

Pearson BTEC Uzbekistan Level 5 Professional Diploma in

Sales and Marketing

Teacher Resources

Issue 2



Edexcel, BTEC and LCCI qualifications

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Introduction

This resource booklet is a companion to the Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing 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 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 how the specification content might work in practice and inspires to start thinking about different ways of delivering your qualification.

This resource booklet gives you:

- guidance on how to deliver the units in the qualification
- recommended resources to support the delivery of the units in the qualification
- schemes of work that show the topics, activities and assessments covered in all units across the qualification
- lesson plans with detailed guidance on how to deliver the lessons in the units
- assignment briefs to support the assessments of all the units in the qualification.

The information in this resource booklet has been put together by teachers who have been close to the development of the qualifications 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 qualification. There is information on:

- the structure of your qualification
- how you can build the qualification for your learners
- suggestions for how you might make contact with appropriate employers
- information on other support and resources available.

We have given you unit-by-unit guidance. 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 assignment briefs, as well as tips and ideas on how to plan for and deliver your assignments.

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

Unit 1: Principles of Marketing

Delivery guidance

Approaching the unit

The purpose of this unit is to introduce learners to the principles of marketing. This will enable them to develop a marketing plan and to use elements of the marketing mix to achieve results. They will consider real-world examples and the products and services they use and encounter in their daily lives.

Learners will bring their knowledge of marketing through their experiences in their daily lives or experience at work. This could be in a business-to-business (B2B), business-to-government (B2G) or business-to-consumer (B2C) context.

You should encourage learners to look at the marketing of a variety of organisations and understand that the marketing function will work with many other functions in the organisation. Learners will need to compare the ways in which these different organisations apply the marketing mix to the marketing planning process to achieve their business objectives. On a more practical note, learners will also need to design and evaluate a strategic marketing plan that applies the use of the 7Ps marketing mix to achieve the overall marketing objectives of the organisation.

Learners must be given plenty of opportunities to research and discuss different types of organisations and their marketing, in order to show their knowledge and understanding of the unit.

To complete this unit, learners will need access to a range of research materials, for example the internet, journals or magazines, books.

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

- discussions – class- and small-group discussions on marketing and how it is applied in the different organisations, and its importance
- individual or group presentations – covering the marketing mix and its connection to the marketing objectives of an organisation
- case studies – illustrating marketing in businesses
- media and journal articles relating to marketing
- internet – talks on marketing.

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

Delivering the learning aims

For learning aim A, it is important that learners understand the role of marketing and how it interrelates with the other functional units of an organisation, and the roles and responsibilities of the marketing function. Ask learners to work in small groups to discuss what is meant by 'marketing' and to share their ideas with the class.

Expand on the topic by having learners share stories about their knowledge of marketing for different organisations and what they believe contributes to the successful marketing. There are many short video clips on the internet that illustrate marketing for a range of organisations.

For learning aim B, it is important that learners understand the ways in which organisations use elements of the marketing mix (7Ps) to achieve overall business objectives. Give examples of effective and ineffective marketing to allow the class to discuss and add their own examples. Case studies and scenarios can be used to prompt group discussions.

Guest speakers could be invited from local and national businesses to talk about marketing. Learners could be tasked with preparing suitable questions before the speaker's arrival on the subject of marketing and how it has helped the organisation to be successful. This should ensure that learners are getting the most out of this activity.

For learning aim C, ensure that learners are able to develop and evaluate a strategic marketing plan that applies the use of the 7Ps to achieve the strategic marketing plan. Learners should be encouraged to research independently the value of a good marketing plan to organisations and discuss their findings with the group.

Learners could be given case studies to allow them to investigate the tools and techniques of market planning, i.e. market segmentation and target market selection, situational analysis tools and techniques, and monitoring and control measures.

Assessment guidance

This unit is internally assessed through a number of independent tasks. Each task should cover at least one entire learning aim. It is essential that a learning aim is assessed as a whole and not split into tasks or sub-tasks per criterion.

All learners must independently generate individual evidence that can be authenticated. The main sources of evidence are likely to be an individual written report, accompanied by individual research.

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 1: Principles of Marketing
Introduction Begin by introducing the unit to learners through a group discussion. This can be followed by outlining the learning aims of the unit.
Learning aim A – Understand the role of marketing and how it interrelates with other functional units of an organisation Begin by asking learners to think about what they understand by the term 'marketing'. Ask learners to discuss the following statement: 'Marketing is communicating an idea to an audience'. Use learners' examples to support the discussion on marketing and its use in business organisations. Lead a group discussion on the roles and responsibilities of the marketing function, how it fits into an organisation and its importance. Ask learners to collaborate in small groups to share their thoughts on marketing, then list what they consider are the three key ingredients for marketing success before feeding back to the class.
Learning aim B – Understand the ways in which organisations use elements of the marketing mix (7Ps) to achieve overall business objectives To introduce the topic of the 7Ps, ask learners to name some products and services they know of and discuss their successes and failures. These could be any products and services with which learners are familiar. Lead a discussion on the how the 7Ps are used for these products and services, and then ask learners to write down examples of how marketing contributes to the overall effectiveness of the organisation to which they belong. Discuss the findings with the class.

Learners can take part in a class discussion using marketing quotes, for example 'Content is king.' Bill Gates, Co-Founder, Microsoft; 'Master the topic, the message, and the delivery.' Steve Jobs, Co-Founder, Apple; 'The best marketing doesn't feel like marketing' Tom Fishburne, Founder & CEO, Marketoonist.

Ask learners to work in pairs to share ideas about the general marketing objectives for organisations and prepare a list of examples to share with the class.

Lead a discussion on how the 7Ps can help organisations meet these marketing objectives.

Guest speakers could be invited to talk about marketing. Learners could then ask questions about marketing and how it has been successfully developed in the guest speaker's organisation. The speaker could explain how marketing works at their organisation, giving current examples.

Learning aim C – Be able to develop and evaluate a strategic marketing plan

Learners work in small groups to create and present a marketing plan for a new product. Each team and individual should be responsible for coordinating, delegating, and ensuring that deadlines are met. They should also find ways collaborate with each other to create and deliver the marketing plan presentation to the other teams.

Learners will need to decide on two suitable organisations in the same competitive market to research, to allow them to compare how the different organisations apply the various elements of the 7Ps marketing mix. Learners may work in pairs or small groups to undertake research on a number of organisations and share their findings with the class.

It should be stressed how important this research is, as each learner will be required to submit an independent briefing paper for assessment that evaluates how the marketing mix is applied to achieve the objectives of two organisations.

Learners will be required to produce a marketing plan to meet marketing goals and objectives. It is important that learners have plenty of opportunities to research marketing plans from a variety of organisations before embarking on writing their own plan for assessment. The research carried out by learners previously should inform their situational analysis and enable them to formulate marketing goals and objectives for an organisation based on the comparative findings. The marketing plan should include all elements of the 7Ps marketing mix, with a tactical action plan and measures for monitoring and evaluating progress, and for meeting goals and objectives.

Details of links to other BTEC units and qualifications

Resources

Textbooks

Blythe, J. (2013) *Principles and Practice of Marketing*, Edition 3, Sage

Brassington, F. and Pettitt, S. (2012) *Essentials of Marketing*, 3rd Ed. Harlow: Pearson

Groucutt, J. and Hopkins, C. (2015) *Marketing (Business Briefings)*, London: Palgrave Macmillan

Jobber, D. and Chadwick, F. (2012) *Principles and Practice of Marketing*, 7th Ed. Maidenhead: McGraw-Hill

Kotler, P. and Armstrong, G. (2013) *Principles of Marketing*, London: Prentice Hall

Mcdonald, M. and Wilson, H. (2011) *Marketing Plans: How to Prepare Them, How to Use Them*, 7th Ed. Chichester: John Wiley and Sons

Journal

Journal of Marketing

<https://journals.sagepub.com/home/jmx>

Websites

www.ama.org

American Marketing Association

www.cim.co.uk

Chartered Institute of Marketing (UK)

www.ted.com/topics/marketing

TED is an NGO devoted to spreading ideas of a variety of subjects, usually in the form of short, powerful talks (18 minutes or fewer) in more than 100 languages.

www.youtube.com/playlist?list=PLfwoaiiezPT-E9gcZ6AV1et2hcd92J21C

'Marketing Teacher' has a number of free marketing and management videos for marketing learners, teachers and professionals.

www.pbs.org/wgbh/frontline/film/showspersuaders/

'The Persuaders,' is a 90-minute documentary in which U.S. media and culture critic Douglas Rushkoff examines how changes in marketing practices are influencing culture and politics.

Pearson is not responsible for the content of any external internet sites. It is essential for teachers 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 teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit title	Principles of Marketing
Guided learning hours	60
Number of lessons	20
Duration of lessons	3 hours
Links to other units	This unit links to all other units in the specification.

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

#	Topic	Lesson type	Suggested activities	Classroom resources
1	Definitions and the concept of marketing	Teacher-led, plus independent learning activities	• Teacher-led presentation: introduction to the unit's content and the unit assessment. • Teacher-led presentation: an introduction to marketing: definitions and how it influences our daily lives: ○ marketing in a business-to-consumer (B2C) and business- to-business (B2B) context ○ marketing as an organisational function. • Teacher question and answer activity: general/prior knowledge of marketing as a concept. • Group activity: defining the terms, e.g. marketing, advertising, promotion, merchandising, B2C and B2B. • Paired activity: discuss and explain the function of marketing, to be followed up in next session. • Individual learner activity: learners write up their notes and begin compiling the glossary of key terms. • Plenary session: confirm the main learning points identified in the lesson.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
2	The role of marketing	Teacher-led, plus independent learning activities	• Lead in: overview of the previous session. • Issue Assignment 1 and introduce the first assignment: ○ the structure and operation of marketing departments ○ outsourcing elements of the marketing function ○ the marketing process, from situational analysis, defining objectives, strategies and evaluation. • Group activity: research and discuss different functions in marketing. • Paired activity: identify and list different roles and responsibilities of staff in a marketing department. • Individual learner activity: research What is the standard process for a marketing plan? • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
3	The marketing process	Teacher-led, plus independent learning activities	• Lead in: overview of the previous session. • Teacher-led presentation: the marketing process, from situational analysis, defining objectives, strategies and evaluation. • Group activity: each group is given a marketing scenario. Each group to research the key requirements of the marketing process and present their feedback. • Teacher-led discussion: using case studies, generate discussion on how to apply effective marketing planning. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson	Unit specification. Whiteboard and pens. Presentation notes. Marketing scenarios. Case studies on effective marketing planning. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
4	The interrelationships between marketing and other functions	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: explore interrelationships between marketing and other business functions: ○ the link between the marketing plan, marketing objectives and marketing strategy ○ understanding the link between marketing strategy and corporate strategy. • Group activity: establish the links and dependencies between marketing and other departments/functions in a given business. • Teacher-led discussion: What is the link between marketing strategy and overall organisational strategy?	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.
5	Assignment workshop	Teacher-led	• Lead in: review of progress in the first assignment and recap input as required. • Teacher-led discussion: assignment requirements. • Teacher-led question and answer session: address general questions and concerns, group and individual. • Teacher-led discussion: review of academic requirements and submission format.	

