to review activity and lead discussion on the decisions made by learners.</li> <li>• <b>Individual activity:</b> learners work independently to categorise research methods according to whether they are primary or secondary and the type of data that they generate.</li> <li>• <b>Paired activity:</b> learners must build on their own experiences. They research the different uses, and the advantages and disadvantages of each type of primary research. When would an organisation use each kind? Consider the cost of each type in terms of collecting and analysing data for the company. Go online and search for data sets. Discuss how hospitality and tourism organisations may find them useful.</li> <li>• <b>Individual activity:</b> allocate each learner one type of primary research method to investigate from: survey, interview, observation, trials. Ask them to create a mini research project to investigate types of customer preferences. Other members of the group can be their 'guinea pigs' for trialling the techniques. Learners can then analyse their results and their research techniques.</li> <li>• <b>Paired activity:</b> pair up two learners who explored the same technique and ask them to critique their own work and peer discuss the successes or failures.</li> <li>• <b>Group activity:</b> plan and create a questionnaire for a hospitality business to be completed next session.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> class discussion – learners discuss and make notes on session content.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 3: Promotion in Hospitality
<b>Lesson number</b>	13
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the research methods used to collect market research data.</li> <li>• To introduce learners to secondary research.</li> <li>• To introduce learners to types of secondary research data.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assessment workbooks.</li> <li>• Whiteboard, pens, flip-chart paper.</li> <li>• Projector.</li> <li>• PS presentation.</li> </ul>
Key: <b>AS:</b> Activity Sheet; <b>TF:</b> Template Form; <b>PS:</b> Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> refer to previous lesson. Learners match the key terms with the correct definitions (e.g. primary, secondary, qualitative and quantitative research).</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Group activity:</b> complete and carry out the questionnaire for a hospitality business using other learners as 'customers'. Results to be stored for later.</li> <li>• <b>Paired activity:</b> learners must build on their own experiences. They research the different uses and the advantages and disadvantages of each type of secondary research. When would an organisation use each kind? Consider the cost of each type in terms of collecting and analysing data for the company. Go online and search for data sets. Discuss how hospitality and tourism organisations may find them useful.</li> <li>• <b>Individual activity:</b> allocate each learner one type of secondary research method to investigate from: internal data, websites and social media. Ask them to create a mini research project to investigate types of customer preferences.</li> <li>• <b>Paired activity:</b> pair up two learners who explored the same technique and ask them to critique their own work and peer discuss the successes or failures.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> ask learners 'how could looking at data help to determine how a competitor is doing?'</li> <li>• <b>Plenary:</b> class discussion – learners discuss and make notes on session content.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 3: Promotion in Hospitality
<b>Lesson number</b>	14

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to assignment brief Learning Aim B.</li> <li>• To introduce learners to the requirements of Learning Aim B.</li> <li>• To ensure that learners understand what they have to do to complete the Learning Aim B assessment.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assessment workbooks.</li> <li>• Whiteboard, pens, flip-chart paper.</li> <li>• Projector.</li> <li>• PS presentation.</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> recap of previous session.</li> <li>• <b>Class discussion:</b> review the activity results produced by learners and discuss as a group.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> recap on what has been learned over the course of the unit.</li> <li>• <b>Teacher-led activity:</b> Teacher to hand out assignment brief and review the brief to ensure understanding.</li> <li>• <b>Class discussion:</b> evidence requirements for Task Learning Aim B.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> discussion to ensure that learners understand the requirements of the Learning Aim B assessment.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 3: Promotion in Hospitality
<b>Lesson number</b>	15

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to selecting a target market.</li> <li>• To introduce learners to objective setting in market research.</li> <li>• To introduce learners to developing the most appropriate promotional mix and medium for the business.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assessment workbooks.</li> <li>• Whiteboard, pens, flip-chart paper.</li> <li>• Projector.</li> <li>• PS presentation.</li> <li>• Research resources (internet, newspapers, journals, promotional items)</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> introduction to learning aim C: Develop promotional materials for a hospitality product or service</li> <li>• <b>Class discussion:</b> review the activity results produced by learners and discuss as a group.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> learners give a definition for each of the following key terms: customer, consumer, product.</li> <li>• <b>Teacher-led activity:</b> show learners a billboard, a magazine advert and a TV advert for a business. Discuss how these examples stimulate interest (e.g. use of colour/sound).</li> <li>• <b>Individual activity:</b> learners create a 'Top 10' of promotional activities they like and those that are most effective. Analyse why they like these the most. What makes them so effective?</li> <li>• <b>Group activity:</b> ask learners to select a promotional activity suitable for at least three customer groups, e.g. business travellers, senior citizens, family with children, and discuss why are the promotions are effective for those customers. How are these adverts different from those that appeal to them personally?</li> <li>• <b>Teacher-led presentation:</b> on selecting a target market and developing an appropriate mix.</li> <li>• <b>Individual activity:</b> review objective setting of promotional activities and then add to a mind map.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> learners think about the promotional activities that appear to have been so successful that they can still remember them. What made them memorable compared to other adverts?</li> <li>• <b>Plenary:</b> class discussion – learners discuss and make notes on session content.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 3: Promotion in Hospitality
<b>Lesson number</b>	16