#	Topic	Lesson type	Suggested activities	Classroom resources
6	Assignment workshop – creating and delivering effective presentations	Teacher-led, plus Independent learning activities	• Teacher-led presentation: delivering and presenting information in a professional manner: ○ presentation formats and methods ○ preparing for your audience. • Teacher-led question and answer activity: based on short videos of different presentations – good and bad points in presentations: ○ professional use of formats and software – PowerPoint, flipcharts, interactive boards, etc. • Group activity: identity and profile your audience. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson.	Unit specification. Whiteboard and pens. Presentation notes. Videos on producing successful presentations. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
7	Learner presentations – Assignment 1	Teacher-led	• Teacher-led discussion: learner presentations for Assignment 1: ○ peer reflection and discussion ○ individual learner presentations ○ peer reflection, at the end, on the good and bad practices noted ○ it is suggested that the rest of the group attend presentations as an 'audience' to create a realistic scenario. Also, for group reflection at the end of presentations. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Presentation software. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
8	The marketing mix – overview	Teacher-led, plus independent learning activities	• Lead in: overview of the previous lesson: ○ issue Assignment 2 and introduction to it. • Teacher-led presentation: the use of management tools for strategic planning: ○ broad outline of the marketing mix (7Ps). • Teacher-led brief: Assignment 2. • Question and answer activity: What is the marketing mix? • Teacher-led discussion: how this tool can be used to assist decisions about business strategy. • Group activity: research and list the 7Ps of the marketing mix. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
9	The marketing mix – products	Teacher-led, plus independent learning activities	• Teacher-led discussion: attributes, market classifications, new product development: ○ introduction to product lifecycle and adoption ○ the branding of products and services – definition and purpose of branding ○ types of branding – family, individual and own-label, rebranding ○ the impact of branding on buyer behaviour. • Teacher-led discussion: investigate the product lifecycle. • Group activity: learners research strong brands and what makes a strong brand. Learners also assess the impact that strong brands have on buyer behaviour. Learners to create a brand image and logo for a given product. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Given examples of products. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
10	The marketing mix – promotion	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: promotional objectives and introduction to models of communication: ○ promotional or communications mix – advertising, direct marketing, product placement, sponsorship, sales promotion, exhibitions and public relations ○ the impact of promotion on buyer behaviour. • Paired activity: discuss and explain the reason for promotions and its purpose. • Group discussion: discuss the use of different methods of promotion and the impact on users/buyers. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
11	The marketing mix – price	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: pricing objectives and factors that influence price: ○ pricing tactics (B2C) – pioneering, penetration, price matching, variable, psychological, prestige, promotional and discounting ○ professional services pricing ○ competitive tendering ○ international pricing issues ○ the impact of price on buyer behaviour. • Paired activity: investigate why pricing tactics should be considered when planning to market new products. • Group activity: research different pricing tactics and assess its appropriateness in a given context. • Learner debate: the impact of price on buyer behaviour. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Quiz on slogans, images and brands. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
12	The marketing mix – place/placement	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: definitions within a marketing context: ○ different stages of channel management ○ logistics and supply chain management ○ physical and online retailing. • Individual learner activity: define place/placement in the marketing mix. • Group activity: investigate and of the stages of channel management create a poster to illustrate findings. • Teacher-led class discussion: the influence of logistics and supply chain management on marketing. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Case studies of theories and practical applications of advertising and IMC plans. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
13	The marketing mix – people	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: the roles of people in marketing: ○ the different roles undertaken – customer interfacing and support personnel ○ the impact of people on buyer behaviour. • Individual learner activity: recap and explain the different people in marketing processes. • Group activity: in a given case study or scenario, identify the different roles in marketing, e.g. customer facing, support functions. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Case studies/scenarios. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
14	The marketing mix – physical evidence	Teacher-led plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: definition: ○ exteriors and interiors, and how they influence buyer behaviour ○ visual factors – colour, lighting, uniforms and presentation ○ aural factors (music/sound) ○ olfactory factors (smell/taste) ○ the impact of physical evidence on buyer behaviour. • Small learner groups: discuss the influence that physical elements have on their own perception of products. • Practical activity: show various physical environments for learners to comment on visual impact, aural impact and impression of smell and taste (olfactory impact). • Pair discussion: What impact does the above have on buying behaviour? • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
15	The marketing mix – process	Teacher-led plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: definition in the marketing context: ○ types of processes ○ the impact of process on buyer behaviour. • Short individual learner activity: learners to research and list different processes in delivering products. • Group discussion: the appropriateness and effectiveness of different processes in a specific context. • Pair discussion: How does process impact on buyer behaviour? • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
16	The marketing mix – integration	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: understanding that the marketing mix can be adapted to meet the needs of customers in both a B2C and B2B context: ○ the shift from the 4Ps to the 7Ps ○ the relationship between marketing, ethics and corporate social responsibility (CSR) ○ examine actual and potential ethical issues in marketing ○ the link between external factors and the 7Ps. • Group discussion: the ‘flexible mix’ and the need to adapt it. • Teacher-led presentation: the change from 4Ps to 7Ps. • Group activity: the link between marketing ethics and CSR. • Homework in pairs: consider the application of the 7Ps in a given context. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
17	Developing a marketing plan	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: the links between marketing plans, marketing objectives and marketing strategies: ○ an overview of the marketing planning process (analysis, planning, implementation and control) and marketing strategy ○ setting goals and objectives ○ evaluating and monitoring marketing plans. • Individual learner activity: research What is the value of a good marketing plan? Present to the group. • Group activity: investigate and illustrate the marketing process in a poster format. • Paired activity: identify the key elements needed in an effective marketing plan. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
18	Marketing planning: – tools and techniques	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: market segmentation and target market selection: ○ situational analysis tools and techniques ○ creating a marketing strategy and allocation of resources ○ monitoring and control measures. • Group activity: use an appropriate case study to apply market segmentation to a business. • Paired activity: on the basis of the previous activity/discussion, identify a target market for the given business. • Group discussion: explain how the strategy would be implemented and the process of monitoring. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Case study relating to market segmentation. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
19	Assignment workshop	Teacher-led	• Lead in: review of learner progress on the second assignment. • Teacher-led discussion: assignment requirements. • Teacher led question and answer session: address general questions and concerns, group and individual. • Teacher-led discussion: review of academic requirements and submission format.	
20	Assignment draft review workshop	Teacher-led	Review of individual learner drafts for second assignment. Individual appointments to address individual learner queries and questions.	

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 1: Principles of Marketing
Lesson number	1 (180 minutes)
Lesson objectives	Learners must be able to understand: the concept of marketing.
Resources checklist	- Unit specification. - Whiteboard and pens. PS1: teacher presentation slides and notes.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• Lead-in: teacher to introduce topic – definitions and the concept of marketing. • Group question and answer activity: general/prior knowledge of marketing as a concept.
Main activities (130 minutes)	• Teacher-led presentation: (PS1) an introduction to marketing that includes definitions of the terms used, e.g. marketing, advertising, promotion, merchandising, B2C, B2B and B2G. • Paired activity: learners discuss the function of marketing. • Small-group work: world café – how marketing influences our daily lives. Groups of four–six learners sit at a table together and make notes on a paper table cloth or flipchart. After 20 minutes, all except the ‘host’ leave and join another table. Each table takes a context for discussion: ○ B2C ○ B2B ○ B2G.
Concluding activity (30 minutes)	• Plenary session: ○ all learners bring their thoughts to the group from the world café activity ○ teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and start working on the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 1: Principles of Marketing
Lesson number	2 (180 minutes)
Lesson objectives	Learners must be able to: • understand the role of marketing.
Resources checklist	• Unit specification. • Whiteboard and pens. • PS2: teacher presentation slides and notes.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• Lead-in: teacher to introduce topic: 'The role of marketing and marketing departments'. • Group activity: question and answer activity on what the learners consider this role to be.
Main activities (120 minutes)	• Teacher-led presentation: (PS2) the role of marketing to include: ○ the structure and operation of marketing departments ○ outsourcing elements of the marketing function and the marketing process (situational analysis, defining objectives, strategies and evaluation). • Paired activity followed by group discussion: learners work in pairs to research different functions in marketing, ready to discuss with the group. • Paired activity: learners work in pairs to identify and list different roles and responsibilities of staff in two large marketing departments. • Group discussion: all pairs share their findings with the group.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue their glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 1: Principles of Marketing
Lesson number	3 (180 minutes)
Lesson objectives	Learners must be able to: • understand the marketing process.
Resources checklist	• Unit specification. • Whiteboard and pens. • PS3: teacher presentation slides and notes. • Case studies on market planning.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• Lead-in: teacher to introduce topic 'The marketing process'. • Group activity: question and answer activity on what learners consider this process to be.
Main activities (140 minutes)	• Teacher-led presentation: (PS3) 'The marketing process'. • Group discussion: each group is given a marketing scenario to discuss. They research the key requirements of the marketing process, ready to present their feedback to the whole group. • Group discussion: share findings with the group. • Group discussion: teacher distributes one case study on market planning to each group. Each group discusses how to apply effective marketing planning, ready to present their feedback to the whole group. • Group discussion: share findings with the group.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue their glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 1: Principles of Marketing
Lesson number	4 (180 minutes)
Lesson objectives	Learners must be able to: • understand the interrelationships between marketing and other functions.
Resources checklist	• Unit specification. • Whiteboard and pens. • PS4 and PS5: teacher presentation slides and notes.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• Lead-in: teacher to introduce topic 'The interrelationships between marketing and other functions'.
Main activities (140 minutes)	• Teacher-led presentation: (PS4) exploring the interrelationships between marketing and other business functions, the link between the marketing plan, marketing objectives and marketing strategy. • Group work: world café 'What are the links and dependencies between marketing and other departments/functions in a given business?' Groups of four–six learners sit at a table together and make notes on a paper table cloth or flipchart. After 20 minutes, all except the 'host' leave and join another table and the discussion continues. • Group discussion: learners bring their thoughts to the group from the world café activity. • Teacher-led presentation: (PS5) the link between marketing strategy and corporate strategy. • Paired discussion: What is the link between marketing strategy and overall organisational strategy, and why might this be important? • Group discussion: share findings with the group.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue their glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 1: Principles of Marketing
Lesson number	5 (180 minutes)
Lesson objectives	Learners must be able to: • understand the role of marketing and how it interrelates with the other functional units of an organisation.
Resources checklist	• Unit specification. • Whiteboard and pens.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• Lead-in: teacher to give out Assessment Activity 1 and introduce workshop.
Main activities (140 minutes)	• Teacher-led presentation: recap input as required. • Teacher-led discussion: overview of assessment requirements. • Group question and answer activity: addressing general questions and concerns. • Teacher-led discussion: review of academic requirements and submission format. • Group discussion: learners' queries and questions. • Individual activity: learners begin to prepare their presentations.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main points identified in the lesson.
Private study/homework	• Homework: learners continue to prepare their presentations.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 1: Principles of Marketing
Lesson number	6 (180 minutes)
Lesson objectives	Learners must be able to: • understand how to create and deliver effective presentations.
Resources checklist	• Unit specification. • Whiteboard and pens. • Assignment brief 1. • Short videos of good and bad presentations.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• Lead-in: teacher to introduce the workshop.
Main activities (140 minutes)	• Teacher-led workshop: delivering and presenting information in a professional manner, to include: ○ presentation formats and methods – professional use of formats and software, e.g. PowerPoint, flipcharts, interactive boards ○ preparing for your audience – looking at short videos of different presentations to identify good and bad points. • Group discussion: identifying and profiling the audience for the assessed presentation. • Individual activity: learners continue to prepare assessment activity.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main points identified in the lesson.
Private study/homework	• Homework: learners continue to prepare assessment activity.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 1: Principles of Marketing
Lesson number	7 (180 minutes)

Lesson objectives	Learners must be able to: understand the role of marketing and how it interrelates with the other functional units of an organisation.
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Resources checklist	- Unit specification. - Whiteboard and pens.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	Lead-in: teacher to set up and introduce the assessed learner presentations.
Main activities (140 minutes)	Learner presentations: learners give their individual presentations for Assignment 1 to the rest of the group, who attend as an 'audience' in order to create a realistic scenario. Group discussion: peer reflection by the audience at the end of the presentations on both the content, and on good and bad practices noted.
Concluding activity (20 minutes)	Plenary session: teacher confirms the main points identified in the presentations.
Private study/homework	Homework: learners write up on reflection of their presentations.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 1: Principles of Marketing
Lesson number	8 (180 minutes)

Lesson objectives	Learners must be able to: understand the 7Ps of the marketing mix.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS6: teacher presentation slides and notes.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	• Lead-in: teacher to introduce a new topic – the 7Ps.
Main activities (140 minutes)	• Teacher-led presentation: (PS6) the 7Ps of the marketing mix, to include: ○ the use of management tools for strategic planning ○ a broad outline of the marketing mix (7Ps). • Teacher-led discussion: question and answer activity – ‘What is the marketing mix?’ • Group discussion: how can this marketing tool be used to assist decisions about business strategy? • Paired work: learners research and list the 7Ps of the marketing mix. Learners attempt to apply them to one product and one service of their choice. • Group discussion: share findings from paired research on the 7Ps.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main points identified in the presentations.
Private study/homework	• Homework: learners write up their notes and continue with their glossary of terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 1: Principles of Marketing
Lesson number	9 (180 minutes)
Lesson objectives	Learners must be able to: • understand Product as one of the 7Ps of the marketing mix.
Resources checklist	• Unit specification. • Whiteboard and pens. • PS7: teacher presentation slides and notes.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: recap of previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS7) to include: ○ product attributes, market classifications, new product development ○ an introduction to product lifecycle and adoption ○ the branding of products and services, a definition and purpose of branding ○ types of branding, i.e. family, individual and own-label, rebranding ○ the impact of branding on buyer behaviour. • Group discussion: learners investigate the product lifecycle and share examples of tangible and intangible products and services at each stage of the lifecycle with the class. • Paired work: learners work in pairs to research strong brands and what makes a strong brand. • Group discussion: learners share their findings on strong brands and discuss the impact that strong brands have on buyer behaviour. • Individual activity: learners create a brand image and logo for a given product or service. • Group discussion: learners share their brand image and logo with the class and discuss the thinking behind them.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue with their glossary of terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 1: Principles of Marketing
Lesson number	10 (180 minutes)

Lesson objectives	Learners must be able to: understand Promotion as one of the 7Ps of the marketing mix.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS8: teacher presentation slides and notes.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: recap of previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS8) to include: ○ promotional objectives and models of communication ○ promotional or communications mix – advertising, direct marketing, product placement, sponsorship, sales promotion, social media outreach, exhibitions and public relations (PR) ○ the impact of promotion on buyer behaviour. • Paired activity: learners work in pairs to discuss and explain the reason for promotion and its purpose. • Group discussion: learners share their findings with the group. • Group activity: learners research examples of different methods of promotion, from traditional print ads to the latest social media trends and discuss the impact on users/buyers. • Group discussion: learners share their findings with the group.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue with their glossary of terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 1: Principles of Marketing
Lesson number	11 (180 minutes)

Lesson objectives	Learners must be able to: understand Price as one of the 7Ps of the marketing mix.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS9: teacher presentation slides and notes.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: recap of previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS9) to include: ○ pricing objectives and factors that influence price ○ pricing tactics (B2C) – pioneering, penetration, price matching, variable, psychological, prestige, promotional and discounting ○ professional services pricing ○ competitive tendering ○ international pricing issues ○ the impact of price on buyer behaviour. • Paired activity: learners work in pairs to investigate why pricing tactics should be considered when planning to market new products. • Group discussion: learners share their findings with the group. • Group activity: learners research examples of different pricing tactics and assess their appropriateness in a given context and prepare to present them to the class. • Group activity: each group presents their findings to the class. • Group discussion: learners discuss the impact of price on buyer behaviour.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main points identified in the presentations.
Private study/homework	• Homework: learners write up their notes and continue with their glossary of terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 1: Principles of Marketing
Lesson number	12 (180 minutes)

Lesson objectives	Learners must be able to: • understand Place/Placement as one of the 7Ps of the marketing mix.
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Resources checklist	• Unit specification. • Whiteboard and pens. • PS10: teacher presentation slides and notes.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: recap of previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS10) to include: ○ definitions of place in a marketing context ○ different stages of channel management ○ logistics and supply chain management ○ physical and online retailing. • Group activity: learners work together to investigate and discuss place/placement in the marketing mix to include how it applies to both brick-and-mortar operations, and to online sales/e-commerce. Learners consider selling/displaying products to customer groups, e.g. in shop window versus online. • Group discussion: learners share their findings with the group. • Individual activity: learners investigate and draw a poster to show the stages of channel management. • Group discussion: learners discuss the influence of logistics and supply chain management on marketing.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main points identified in the presentations.
Private study/homework	• Homework: learners write up their notes and continue with their glossary of terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 1: Principles of Marketing
Lesson no	13 (180 minutes)
Lesson objectives	Learners must be able to: understand People as one of the 7Ps of the marketing mix.
Resources checklist	- Unit specification. - Whiteboard and pens. PS11: teacher presentation slides and notes. - Case studies on people in marketing.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: recap of previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS11) to include the: ○ roles of people in marketing ○ different roles undertaken – customer interfacing and support personnel ○ impact of people on buyer behaviour. • Group discussion: many customers cannot separate the product or service from the staff member who provides it. What effect (positive or negative) can people have on customer satisfaction? • Paired activity: learners work together to investigate and discuss the roles of different people in marketing processes. • Individual research: learners research how superior after-sales support and advice can add value to an offering and give an organisation a competitive edge. • Group discussion: learners share their findings from the small group and individual research with the group. • Group activity: learners consider a given case study to identify the different roles in marketing, e.g. customer facing, support functions • Group discussion: learners share their findings from the small groups with the whole group.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue with their glossary of terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 1: Principles of Marketing
Lesson number	14 (180 minutes)
Lesson objectives	Learners must be able to: understand Physical Evidence as one of the 7ps of the marketing mix.
Resources checklist	- Unit specification. - Whiteboard and pens. PS12: teacher presentation slides and notes. - Examples of various physical environments.
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: recap of previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS12) to include: ○ definition of physical evidence ○ exteriors and interiors and how they influence buyer behaviour ○ visual factors, e.g. colour, lighting, uniforms and presentation ○ aural factors (music/sound) ○ olfactory factors (smell/taste) ○ the impact of physical evidence on buyer behaviour. • Teacher-led discussion: teacher gives examples of various physical environments for learners to comment on visual impact, aural impact and impression of smell and taste (olfactory impact). • Group discussion: the physical evidence demonstrated by an organisation must confirm the assumptions of the customer. Why should a financial services product be delivered in a formal setting, while a children's birthday entertainment company adopts a more relaxed approach? Learners discuss the influence that physical elements have on their own perception of products and services. • Paired activity: learners work together to investigate and discuss the impact of physical environments on buying behaviour. • Group discussion: learners share their findings with the group.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue with their glossary of terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 1: Principles of Marketing
Lesson number	15 (180 minutes)

Lesson objectives	Learners must be able to: understand Process as one of the 7ps of the marketing mix.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS13: teacher presentation slides and notes.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: recap of previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS13) to include: ○ definition of process in the marketing context ○ types of processes ○ the impact of process on buyer behaviour. • Group activity: learners research and list different processes in delivering products and services. • Group discussion: learners discuss the appropriateness and effectiveness of different processes in a specific context given by the teacher. • Paired research: learners research how process impacts on buyer behaviour. Learners investigate an organisation of their choice to find out the following: ○ Do customers have to wait? ○ Are they kept informed? ○ Is the website fast enough and available on the right devices? ○ Are the people helpful? ○ Is the service efficiently carried out? ○ Do the staff interact in a manner appropriate to the pricing? • Group discussion: learners share their findings with the group.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue with their glossary of terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 1: Principles of Marketing
Lesson number	16 (180 minutes)

Lesson objectives	Learners must be able to: • understand integration of the marketing mix.
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Resources checklist	• Unit specification. • Whiteboard and pens. • PS14: teacher presentation slides and notes.
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: recap of previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS14) to include: ○ how the marketing mix can be adapted to meet the needs of customers in B2C, B2B and B2G contexts ○ the shift from the 4Ps to the 7Ps ○ the relationship between marketing, ethics and corporate social responsibility (CSR) ○ actual and potential ethical issues in marketing ○ the link between external factors and the 7Ps. • Group discussion: Should a marketing mix be flexible or fixed? Learners discuss the 'flexible mix' and why an organisation may need to adapt it. • Teacher-led discussion: points for discussion with learners. ○ What organisations/brands do you like? Why? ○ Do you know of organisations that have bad reputations? What for? ○ Are there products you will not buy for ethical reasons? If so, what are they? • Group activity: learners research two or three global businesses that are famous for their CSR and discuss the link between marketing ethics and CSR. • Group discussion: learners share their findings with the group. • Paired activity: learners work together to investigate the application of the 7Ps in a given context and prepare a report for the group. • Group discussion: learners share their findings with the group.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue with their glossary of terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 1: Principles of Marketing
Lesson number	17 (180 minutes)

Lesson objectives	Learners must be able to: • understand how marketing plans are developed.
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Resources checklist	• Unit specification. • Whiteboard and pens. • PS15: teacher presentation slides and notes.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: introduction to new topic of marketing plans.
Main activities (150 minutes)	• Teacher-led presentation: (PS15) to include: ○ the links between marketing plans, marketing objectives and marketing strategies ○ an overview of the marketing planning process (analysis, planning, implementation and control) and marketing strategy ○ setting goals and objectives ○ evaluating and monitoring marketing plans. • Paired activity: 'What is the value of a good marketing plan?'. Learners research and discuss in pairs and present back to the group. • Group activity: learners investigate and illustrate the marketing process in a poster format. • Paired activity: learners identify the key elements needed in an effective marketing plan and present their findings to the group. • Group discussion: how important is a marketing plan?
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue with their glossary of terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 1: Principles of Marketing
Lesson number	18 (180 minutes)

Lesson objectives	Learners must be able to: • understand marketing tools and techniques.
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Resources checklist	• Unit specification. • Whiteboard and pens. • PS16: teacher presentation slides and notes. • AS1: questions to decide on market segmentation. • Case-study materials.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: introduction to new topic of marketing plans.
Main activities (150 minutes)	• Teacher-led presentation: (PS16) to include: ○ market segmentation and target market selection ○ situational analysis tools and techniques ○ creating a marketing strategy and allocation of resources ○ monitoring and control measures. • Teacher-led discussion: question and answer session: ○ What is meant by market segment? ○ What are the different ways of segmenting a market? • Paired activity: (TS1): learners find out about their partner by asking questions on the task sheet: ○ Where does your family do their main grocery shopping? ○ How many times a month does your family go shopping for non-food items? ○ What are your family's five favourite non-food shops? ○ Does your family have an internet connection? ○ Where does your family live? ○ What type of accommodation do you live in? ○ Does your family own their own home? ○ What is the age range of your family? ○ What sporting and leisure activities do your family enjoy? ○ What does this information tell them about their partner? What type of organisations will be targeting them with their products and services? • Group activity: learners apply market segmentation to an organisation using appropriate case-study materials. • Paired activity: using the previous activity/discussion, identify a target market for the given business.

Activities	Teaching notes
	• Group discussion: How important is market segmentation?
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue with their glossary of terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 1: Principles of Marketing
Lesson number	19 (180 minutes)
Lesson objectives	Learners must be able to: understand the ways in which organisations use elements of the marketing mix (7Ps) to achieve overall business objectives and be able to develop and evaluate a strategic marketing plan.
Resources checklist	- Unit specification. - Whiteboard and pens. - Assignment brief 2.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: introduction to assignment workshop.
Main activities (150 minutes)	• Teacher-led workshop: ○ hand-out of second assignment brief ○ brief overview of assessment requirements. • Teacher-led discussion: ○ open question and answer activity to address general questions and concerns about the assignment brief and tasks ○ review of academic requirements and submission format. • Group discussion: learners discuss queries and questions. • Individual activity: learners begin write up of assessment activity.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main points identified in the lesson.
Private study/homework	• Homework: learners continue write up of assessment activity.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 1: Principles of Marketing
Lesson number	20 (180 minutes)

Lesson objectives	Learners must be able to: understand the ways in which organisations use elements of the marketing mix (7Ps) to achieve overall business objectives and be able to develop and evaluate a strategic marketing plan.
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Resources checklist	- Unit specification. - Whiteboard and pens. - Assignment brief 2.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (5 minutes)	Lead-in: introduction to assignment workshop.
Main activities (170 minutes)	Individual activity: learners continue write up of assessment activity and discuss their progress with the teacher.
Concluding activity (5 minutes)	Plenary session: teacher confirms the final submission date for the assessment activity.
Private study/homework	Homework: learners complete write up of assessment activity for submission.