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to how to produce a promotional plan.</li> <li>• To produce a promotional plan.</li> <li>• To introduce learners to linking the plan to market segments.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assessment workbooks.</li> <li>• Whiteboard, pens, flip-chart paper.</li> <li>• Projector.</li> <li>• PS presentation.</li> <li>• Research resources. (Internet, newspapers and magazines)</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> recap of previous session.</li> <li>• <b>Class discussion:</b> review activity results produced by learners and discuss as a group.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Paired activity:</b> learners create a definition for the following key terms: customer, consumer and product.</li> <li>• <b>Group activity:</b> using the internet, newspapers and magazines, identify and examine some current promotional campaigns and the materials being used.</li> <li>• <b>Class discussion:</b> how businesses plan a promotional campaign.</li> <li>• <b>Paired activity:</b> plan a promotional campaign for a selected product or service – set the objectives, decide on suitable promotional methods and materials to be used, identify the target group, and decide on the schedule and the budget.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> feed back to the class and make notes on and adjustments to plan</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 3: Promotion in Hospitality
<b>Lesson number</b>	17

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to creating promotional items.</li> <li>• To introduce learners to using SMART objectives for promotional material planning.</li> <li>• To introduce learners to competitor analysis.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assessment workbooks.</li> <li>• Whiteboard, pens, flip-chart paper.</li> <li>• Projector.</li> <li>• PS presentation.</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> recap of previous session, using activity.</li> <li>• <b>Class discussion:</b> review activity results produced by learners and discuss as a group.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> recap on the planning of promotional activities.</li> <li>• <b>Paired activity:</b> create two different kinds of promotional materials from the planned promotional campaign for a selected product or service - set the SMART objectives and look at competitors. Complete a rationale for the choices made. All this will be used to prepare a presentation of the whole process of creating a promotional campaign.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> class discussion – discuss the process of making promotional activities and how each group has tackled it so far.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 3: Promotion in Hospitality
<b>Lesson number</b>	18

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To introduce learners to creating a promotional to creating promotional items.</li> <li>To introduce learners to the evaluation of promotional materials.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Unit specification.</li> <li>Assessment workbooks.</li> <li>Whiteboard, pens, flip-chart paper.</li> <li>Projector.</li> <li>PS presentation.</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li><b>Teacher-led activity:</b> recap of previous session.</li> <li><b>Class discussion:</b> review activity results produced by learners and discuss as a group.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li><b>Paired activity:</b> final touches to the promotional campaign and materials then present the plan, objectives and the promotional materials. Presentation of promotional campaigns.</li> <li><b>Paired activity:</b> evaluating another groups marketing materials, including in relation to the plan and the needs of customers. Feed back to the class, making recommendations.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li><b>Plenary:</b> recap discussion of planning, creating and evaluating promotional materials.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 3: Promotion in Hospitality
<b>Lesson number</b>	19
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to how to measure the success of promotional activities.</li> <li>• To enable learners to carry out an evaluation of promotional activities.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assessment workbooks.</li> <li>• Whiteboard, pens, flip-chart paper.</li> <li>• Projector.</li> <li>• PS presentation.</li> <li>• AS case study.</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led activity:</b> recap of previous session.</li> <li>● <b>Class discussion:</b> review activity results produced by learners and discuss as a group.</li> </ul>
Main activities (130 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led presentation:</b> introduce how you measure promotional activity success or failure. Assessing marketing return on investment.</li> <li>● <b>Class discussion:</b> discuss how the data will be captured (e.g. telephone numbers, social media, etc.).</li> <li>● <b>Individual activity:</b> learners select two versions of a promotional activity using different media. Given cost and response/sales data, learners should evaluate each method and select the most appropriate for the message/product.</li> <li>● <b>Teacher-led activity:</b> building on the work done on how to evaluate a promotional activity, learners to consider whether a promotional activity is appropriate for the business/brand.</li> <li>● <b>Paired activity:</b> give learners a promotional activity case study. In pairs, they should evaluate whether this promotional activity is appropriate or not. Learners should be given a series of question prompts that they need to respond to, namely: <ul style="list-style-type: none"> <li>○ Does the promotional activity reinforce brand values and if so how?</li> <li>○ Are the promotional activities sustainable over time, with justification?</li> <li>○ Can the promotional activity be changed if internal or external influences change?</li> <li>○ Does the promotional activity meet the stated goals (again use examples to justify responses)?</li> <li>○ Does the promotional activity reach the right target audience?</li> <li>○ Are there any ethical or legal considerations that need to be addressed?</li> </ul> </li> </ul> <p>Learners present their findings to peers.</p>

Activities	Teaching notes
Concluding activity (30 minutes)	<ul style="list-style-type: none"><li>• <b>Class discussion:</b> recap of measuring success and evaluating promotional materials.</li><li>• <b>Teacher-led activity:</b> Teacher to outline Learning Aim C assessment for learners to think of ideas of promotional materials for a hospitality business by next session they could use for this assessment.</li></ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 3: Promotion in Hospitality
<b>Lesson number</b>	20

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to Assignment brief Learning Aim C.</li> <li>• To introduce learners to the requirements of Learning Aim C.</li> <li>• To ensure learners understand what they have to do to complete Learning Aim C assignment.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assessment workbooks.</li> <li>• Whiteboard, pens, flip-chart paper.</li> <li>• Projector.</li> <li>• PS presentation.</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> recap of previous session.</li> <li>• <b>Class discussion:</b> review the activity results produced by learners and discuss as a group.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> recap on what has been learned over the course of the unit.</li> <li>• <b>Teacher-led activity:</b> Teacher to hand out assignment brief and review the brief to ensure understanding.</li> <li>• <b>Class discussion:</b> of evidence requirements for Learning Aim C.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> to ensure learners understand requirements of Learning Aim C assessment.</li> </ul>

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