Assignment brief

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 1: Principles of Marketing
Learning aim(s)	A Understand the role of marketing and how it interrelates with other functional units of an organisation B Understand the ways in which organisations use elements of the marketing mix (7Ps) to achieve overall business objectives C Be able to develop and evaluate a strategic marketing plan
Assignment title	Marketing Concepts and Internal Relations, and Marketing Strategy and Application
Assessor	
Issue date	
Hand-in deadline	

Vocational scenario or context	You are applying for the role of marketing executive in an organisation <i>[you may use either a named organisation, an organisation of your choice, or your own place of work if appropriate]</i> and as part of the interview process you are required to discuss the concept of marketing, as well as its role in the organisation. You will then explore how marketing interrelates with the other functions in the business.
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Task 1	- You must give a 10-minute presentation as part of the interview. Your presentation should cover the following. 1. Introduction to the concept of marketing, including current and future trends. 2. An overview of the different marketing processes. 3. Explanation of the role and responsibilities of a marketing manager in the context of the organisation. 4. An analysis of how marketing influences and interrelates with other functional departments in the organisation. 5. Analysis of the value and importance of the marketing role in the context of the organisation. 6. Conclusions that summarise the significance of having effective interrelationships between different functional departments
Checklist of evidence required	- Presentation slides. - Speaker's notes.

Criteria covered by this task:	
Criterion reference	To achieve the criterion you must show that you are able to:
A.P1	Analyse the roles and responsibilities of the marketing function.
A.P2	Explain how roles and responsibilities of marketing relate to the wider organisational context.
A.P3	Analyse the significance of interrelationships between marketing and other functional units of an organisation.
Vocational scenario or context	You have been appointed as the new marketing executive for the organisation used in Task 1. The first objective you have been set is to research the competition and produce a marketing plan based on your findings, to drive forward the marketing objectives for the organisation.

Task 2	This assignment has two parts: Part A Compare how two different organisations in the same competitive market apply the various elements of the 7Ps marketing mix. This will be submitted as a briefing paper for the marketing team. The briefing paper will evaluate how the marketing mix is applied to achieve business objectives, relating to the two chosen organisations. This research will inform your situational analysis and enable you to formulate marketing goals and objectives for your organisation, based on the comparative findings. Part B Produce a marketing plan to meet marketing goals and objectives. The marketing plan should include all elements of the 7Ps marketing mix, with a tactical action plan and measures for monitoring and evaluating progress and meeting of goals and objectives.
Checklist of evidence required	• A completed marketing plan. • A briefing paper of the situational analysis research to support the marketing plan goals and objectives. Your research should be referenced using the Harvard referencing system. • A bibliography using the Harvard referencing system. The recommended word limit is 1000–1500 words, although you will not be penalised for exceeding the total word limit.

Criteria covered by this task:	
Criterion reference	To achieve the criterion you must show that you are able to:
B.P1	Compare the ways in which different organisations apply the marketing mix to the marketing planning process to achieve business objectives.
B.P2	Evaluate different tactics applied by organisations to demonstrate how business objectives can be achieved.
C.P1	Design and evaluate a strategic marketing plan that tactically applies the use of the 7Ps to achieve the overall marketing objectives.

Sources of information to support you with this assignment	
Other assessment materials attached to this assignment brief	

Unit 2: Principles of Marketing Communications and Techniques

Delivery guidance

Approaching the unit

The purpose of this unit is to develop learners' knowledge and understanding of marketing communications, and the techniques used nationally in Uzbekistan and worldwide. Learners will learn the underpinning theories and frameworks and be able to relate them to real-world examples, including the marketing communications they are likely to encounter in their daily lives.

You should encourage learners to look at the marketing communications of a variety of organisations and understand how they use different marketing channels to serve their communication objectives. On a more practical note, learners will need to be able to devise communication objectives for an organisation of their choice and be able to design and produce content appropriate to the channel and communication objectives. They must also be able to evaluate a communication strategy, channel choice and creative content.

Learners must be given plenty of opportunities to research and discuss different types of organisations and their marketing communications in order to show their knowledge and understanding of the unit.

To complete this unit, your learners will need access to a range of research materials, which could include the internet, journals or magazines and books.

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

- discussions – class- and small-group discussions on marketing communications, how they are applied in the different organisations and their importance
- individual or group presentations – covering marketing communications and the connection to the success or failure of an organisation
- case studies and video clips – illustrating marketing communications in businesses
- media and journal articles relating to marketing communications
- the internet – talks and videos on marketing communications.

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

Delivering the learning aims

For learning aim A, it is important that learners understand different marketing channels and how they serve communication objectives. You could ask learners to work in small groups to discuss their own knowledge of marketing communications and share their ideas with the class.

Expand on the topic by having learners share stories about their knowledge of marketing communications for different organisations and how they think they might impact on the organisations. There are many examples of marketing communications on the web that illustrate marketing communications for a range of organisations. Case studies and scenarios can also be used to prompt group discussions. Examples should be given of effective and ineffective marketing communications, to allow the class to discuss them and add their own examples.

Guest speakers could be invited from local and national businesses to talk about marketing communications. Learners could be tasked with preparing suitable questions before the speaker's arrival on the subject of marketing communications and how they benefit the organisation. This should ensure that learners are getting the most out of this activity.

For learning aims B and C, ensure that learners are able to devise communication objectives for an organisation and design and produce content appropriate to the channel, and to these communication objectives. Learners should be encouraged to research independently the value of a good marketing communications to organisations and discuss their findings with the group.

Learners could be given case studies to allow them to investigate marketing communications before they embark on devising their own.

For learning aim D, ensure that learners have practised critical evaluation before they complete their individual critical evaluation for assessment.

Assessment guidance

This unit is internally assessed through a number of independent tasks. Each task should cover at least one entire learning aim and it is essential that a learning aim is assessed as a whole and not split into tasks or sub-tasks per criterion.

All learners must generate individual evidence independently that can be authenticated. The main sources of evidence are likely to be an individual written report, accompanied by individual research.

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 2: Principles of Marketing Communications and Techniques
Introduction Begin by introducing the unit to learners through a group discussion. This can be followed by outlining the learning aims of the unit on how decisions are arrived at in their own business organisations.
Learning aim A: Understand different marketing channels and how they serve communication objectives
- You could begin by asking learners to think about what they understand by the term 'marketing communications'. - Ask learners to discuss the following statement 'Marketing communications and their impact on customers and the organisation'. Use learners' examples to support the discussion on marketing communications and their use in different organisations. - Lead a group discussion on the role of marketing communications in promoting and developing brands, to include awareness, associations, perceptions and building customer loyalty. - Ask learners to collaborate in small groups to share their thoughts on ethical issues in marketing communications, such as advertising to children and 'pester power', pressure-selling techniques, 'greenwashing' and privacy.

Learning aim B: Be able to devise communication objectives

Learning aim C: Be able to design and produce content appropriate to the channel and communication objectives

- Introduce the link between communication objectives and communication channels. Ask learners to name some products and services they know and discuss the channels used to promote them. These could be any products and services with which learners are familiar.
- Lead a discussion on the how the channel used for these products and services contributes to the overall success of the organisation. Discuss the findings with the class.
- Learners can take part in a class discussion on integrated marketing communications and its importance to successful marketing.
- Ask learners to work in pairs to share ideas about communication objectives for organisations and prepare a list of examples to share with the class.
- Lead a discussion on how using the right communication channels can help organisations meet their marketing objectives.
- Guest speakers could be invited to talk about marketing communications. Learners could ask questions about marketing communications and how they are used in the speaker's organisation. The speaker could explain how marketing communications are used at their organisation, giving current examples.

Learning aim D: Be able to evaluate a communication strategy, channel choice and creative content

- Learners work in small groups to evaluate communication strategies, channel choice and creative content for a number of organisations. These organisations can be for-profit or not-for-profit (for instance a charity or an NGO).
- Learners will need to explore a suitable case study for their assessed report. Learners may work in pairs or small groups to share their initial thoughts and then share their findings with the class.
- Each learner will be required to submit an independent report for assessment that demonstrates the ability to critically evaluate a case study involving communication strategy, channel choice and creative content. It is important that learners have plenty of opportunities to research marketing communications from a variety of organisations and practise critical writing before embarking on writing their critical evaluation for assessment.

Details of links to other BTEC units and qualifications

Resources

Textbooks

BAKER, M, J. (2014) *Marketing Strategy and Management*, 5th Ed. London: Palgrave Macmillan

BLYTHE, J, (2013) *Principles and Practice of Marketing*: Edition 3, Sage

BRASSINGTON, F. and PETTITT, S. (2012) *Essentials of Marketing*, 3rd Ed. Harlow: Pearson

CLOW, K. and BAACK, D. (2013) *Integrated Advertising, Promotions and Marketing Communications* (Global edition), 6th Ed. Harlow: Pearson

GROUCUTT, J. and HOPKINS, C. (2015) *Marketing* (Business Briefings), London: Palgrave Macmillan

HACKLEY, C. (2010) *Advertising and Promotion: An Integrated Marketing Communications Approach*, 2nd Ed. London: Sage Publications

Journal

<https://journals.sagepub.com/home/jmx>

Journal of Marketing

Websites

www.ted.com/topics/marketing

TED is an NGO devoted to spreading ideas of a variety of subjects, usually in the form of short, powerful talks (18 minutes or less) in more than 100 languages.

www.youtube.com/playlist?list=PLfwoaiiezPT-E9gcZ6AV1et2hcd92J21C

‘Marketing Teacher’ has a number of free marketing and management videos for marketing learners, teachers and professionals.

Pearson is not responsible for the content of any external internet sites. It is essential for teachers 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 teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit title	Principles of Marketing Communications and Techniques
Guided learning hours	60
Number of lessons	20
Duration of lessons	3 hours
Links to other units	Unit 1: Principles of Marketing Unit 3: Marketing in the Digital Age

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

#	Topic	Lesson type	Suggested activities	Classroom resources
1	Defining marketing communications and its importance both within/across an organisation, as well as to external stakeholders, namely customers.	Teacher-led, plus independent learning activities	Teacher-led presentation: defining marketing communication objectives and how they relate to the business: - why communication should be integrated to add value and to maximise the use of resources - the relationship between marketing and corporate communications. Teacher-led discussion: discuss the various definitions and approaches of marketing communication:	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
			○ evaluate the significance of marketing communication to organisations and their business goals ○ explore the approaches of marketing communication for enhanced effective utilisation of resources as well as accelerating business performance. ● Individual learner activity: learners write up their notes and commence the glossary of key terms. ● Plenary session: confirm the main learning points identified in the lesson.	

#	Topic	Lesson type	Suggested activities	Classroom resources
2	Introduction to the different stakeholders within the marketing communications operation	Teacher-led, plus independent learning activities	• Lead in: overview of the previous session. • Teacher-led presentation: internal and external suppliers – finance, brand managers, account management, agencies, designers and consultants: ○ the importance of building cross-functional relationships to maximise the value of the communication operation. • Group activity: investigate stakeholder engagement through different marketing communication approaches. • Group discussion: maximising the value of marketing communication through effective use of cross-functional relationships. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
3	Learning aim A: The role of marketing communications in promoting and developing brands	Teacher-led, plus independent learning activities	• Lead in: overview of the previous session. • Teacher-led presentation: the benefits of branding: ○ colours and symbols as brand-building tools ○ marketing communications and brand equity – brand awareness, brand associations, perceptions, building customer loyalty. • Group activity: explore different academic publications the role of marketing communications towards brand development and promotion. • Paired activity: learners investigate possible benefits that branding activities can bring to a business. • Teacher-led discussion: effectiveness of different branding activities and branding tools. • Research activity: examine grade brand equity parameters presenting specific examples. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
4	Developing a corporate identity – corporate personality, corporate identity and corporate image	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: defining corporate communication objectives: ◦ dimensions of corporate communications – symbolism and behaviour and their links to marketing and management communications. • Teacher-led discussion: How can corporate identity, brand personality or the business image be built and strong brand impression on consumer minds be made? • Paired activity: explore different dimensions of corporate communication and its objectives through different real-time cases. • Learners present feedback and key points using flipchart. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson.	Unit specification. Whiteboard and pens. Flipchart. Case studies of corporate communication and its objectives. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
5	Application of segmentation, targeting and positioning (STP)	Teacher-led, plus independent learning activities	• Lead in: overview of the previous session. • Teacher-led presentation: choosing the appropriate marketing communications channels for the target audience: ○ demonstrating how such an approach maximises the effectiveness of marketing communications to the organisation (meeting objectives) while delivering value to the end user. • Paired activity: learners compare the impact of different approaches to marketing, based on segmentation, targeting and positioning. • Teacher-led discussion: discuss the appropriateness of various communication channels and their significance to different business types. • Group activity: using case studies, learners present the approaches that can maximise the effectiveness of marketing communications and how to deliver more value to the end user. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson.	Unit specification. Whiteboard and pens. Presentation notes. Case studies of how to maximise the effectiveness of marketing communications. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
6	Understanding consumer behaviour	Teacher-led, plus Independent Learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: the basis of cognitive theory, e.g. personality, perception, learning: ○ the decision-making process – problem recognition, information search, alternative evaluation, purchase decision and post-purchase evaluation ○ customer decision making – high and low involvement and the role that integrated marketing communications (IMC) play in the process. • Group activity: learners examine promotions and branding campaigns, and identify the fundamentals of cognitive theory that apply and highlight the associated decision-making process. • Teacher-led discussion: customer decision making, as well as the factors that define their purchase preferences. • Paired activity: define the significance of IMC. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
7	Setting out the communication objectives in relation to marketing and business objectives	Teacher-led, plus Independent learning activities	• Lead in: overview of the previous lesson. • Teacher-led presentation: linking communication and business objectives to the product lifecycle – introduction, growth, maturity and decline/regeneration: ○ developing an omnichannel strategy. • Teacher-led discussion: brainstorm activity – define the basics of communication objectives in terms of marketing and business vision. • Group activity: establish the link of communication and business objective to the four stages of product lifecycle. • Teacher-led discussion: understanding the omnichannel strategy. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
8	Understanding the role of budgeting in IMC	Teacher-led, plus independent learning activities	• Lead in: overview of the previous lesson. • Teacher-led presentation: factors that influence and determine budgets – both internal and external. Working with internal and external stakeholders: ○ links between budgeting and scheduling of the IMC campaign. • Group activity: learners investigate the significance of budgeting in IMC and debate the various internal and external factors that influence budgets: ○ establish a link between the budgeting and scheduling of the IMC campaign. • Group presentation activity: using specific examples, explore how business can take advantage of IMC in achieving the business goals: ○ using a case study/video of a proposed business IMC, learners present the challenges faced when launching an IMC. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Case study of proposed business IMC. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
9	Exploring the communications planning process	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: ○ creating a schedule and communications plan ○ channel selection and rationale ○ the role of integration ○ defining and using SMART objectives. • Paired activity: learners review journal articles on the evaluation of different theories and the approaches of communications planning and processes: ○ learners present feedback on the parameters for selection and rationale behind an efficient communication channel using case studies, e.g. Coca-Cola, Starbucks, Red Bull. • Group activity: create an outline communication plan for a given product/service. • Teacher-led discussion: the integration process and SMART objectives. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Articles evaluating different theories and the approaches to communications planning and processes. Case studies of efficient communication channels. Activity sheet for a communication plan. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
10	The importance of monitoring and evaluating marketing communications plans and operation	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: ways of measuring/evaluating a marketing communications plan: ○ linking measuring and evaluation to the overall marketing and business objectives and strategy. • Group discussion: how to monitor and evaluate the marketing communications plans and varied operations. • Paired activity: using case studies, explore the significance of performance evaluation of marketing communications plans. • Group research activity: investigate the ways and links between measuring and evaluating business objectives, corporate strategies and the marketing initiatives. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Case studies of performance evaluation of marketing communications plans. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
11	Defining the different forms and types of advertising, for example, generic, product, brand, corporate, co-operative and specialist	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: identifying the different advertising media channels – television, cinema, radio, print, outdoor, online (including mobile): ○ comparing and contrasting B2C and B2B advertising ○ the role of creativity in advertising. • Quiz activity: learners match different slogans and images for products/services to the brand. • Teacher-led discussion: types and forms of advertising. • Paired activity: rate different advertising media channels on different aspects of costs, coverage, conversion ratio and return on investments. • Group activity: how the structure and role of an advertising agency works. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Quiz on slogans, images and brands. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
12	Different advertising media channels	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: ○ the role of creativity in advertising ○ advertising and IMC ○ an overview of advertising regulations. • Teacher-led discussion: the advertising media channels, as well as the significance of creative approaches in advertising for attracting more consumers to a business. • Group activity: investigate the theories and the practical implications of advertising and IMC plans using example case studies (Coca-Cola, Nike, Red Bull). • Group presentations: the key aspects of regulations and legality in advertising. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Case studies of theories and practical applications of advertising and IMC plans. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
13	Understanding sales promotion	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: objectives of sales promotion – trialling, increasing market penetration, developing and rewarding customer loyalty: ○ factors that have influenced the development of sales promotion ○ consumer promotions – monetary incentives, e.g. coupons and vouchers, and product promotions, e.g. samples ○ business promotions – price reductions, buy-back of old stock for new, dealer contest promotions. • Teacher-led discussion: sales promotions and associated factors. • Group research activity: different methods of consumer promotions that gear up the business sales, using specific examples to feedback. • Teacher-led discussion: judging the relevance of sales promotion and IMC, and the regulatory factors associated with sales promotions. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
14	Objectives of public relations, internal and external to the organisation	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: different types of public relations (PR): ○ internal – company information (online, paper-based), social activities, consultations, presentations ○ public affairs – corporate advertising, corporate websites, social media, annual events, lobbying and sponsorship ○ media – media kits, press releases, VNRs, websites, interviews ○ marketing – product placement, product launches. • Group activity: learners investigate the objectives of different types of public relations, identify goals and objectives for different case examples of PR tools. • Teacher-led discussion: the significance of crisis management. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens Case studies of PR tools. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
15	Types of sponsorship – event and cause related	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: defining sponsorship objectives from both a marketing and corporate communication perspective – B2C and B2B: ○ the role of creativity in sponsorship/sponsorship and IMC. • Teacher-led discussion: different types of sponsorship from the perspectives of marketing and corporate communications for both B2C and B2B: ○ brainstorm activity – the advantages and disadvantages of sponsorship. • Group activity: learners review and assess a case study for sponsorship, e.g. sponsorship of worldwide sporting events. • Individual learner activity: exercise to apply the role of creativity within the sponsorship framework and relevance to IMC. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Sponsorship case study. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
16	Direct selling and personal selling	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: ○ identifying direct marketing techniques – direct response advertising, telemarketing, direct mail, social media ○ data warehousing and data mining – using data in direct marketing (club cards) ○ the personal selling process – planning, building rapport, understanding customer needs, closing the sale and follow-up. • Group presentation: case studies to show use of direct marketing approaches that accelerate the sales volume of a business. • Teacher-led discussion: reflect on data warehousing and data mining for better understanding of different business factors and sales ratios. • Individual learner activity: learners record observations to feed back on the importance of personal selling and the stages involved using real-case transactions. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Case studies of the use of direct marketing. Case studies of transactions. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
17	Exhibitions, trade fairs and merchandising campaigns	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: relationship building, building and developing customer loyalty, generating sales leads, reinforcing corporate image, product launches, selling products, reinforcing the brand: ○ merchandising activities and defining the objective of merchandising. • Group discussion: various types of exhibitions and trade fairs, and grading exercise based on several parameters of marketing effectiveness, as well as customer engagement. • Paired activity: learners investigate different types of merchandising tactics and define their purpose. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
18	The role of social media and IMC	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: the impact of social media on IMC: ○ The different methods used for promotional activities. • Teacher-led discussion: brainstorm activity – the advantages and the implications that social media has on marketing communications, reviewing articles on the impact of social media. • Teacher-led discussion: social media, its nature and impact on consumer psychology as well as different forms through which branding can be made. • Group research activity: explore creativity in IMC in terms of social media and its use in marketing activities of an organisation. • Learners present feedback and share findings. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
19	Types of product placement and ambient media	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: defining the objectives of product placement: ○ the role of product placement in IMC. • Teacher-led discussion: using video clips and images to explore the use of product placement and ambient media. • Individual learner activity: learners to find examples of both forms of advertising and share. • Teacher-led discussion: brainstorm activity – the advantages and the potential risks of product placement/ambient media. • Group activity: research and present the correlation of IMC and creativity with product placement for brand building activities, using given case studies. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Case studies of correlation of IMC and creativity for brand building. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
20	Ethical issues and marketing communications	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: controversial messages, advertising to children, pressure-selling techniques, 'greenwashing' and public relations campaigns: ○ ethical decision-making frameworks that can be applied to marketing communications ○ marketing communications and privacy issues. • Teacher-led discussion: ethical issues in the context of marketing communication and business intentions to impress and attract customers. • Group activity: apply the ethical decision-making framework to the marketing communications for effectiveness of brand building. • Individual learner activity: investigate and define different privacy issues and voluntary codes of practice in the context of marketing communications. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 2: Principles of Marketing Communications and Techniques
Lesson number	1 (180 minutes)
Lesson objectives	Learners must be able to: understand marketing communications and its importance both within/across an organisation, as well as to external stakeholders, namely customers' decision-making processes.
Resources checklist	- Unit specification. - Whiteboard and pens. PS1: teacher presentation slides and notes.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• Lead-in: teacher to introduce topic 'Marketing communications'. • Group activity: question and answer activity on general/prior knowledge of marketing communications as a concept.
Main activities (130 minutes)	• Teacher-led presentation: (PS1) an introduction to marketing communications that includes: ○ marketing communication objectives and how they relate to the business ○ why communication should be integrated to both add value and maximise the use of resources ○ the relationship between marketing and corporate communications. • Paired activity: marketing communications are co-ordinated messages delivered through one or more channels to a range of audiences in order to influence how they think and feel about products and services and to compel them to act'. Learners discuss this definition and different approaches of marketing communication. • Group activity: learners explore the approaches of marketing communication for enhanced effective utilisation of resources, as well as accelerating business performance. • Group discussion: What is the importance of marketing communication to organisations and their business goals?
Concluding activity (30 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and start on the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 2: Principles of Marketing Communication and Techniques
Lesson number	2 (180 minutes)

Lesson objectives	Learners must be able to: understand the different stakeholders in the marketing communications operation.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS2: teacher presentation slides and notes.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: teacher to recap on last lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS2) an introduction to different stakeholders within the marketing communications operation to include: ○ internal and external suppliers – finance, brand managers, account management, agencies, designers and consultants ○ the importance of building cross-functional relationships to maximise the value of the communication operation. • Group activity: learners investigate stakeholder engagement through different marketing communication approaches. • Teacher-led discussion: How can organisations maximise the value of marketing communication through effective use of cross-functional relationships?
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 2: Principles of Marketing Communication and Techniques
Lesson number	3 (180 minutes)
Lesson objectives	Learners must be able to: understand the role of marketing communications in promoting and developing brands.
Resources checklist	- Unit specification. - Whiteboard and pens. PS3: teacher presentation slides and notes. - Academic publications for marketing.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: teacher to recap on last lesson.
Main activities (140 minutes)	• Teacher-led presentation: (PS3) an introduction to the role of marketing communications in promoting and developing brands that includes: ○ the benefits of branding ○ colours and symbols as brand-building tools ○ marketing communications and brand equity – brand awareness, brand associations, perceptions, building customer loyalty ○ ethical issues in marketing communications, e.g. advertising to children, pressure selling techniques, 'greenwashing' and privacy. • Group activity: learners explore different academic publications to investigate the role of marketing communications towards brand development and promotion. • Individual activity: learners investigate possible benefits that branding activities can bring to a business. • Paired activity: learners select two contrasting businesses and research and discuss the effectiveness of the different branding activities and branding tools used. • Group activity: learners research grade brand equity parameters and present specific examples to the group. • Group discussion: What is the importance of branding to organisations?
Concluding activity (30 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Lead-in: teacher to recap on last lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 2: Principles of Marketing Communication and Techniques
Lesson number	4 (180 minutes)
Lesson objectives	Learners must be able to: • understand corporate identity.
Resources checklist	• Unit specification. • Whiteboard and pens. • PS4: teacher presentation slides and notes. • Academic publications for marketing.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: teacher to recap on last lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS4) an introduction to corporate identity that includes: ○ corporate communication objectives ○ dimensions of corporate communications – symbolism and behaviour and their links to marketing and management communications. • Paired activity: learners research the brand personality of two well-known brands of their choice, and discuss the emotional responses they elicit, then share their findings with the group. • Teacher-led discussion: How can corporate identity, brand personality or the business image be built and strong brand impression on consumer minds be made? • Paired activity: learners explore different dimensions of corporate communication and its objectives through different case studies. Learners present their key points to the group. • Group discussion: What is the importance of corporate identity to organisations?
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 2: Principles of Marketing Communications and Techniques
Lesson number	5 (180 minutes)

Lesson objectives	Learners must be able to: understand the application of segmentation, targeting and positioning (STP).
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Resources checklist	- Unit specification. - Whiteboard and pens. PS5: teacher presentation slides and notes. - Case studies. AS: identify characteristics of effective financial planning.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: teacher to recap on last lesson
Main activities (150 minutes)	• Teacher-led presentation: (PS5) an introduction to the application of segmentation, targeting and positioning (STP) that includes: ○ choosing the appropriate marketing communications channels for the target audience ○ how such an approach maximises the effectiveness of marketing communications to the organisation (meeting objectives) whilst delivering value to the end user. • Paired activity: learners research well-known organisations and their approaches to marketing, based on segmentation, targeting and positioning, and compare the impact of these different approaches. Learners share their findings with the group. • Teacher-led discussion: How appropriate are various communication channels? Learners give examples with which they are familiar and discuss their significance to different business types. • Group activity: using case studies, learners present the approaches that can maximise the effectiveness of marketing communications and how to deliver more value to the end user.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 2: Principles of Marketing Communications and Techniques
Lesson number	6 (180 minutes)
Lesson objectives	Learners must be able to: • understand consumer behaviour.
Resources checklist	• Unit specification. • Whiteboard and pens. • PS6: teacher presentation slides and notes.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: teacher to recap on last lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS6) an introduction to consumer behaviour that includes: ○ the basis of cognitive theory, e.g. personality, perception, learning ○ the decision-making process – problem recognition, information search, alternative evaluation, purchase decision and post-purchase evaluation ○ customer decision making – high and low involvement and the role that integrated marketing communications (IMC) play in the process. • Group activity: learners research promotions and branding campaigns and identify the fundamentals of cognitive theory that apply and highlight the associated decision-making process. Learners discuss their findings with the group. • Teacher-led discussion: What do we mean by customer decision making and what are the factors that define their purchase preferences? • Group discussion: How important are IMC to an organisation?
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 2: Principles of Marketing Communications and Techniques
Lesson number	7 (180 minutes)

Lesson objectives	Learners must be able to: understand communication objectives in relation to marketing and business objectives.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS7: teacher presentation slides and notes.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: teacher to recap on last lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS7) an introduction to communication objectives in relation to marketing and business objectives that includes: ○ linking communication and business objectives to the product lifecycle – introduction, growth, maturity and decline/regeneration ○ developing an omnichannel strategy. • Teacher-led discussion: What are the basics of communication objectives in terms of marketing and business vision? • Group activity: learners research the link between communication and business objectives to the four stages of product lifecycle and share their findings with the group. • Group discussion: learners give examples of organisations that have an omnichannel strategy and explain why they think that this type of strategy is important.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 2: Principles of Marketing Communications and Techniques
Lesson number	8 (180 minutes)
Lesson objectives	Learners must be able to: understand the role of budgeting in IMC.
Resources checklist	- Unit specification. - Whiteboard and pens. PS8: teacher presentation slides and notes. - Case study/video of a proposed business IMC.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: teacher to recap on last lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS8) an introduction to the role of budgeting in IMC that includes: ○ the factors that influence and determine budgets – both internal and external ○ working with internal and external stakeholders ○ links between budgeting and scheduling of the IMC campaign. • Group activity: learners investigate the significance of budgeting in IMC and debate the various internal and external factors that influence budgets. • Paired activity: learner research and present their findings on how organisations can take advantage of IMC in achieving the business goals. • Group discussion: using a case study/video of a proposed business IMC provided by the teacher, learners present the challenges faced when launching an IMC.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 2: Principles of Marketing Communications and Techniques
Lesson number	9 (180 minutes)
Lesson objectives	Learners must be able to: understand the communications planning process.
Resources checklist	- Unit specification. - Whiteboard and pens. PS9: teacher presentation slides and notes. - Journal articles and case studies on efficient communication channels.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: teacher to recap on last lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS9) an introduction to schedules and communications plans that includes: ○ channel selection and rationale ○ the role of integration ○ defining and using SMART objectives. • Group activity: learners review journal articles on the evaluation of different theories and approaches to communications' planning and processes. • Paired activity: learner use case studies to find out about the parameters for selection and the rationale behind an efficient communication channel. Learners present their feedback to the group. • Paired activity: learners investigate the role of integration. • Individual activity: learners identify the SMART objectives in the following statement: ○ the Uzbek marketing campaign, implemented by the Uzbek sales lead in conjunction with the Uzbek marketing team, will use conference appearances, customer referrals, content marketing tactics, social media outreach and personal selling to identify and develop six new organisations to pilot our new service by July 31st. • Group activity: learners create an outline communication plan for a product or service of their choice. • Teacher-led discussion: Why set SMART objectives?
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 2: Principles of Marketing Communications and Techniques
Lesson no	10 (180 minutes)
Lesson objectives	Learners must be able to: understand the importance of monitoring and evaluating marketing communications plans and operations.
Resources checklist	- Unit specification. - Whiteboard and pens. PS10: teacher presentation slides and notes. - Case studies on communication plans.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: teacher to recap on last lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS10) an introduction to the importance of monitoring and evaluating marketing communications plans and operations that includes: ○ ways of measuring/evaluating a marketing communications plan ○ linking measuring and evaluation to the overall marketing and business objectives and strategy. • Group discussion: How can organisations monitor and evaluate the marketing communications plans and operations? • Paired activity: learners use case studies to explore the significance of performance evaluation of marketing communications plans. Learners feed back to the group.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 2: Principles of Marketing Communications and Techniques
Lesson number	11 (180 minutes)

Lesson objectives	Learners must: understand the different forms and types of advertising.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS11: teacher presentation slides and notes. - Quiz questions and answers.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: teacher to recap on last lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS11) an introduction to the different forms and types of advertising that includes: ○ forms and types of advertising, e.g. generic, product, brand, corporate, co-operative and specialist ○ advertising media channels, e.g. television, cinema, radio, print, outdoor, online (including mobile) ○ comparing and contrasting B2C and B2B advertising. • Group activity: quiz – learners match different slogans and images for products and services to the brand. • Group activity: learners research and discuss types and forms of advertising. Learners share feedback with the group. • Paired activity: learners rate different advertising media channels on different aspects of costs, coverage, conversion ratio and return on investments. Learners share their findings with the group. • Teacher-led discussion: learners discuss how the structure and role of advertising agency works.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 2: Principles of Marketing Communications and Techniques
Lesson number	12 (180 minutes)

Lesson objectives	Learners must: • understand different advertising media channels.
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Resources checklist	• Unit specification. • Whiteboard and pens. • PS12: teacher presentation slides and notes. • Case studies.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: teacher to recap on last lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS12) an introduction to the different advertising media channels that includes: ○ the role of creativity in advertising. ○ advertising and IMC. ○ an overview of advertising regulations. • Group discussion: How do advertising media channels attract more consumers to a business and what is the significance of using creative approaches in advertising? • Group activity – investigate the theories and the practical implications of advertising and IMC plans using example case studies. Learners feed back to the group. • Group activity: learners prepare a presentation for the group on the key aspects of regulations and legality in advertising. • Group presentations and discussion: the key aspects of regulations and legality in advertising.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 2: Principles of Marketing Communications and Techniques
Lesson number	13 (180 minutes)

Lesson objectives	Learners must: • understand sales promotion.
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Resources checklist	• Unit specification. • Whiteboard and pens. • PS13: teacher presentation slides and notes.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: teacher to recap on last lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS13) an introduction to sales promotion that includes: ○ objectives of sales promotion – trialling, increasing market penetration, developing and rewarding customer loyalty ○ factors that have influenced the development of sales promotion ○ consumer and business promotions. • Group discussion: learners give examples of sales promotions with which they are familiar and discuss their success or failure. • Group activity: learners investigate different methods of consumer promotions that increase sales, using specific examples to feedback. This should include: ○ monetary incentives, e.g. coupons and vouchers ○ product promotions, e.g. samples ○ price reductions ○ buy-back of old stock for new ○ dealer contest promotions. • Group discussion: What is the relevance of sales promotion and IMC and how are they affected by regulatory factors?
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 2: Principles of Marketing Communications and Techniques
Lesson no	14 (180 minutes)

Lesson objectives	Learners must: • understand sales promotion.
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Resources checklist	• Unit specification. • Whiteboard and pens. • PS14: teacher presentation slides and notes. • Case studies on PR activities.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: teacher to recap on last lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS14) an introduction to the objectives of public relations, internal and external to the organisation, that includes different types of public relations (PR) such as: ○ internal – company information (online, paper-based), social activities, consultations, presentations ○ public affairs – corporate advertising, corporate websites, social media, annual events, lobbying and sponsorship ○ media – media kits, press releases, VNRs, websites, interviews ○ marketing – product placement, product launches. • Group discussion: learners give examples of public relations with which they are familiar and discuss their impact on the organisation. • Group activity: learners investigate the objectives of different types of public relations and share their findings with the group. • Paired activity: learners identify goals and objectives for different case examples of PR tools and share their findings with the group. • Group discussion: crisis management – What is it and why is it important?
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 2: Principles of Marketing Communications and Techniques
Lesson number	15 (180 minutes)

Lesson objectives	Learners must: understand types of sponsorship, event and cause related.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS15: teacher presentation slides and notes.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: teacher to recap on last lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS15) an introduction to sponsorship objectives that includes: ○ the marketing and corporate communication perspective (B2C and B2B) ○ the role of creativity in sponsorship ○ sponsorship and IMC. • Teacher-led discussion: learners discuss different types of sponsorship from the perspectives of marketing and corporate communications for both B2C and B2B. • Group discussion: What are the advantages and disadvantages of sponsorship? • Paired activity: learners review and assess a case study for sponsorship, e.g. sponsorship of worldwide sporting events. • Group discussion: What is the role of creativity in the sponsorship framework and what is its relevance to IMC?
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 2: Principles of Marketing Communications and Techniques
Lesson number	16 (180 minutes)

Lesson objectives	Learners must: • understand direct selling and personal selling.
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Resources checklist	• Unit specification. • Whiteboard and pens. • PS16: teacher presentation slides and notes. • Case studies on direct marketing.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: teacher to recap on last lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS16) an introduction to direct selling and personal selling that includes: ○ identifying direct marketing techniques: direct response advertising, telemarketing, direct mail, social media ○ data warehousing and data mining – using data in direct marketing (loyalty cards) ○ the personal selling process – planning, building rapport, understanding customer needs, closing the sale and follow up. • Group activity: learners explore case studies and give a group presentation to show the use of direct marketing approaches that accelerate the sales volume of a business. • Discussion activity: reflect on data warehousing and data mining for better understanding of different business factors and sales ratios. • Learners record observations to feed back, on the importance of personal selling and the stages involved using real case transactions. • Learners discuss different types of sponsorship from the perspectives of marketing and corporate communications for both B2C and B2B. • Group discussion: What are the advantages and disadvantages of sponsorship? • Paired activity: learners review and assess a case study for sponsorship, e.g. sponsorship of worldwide sporting events. • Group discussion: What is the role of creativity in the sponsorship framework and what is its relevance to IMC?
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.

Activities	Teaching notes
Private study/homework	• Homework: learners write up their notes and glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 2: Principles of Marketing Communications and Techniques
Lesson number	17 (180 minutes)

Lesson objectives	Learners must: understand exhibitions, trade fairs and merchandising.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS17: teacher presentation slides and notes.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: teacher to recap on last lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS17) an introduction to exhibitions, trade fairs and merchandising that includes: ○ relationship building, building and developing customer loyalty, generating sales leads, reinforcing corporate image, product launches, selling products, reinforcing the brand ○ merchandising activities and defining the objective of merchandising. • Teacher-led discussion: learners discuss exhibitions and trade fairs with which they are familiar and their marketing effectiveness/customer engagement. • Paired activity: learners investigate different types of merchandising tactics and define their purpose. Learners share their findings with the group. • Group discussion: Are exhibitions and trade fairs suitable for all organisations? If not, why not?
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 2: Principles of Marketing Communications and Techniques
Lesson number	18 (180 minutes)

Lesson objectives	Learners must: • understand the role of social media and IMC.
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Resources checklist	• Unit specification. • Whiteboard and pens. • PS18: teacher presentation slides and notes. • Articles on the impact of social media.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: teacher to recap on last lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS18) an introduction to the role of social media and IMC that includes: ○ the impact of social media on IMC ○ the different methods used for promotional activities. • Group activity: learners review articles on the impact of social media. • Teacher-led discussion: learners discuss the advantages and the implications that social media has on marketing communications. • Group discussion: social media, its nature and impact on consumer psychology. • Group activity: learners research creativity in IMC, in terms of social media and its use in the marketing activities of an organisation. • Group discussion: learners share feedback and findings.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 2: Principles of Marketing Communications and Techniques
Lesson number	19 (180 minutes)

Lesson objectives	Learners must: understand types of product placement and ambient media.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS19: teacher presentation slides and notes. - Video clips and images showing product placement.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: teacher to recap on last lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS19) an introduction to types of product placement and ambient media that includes the: ○ objectives of product placement ○ role of product placement in IMC. • Teacher-led discussion: teacher shows video clips and images, and leads discussion on the use of product placement and ambient media. • Paired activity: learners research the use of product placement in Hollywood movies. What sort of products are being placed in movies – what effect might this have on sales? • Group activity: learners research to find examples of ambient media and share their findings with the group. • Group discussion: learners discuss the advantages and the potential risks of product placement and ambient media. • Group activity: learners use case studies and their own research to prepare a presentation on the correlation of IMC and creativity with product placement for brand-building activities. • Group activity: presentations and discussion.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 2: Principles of Marketing Communications and Techniques
Lesson no	20 (180 minutes)

Lesson objectives	Learners must: • understand ethical issues and marketing communication.
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Resources checklist	• Unit specification. • Whiteboard and pens. • PS20: teacher presentation slides and notes.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: teacher to recap on last lesson.
Main activities (150 minutes)	Teacher-led presentation: (PS19) an introduction to ethical issues and marketing communication that includes: ○ controversial messages, advertising to children, pressure selling techniques, 'greenwashing' and public relations campaigns ○ ethical decision-making frameworks that can be applied to marketing communications ○ marketing communications and privacy issues. • Paired activity: learners research marketing communications that they think may be controversial and the possible effect on the organisation's brand. • Group discussion: learners share their findings and discuss ethical issues in the context of marketing communication and business intentions to impress and attract the customers. • Group activity: learners discuss how the ethical decision-making framework applies to marketing communications and brand building. • Paired activity: learners investigate and define different privacy issues and voluntary codes of practice in context of marketing communications.
Concluding activity (20 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and glossary of key terms.

Assignment brief 1

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 2: Principles of Marketing Communications and Techniques
Learning aim(s)	A Understand different marketing channels and how they serve communication objectives. B Be able to devise communication objectives. C Be able to design and produce content appropriate to the channel and communication objectives.
Assignment title	Integrated Marketing Communications Planning
Assessor	
Issue date	
Hand-in deadline	

Vocational scenario or context	You are working in the marketing team for <i>[insert here either a named organisation or enable learners to choose an organisation and use the following insertion 'an organisation of your choice'. Learners should be encouraged to use their own place of work, if appropriate]</i> and you have been briefed with developing an integrated marketing communications (IMC) plan for a new product/service.
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Task 1	Part A: Each team produces an IMC plan. You must design appropriate communication objectives and channel selection for the given product/service. You will also need to design and develop appropriate content to meet channel selected and communication objectives. This IMC plan should consider the following: • IMC situational analysis • communication objectives • strategic communications plan, including creative strategy and promotional budget • promotional mix and appropriate multiple channel selection
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	• strategic plan and tactics for each channel selection • implementation and the use of control and evaluation mechanisms. Part B: Each team presents a group presentation (10 minutes) to explain the different channels chosen and how they serve communication objectives, to justify the choices they have made.
Checklist of evidence required	Part A: This is a group report, which must be submitted as one report, but it should clearly highlight which section was completed by each individual member. This should be written in a concise, formal business style using single spacing and font size 12. You are required to make use of headings, paragraphs, subsections and illustrations as appropriate and all work must be supported with research and referenced using the Harvard referencing system. Please also provide a bibliography using the Harvard referencing system. The recommended word limit is 2000–2500 words, although you will not be penalised for exceeding the total word limit. Part B: The submission is in the form of a 10-minute group PowerPoint presentation and 5 minutes allocated for questions. The presentation slides and speaker notes should be submitted as one copy. You are required to make effective use of PowerPoint headings, paragraphs and subsections as appropriate. Your research should be referenced using the Harvard referencing system. Please also provide a bibliography using the Harvard referencing system. The recommended word limit is 1000–1500 words, including speaker notes, although you will not be penalised for exceeding the total word limit. Each member of the group must submit a copy of the presentation and a reflective statement must also be included by each group member to identify the work undertaken and to evaluate the effectiveness of the group work for both parts of the assignment.

Criteria covered by this task:	
Criterion reference	To achieve the criterion you must show that you are able to:
A.P1	Evaluate different types of marketing channels and how they serve communication objectives within an organisational context.
A.P2	Evaluate how marketing channels of communication are integrated within an organisational context to add value and maximise resources.
B.P1	Design communication objectives for a given organisational situation and justify appropriate channel selection and integration.
B.P2	Evaluate the application of the communication objectives in relation to marketing communications mix and the organisational business objectives.
C.P1	Design and produce content appropriate to the channel and communication objectives.
C.P2	Create a marketing communications plan that effectively meets communication objectives for a given organisational situation.

Sources of information to support you with this assignment	
Other assessment materials attached to this assignment brief	

Assignment brief 2

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 2: Principles of Marketing Communications and Techniques
Learning aim(s)	D Be able to evaluate a communication strategy, channel choice and creative content.
Assignment title	IMC Case Study
Assessor	
Issue date	
Hand-in deadline	

Vocational scenario or context	In your position as a Marketing Communications Executive, you have been tasked with producing an individual case study report that explains and examines the marketing communications of a specific organisation. The chosen organisation can be for-profit or not-for-profit (for instance, a charity or an NGO). This is to be used to showcase to clients the importance of IMC planning and the advice and support that can be provided by your company.
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Task 1	The report should include: • a brief background to the organisation • current communications objectives • a critical evaluation of those objectives (Are they suitable?) • chosen channels of communications • a critical evaluation of those channels (Are they suitable?) • a critical evaluation of one example of creative content from that organisation's marketing communications • appropriate recommendations and a rationale for those recommendations.
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Checklist of evidence required	The submission is in the form of an individual written report. It should be written in a concise, formal business style using single spacing and font size 12. You are required to make use of headings, paragraphs and subsections as appropriate, and all work must be supported with research and referenced using the Harvard referencing system. Please also provide a bibliography using the Harvard referencing system. The recommended word limit is 1500–2000 words, although you will not be penalised for exceeding the total word limit.
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Criteria covered by this task:	
Criterion reference	To achieve the criterion you must show that you are able to:
D.P1	Evaluate a marketing communications plan in relation to the communication strategy, channel choice and creative content.
D.P2	Critique and review the success of the monitoring and impact of the marketing communications plan.
D.P3	Provide appropriate and justified recommendations for improving the marketing communications plan to maximise revenue and successfully meet both communication and business objectives.

Sources of information to support you with this assignment	
Other assessment materials attached to this assignment brief	

Unit 3: Marketing in the Digital Age

Delivery guidance

Approaching the unit

The purpose of this unit is to introduce learners to the major developments taking place in digital marketing. It will enable learners to develop an understanding of how organisations use various digital tools and techniques to engage their customers and maintain a competitive advantage. Learners will learn about the underpinning theories and frameworks, and be able to relate them to real-world examples, including digital marketing campaigns they may have encountered in their daily lives.

You should encourage learners to look at the digital marketing communications of a variety of organisations and understand how they use different digital marketing channels to serve their communication objectives. On a more practical note, learners will need to be able to organise digital marketing activities and build multi-channel capabilities in an organisation.

Learners must be given plenty of opportunities to research and discuss different types of organisations and their digital marketing campaigns, in order to show their knowledge and understanding of the unit.

To complete this unit, your learners will need access to a range of research materials, which could include the internet, journals or magazines, and books.

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

- discussions – class and small-group discussions on digital marketing communications and digital marketing analytics, and how they are applied in different organisations, and their importance
- individual or group presentations – covering digital marketing communications and the connection to the success or failure of an organisation
- case studies and video clips – illustrating digital marketing communications in businesses
- media and journal articles relating to digital marketing communications
- internet – talks and videos on digital marketing communications.

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

Delivering the learning aims

For learning aim 1, it is important that learners understand the opportunities, challenges and impact of the digital environment. Ask learners to work in small groups to discuss their knowledge of digital marketing communications and share their ideas with the class.

Expand on the topic and think about the impact of the digital environment on different organisations. There are many examples of digital marketing communications on the web that illustrate them for a range of organisations. Case studies and scenarios can also be used to prompt group discussions. Examples should be given of the effects of digital marketing campaigns, to allow the class to discuss these and add their own examples.

Guest speakers could be invited from local and national businesses to talk about digital marketing. Learners could be tasked with preparing questions before the speaker's arrival on the subject of digital marketing communications and how they benefit the organisation. This should ensure that learners are getting the most out of this activity.

For learning aim B, ensure that learners understand key digital tools, platforms and channels, and that they can compare and contrast 'bricks and mortar' and other physical channels. Learners should be encouraged to research independently the value of a good digital marketing campaign to organisations and discuss their findings with the group. Learners could be given case studies to allow them to investigate digital marketing campaigns in order to enhance their discussions.

For learning aim C, learners must be able to present a campaign that organises digital marketing activities and builds multi-channel capabilities for an organisation. Learners should be encouraged to research a variety of different campaigns before embarking on their own campaign for assessment.

Learning aim C links to learning aim D, as learners must show that they understand the practicalities of the methods of monitoring and measuring digital marketing effectively. Again, learners should carry out research on real organisations to support their learning.

Assessment guidance

This unit is internally assessed through a number of independent tasks. Each task should cover at least one entire learning aim and it is essential that a learning aim is assessed as a whole and not split into tasks or sub-tasks per criterion.

All learners must independently generate individual evidence that can be authenticated. The main sources of evidence are likely to be an individual written report accompanied by individual research.

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: Marketing in the Digital Age
Introduction Begin by introducing the unit to learners through a group discussion. This can be followed by outlining the learning aims of the unit.
Learning aim A: Understand the opportunities, challenges and impact of the digital environment You could begin by asking learners to think about what they understand by the term 'digital marketing'. Ask learners to discuss digital marketing campaigns with which they are familiar. Use learners' examples to support the discussion on digital marketing campaigns and their use by different organisations. Lead a group discussion on the impact of digital marketing on both large and small organisations Ask learners to collaborate in small groups to share their thoughts on the growth of digital marketing – Does it run alongside or replace 'traditional' marketing methods?
Learning aim B: Understand key digital tools, platforms and channels, comparing and contrasting 'bricks and mortar' and other physical channels • Ask learners to name some products and services they know of and discuss how they are sold/distributed. These could be any products and services with which learners are familiar. • Lead a discussion on the how the key digital tools, platforms and channels link to the distribution channels used for these products and services. Discuss the findings with the class.

- Learners can take part in a class discussion on digital marketing and its importance in today's society.
- Ask learners to work in pairs to share ideas about effective digital marketing for organisations and prepare a list of examples to share with the class.
- Guest speakers could be invited to talk about marketing communications. Learners could ask questions about marketing communications and how they are used in the organisation. The speaker could explain how marketing communications are used at their organisation, giving current examples.

Learning aim C: Be able to organise digital marketing activities and build multi-channel capabilities in an organisation

Learning aim D: Understand methods of monitoring and measuring digital marketing effectively

Learners work in small groups to evaluate current digital marketing activities for a number of organisations. These organisations can be for-profit or not-for-profit (for instance a charity or an NGO).

Each learner will be required to submit an independent report/presentation for assessment, with proposed digital marketing activities and multi-channel capabilities, and show understanding of the way in which they can be monitored and measured. It is important that learners are given plenty of opportunities to research a variety of organisations and their digital marketing before embarking on writing their report/presentation for assessment.

Details of links to other BTEC units and qualifications

This unit links with all the other units but is particularly relevant to the following two units:

Unit 1: Principles of Marketing

Unit 2: Principles of Marketing Communications and Techniques.

Resources

Textbooks

HAFHEY, D. and ELLIS-CHADWICK, F. (2012) *Digital Marketing: Strategy, Implementation and Practice*, 5th Ed. Harlow: Pearson

CHAFHEY, D. and SMITH, P. (2012) *eMarketing eXcellence: Planning and Optimising your Digital Marketing*, 4th Ed. Abingdon: Routledge

HEMANN, C. and BURBARY, K. (2013) *Digital Marketing Analytics: Making Sense of Consumer Data in a Digital World*, Que Publishing

TAPP, A, WHITTEN, I. and MATTHEW, H. (2014) *Principles of Direct, Database and Digital Marketing*, 5th Ed. Harlow: Pearson

Journal

<https://journals.sagepub.com/home/jmx>

Journal of Marketing

Websites

www.ted.com/topics/marketing

TED is an NGO devoted to spreading ideas of a variety of subjects, usually in the form of short, powerful talks (18 minutes or less) in more than 100 languages.

www.youtube.com/playlist?list=PLfwoaiiezPT-E9gcZ6AV1et2hcd92J21C

Marketing Teacher has a number of free marketing and management videos for marketing learners, teachers and professionals.

Pearson is not responsible for the content of any external internet sites. It is essential for teachers 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 teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet

Scheme of work

Unit title	Marketing in the Digital Age
Guided learning hours	60
Number of lessons	20
Duration of lessons	3 hours
Links to other units	Unit 1: Principles of Marketing Unit 2: Principles of Marketing Communications and Techniques

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

#	Topic	Lesson type	Suggested activities	Classroom resources
1	Provide information and guidance related to unit's content and assessment	Teacher-led, plus independent learning activities	Teacher-led presentation: overview of the topic and clarify what we mean by digital marketing, including key channels, where it is being deployed and its role in the overall marketing mix: - What is digital? - origins and growth – broken down by industries and using examples - role in relation to the 7Ps.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
			• Learner brainstorm activity: describe the key aspects of digital marketing and determine its role in relation to the 7Ps. • Group activity: research activity and group presentations on the impact of digital marketing to determine what consumers want, the use of analytics and the role of social networking. • Individual learner activity: learners write up their notes and start on the glossary of key terms. • Plenary session: confirm the main learning points identified in the lesson.	

#	Topic	Lesson type	Suggested activities	Classroom resources
2	Present an overview of the digital landscape, scope, innovation, trends and opportunities that it presents	Teacher-led, plus independent learning activities	• Lead in: overview of the previous session. • Teacher-led presentation: ○ internet of things ○ location-based marketing ○ data mapping ○ big data ○ crowdsourcing. • Teacher-led discussion: brainstorm activity – definitions and examples of the opportunities of digital marketing. • Teacher-led discussion: discussion activity – points to include are the rise and usage of digital technologies, changing consumer patterns, key trends and the rise of online consumer power. • Group activity: group research activity and presentations on concepts and ideas relating to digital marketing. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
3	Digital marketing and developing effective digital marketing strategies	Teacher-led, plus independent learning activities	• Lead in: overview of the previous session. • Teacher-led presentation: key areas of digital marketing strategies: ○ B2B digital marketing ○ content marketing management ○ customer engagement ○ customer relationship management ○ conversion optimisation. • Group activity: group research of case study examples to illustrate the use of digital marketing techniques and strategy. • Learners present: impact of digital marketing techniques and feed back to the rest of the class. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson.	Unit specification. Whiteboard and pens. Presentation notes. Case studies on the use of digital marketing techniques and strategy. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
4	Challenges and impacts of digital marketing	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: demonstrate through case studies the many challenges and issues faced by marketers when developing and executing a digital marketing campaign and approach. Key content includes: ○ organisational resource and capabilities ○ cultural barriers ○ sticky resources ○ external factors and limitations. • Teacher-led discussion: brainstorm activity – the key challenges that marketers face when developing a digital marketing campaign and approach. • Individual learner activity: research and review case studies of digital marketing campaigns to discuss and evaluate the impact and the risks. • Group activity: set the challenge to identify strategies to 'rise above the noise' and make recommendations. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson.	Unit specification. Whiteboard and pens. Presentation notes. Case studies of digital marketing campaigns Computers with internet access

#	Topic	Lesson type	Suggested activities	Classroom resources
5	Online and offline marketing concepts	Teacher-led, plus independent learning activities	• Lead in: overview of the previous lesson. • Teacher-led presentation: describe the relationship between online and offline marketing concepts by presenting different approaches of organisations operating in different industries: ○ demonstrate how these channels interlink and how consumers interact with them. • Individual learner activity: identify and determine the typical interactions between online and offline marketing concepts. • Teacher-led discussion: brainstorm activity – analyse online/offline marketing in relation to different organisations and business operations. • Paired activity: devise a customer journey map based on what consumers want to accomplish in their interactions with a brand. Mapping content to their goals. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson.	Unit specification. Whiteboard and pens. Presentation notes. Activity sheet for a customer journey map. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
6	Summarise the benefits of digital marketing and the online vision	Teacher-led, plus Independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: benefits of digital marketing: ○ geographic coverage ○ customer reach ○ comparative cost ○ flexibility. • Paired activity: learners use different case studies and present a summary of the key benefits of digital marketing and the rationale for having a compelling digital vision and strategy. • Teacher-led discussion: brainstorm activity – the advantages of digital, using examples of where digital marketing has been used effectively. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson.	Unit specification. Whiteboard and pens. Presentation notes. Case studies of digital marketing. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
7	The role of customer insight and understanding in developing effective digital marketing activities	Teacher-led, plus Independent learning activities	• Lead in: overview of the previous lesson. • Teacher-led presentation: assess changes in customer behaviour due to digital marketing. Links should be made to the following topic areas: ○ acquisition, retention and loyalty ○ word of mouth and social networks ○ customer needs ○ customer journeys ○ customer expectations ○ two-way communication. • Teacher-led discussion: What are consumer insights and how do they impact on marketing effectiveness? • Individual learner activity: determine the key consumer insights behind a given digital marketing plan, carry out research activity and present their findings. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Case studies of digital marketing plans. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
8	Explore the reasons and rationale for the rise in online consumer power	Teacher-led, plus independent learning activities	• Lead in: overview of the previous lesson • Teacher-led presentation: explore the various digital mechanisms in place, including price comparison websites to demonstrate the point. Include the following points in the rationale: ○ reduced search costs and effort ○ product and price comparisons ○ power of customer review ○ online consumer choice and convenience. • Teacher-led discussion: brainstorm activity – the key reasons why consumers have become so powerful in the online space. • Group activity: read articles on the rise of consumer power, discuss the key reasons and present back to each other. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Articles on the rise of consumer power. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
9	How digital platforms and the internet can be used as a vehicle for revenue generation	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: ○ mobile and electronic commerce ○ subscriptions and memberships ○ revenue from advertising and pay-per-click ○ merchants ○ data and CRM. • Teacher-led discussion: brainstorm activity – how revenue is generated online through the use of e-commerce platforms. • Paired activity: research and presentation activity – determine different revenue generating internet business models and show examples. • Individual learner activity: learners review case studies of websites and complete worksheet on aspects of their business model. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Case studies of the use of websites. Worksheet on aspects of case study organisations' business models. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
10	The role of digital marketing communications in relation to the 7Ps	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: discuss each of the 7Ps and how different brands use digital communications. • Group activity: learners to identify key digital touch points that can be used across the 7Ps, with examples, and present them in a group exercise. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
11	Different digital tools that marketers can use	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: discuss a range of marketing tools, including: ◦ blogs and online chat; video sharing; social networks; wikis; podcasts; gaming and viral marketing. • Paired activity: learners research and find interesting examples of how different organisations have used these marketing tools. Highlight and showcase examples. • Teacher-led discussion: the impact of these tools. Discuss how they support and enhance marketing. Review and discuss articles on the changing digital landscape. What are the future trends? • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Articles on the changing digital landscape. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
12	How to navigate the digital hardware landscape	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: How can digital hardware be effectively coordinated: mobile tablets; laptops; wearables; telephones; desktops; TVs and kiosks? • Individual learner activity: learners to identify their own personal devices and how they use each of them. • Paired activity: demonstrate the linkages between hardware and how each of them operate. • Teacher-led discussion: How is digital hardware integrated and coordinated effectively? • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
13	The importance of digital communication tools in delivering great customer experience	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: digital communication tools: ○ webpages, microsites, blogs, portals, links, email, Short Message Service (SMS) ○ Search Engine Optimisation (SEO) ○ conversion rate optimisation ○ online and offline integration ○ active listening mechanisms. • Individual learner activity: conduct a mystery shop exercise that starts or ends using a digital channel. • Learner feedback: considering the customer journey, learners present findings based on how digital tools fit into the overall customer experience of an organisation. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
14	Determine the different consumer lifecycle stages of digital adoption	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: ○ technology adoption and diffusion ○ stages of the consumer adoption process ○ staged business adoption process ○ factors influencing speed and extent of adoption. • Individual learner activity: learners to determine where they sit on the adoption curve. • Group activity: gaining an understanding of where different consumer groups sit on the adoption curve. Present their findings to others. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
15	Multi-platforms for communication	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: evaluate and highlight different platforms and online interchanges: depth and breadth of coverage, analytics and metrics, collaboration and workflow, engagement and scalability. • Individual learner activity: research different examples of e-commerce platforms and online interchange to show how they apply in a variety of different business contexts. • Teacher-led discussion: how to choose the best e-commerce platforms. • Paired activity: case study examples to determine which e-commerce platforms are most suitable. • Group presentations: identify the different online transaction contexts. Using examples show how each one works and the key differences between them. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Case studies of e-commerce platforms. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
16	The role of different automated and non-automated sales and support activities	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: ○ natural conversation banners ○ shopping carts and automated repeat purchase settings ○ call-to-action elements, real-time online sales and support, email sales campaigns ○ SMS sales campaigns, sales affiliates and sales networks ○ social media sales channels. • Teacher-led discussion: How to quantify and measure results. How do you measure ROI? • Brainstorm activity: determine the different types of automated and non-automated sales and support activities. • Individual learner activity: the benefits of marketing automation and how it connects multiple touch points. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
17	The role and actions of digital marketing campaigns	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: the advantages and disadvantages of omnichannel marketing, including the following: increased penetration and market reach augmented reality, interactive displays, skyscrapers, lingubots, pop-ups. • Teacher-led discussion: debate activity – the difference between multi-channel and omnichannel marketing. • Paired activity: learners examine a range of marketing examples to illustrate different channels of marketing and their uses. • Class activity: watch video clips on the use of omnichannel marketing and read articles to generate discussion. • Group activity: the key advantages and disadvantages of an omnichannel marketing strategy. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Examples of different marketing channels. Videos and articles related to omnichannel marketing. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
18	How online campaigns can offer marketers more creative, flexible and responsive opportunities	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: ○ application of integrated campaigns utilising multiple channels ○ viral marketing and gaming ○ online tracking of customer behaviour. • Group activity: learners come up with examples of cases in which digital marketing has been executed in a creative way. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
19	The reasons and rationale behind the importance of robust measurement of digital campaigns	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: the application of the procedures used for measuring digital campaigns, such as: ○ usability studies, tracking studies, conversion funnel ○ performance measures using online metrics: response rates, campaign reviews and customer analysis ○ online buyer and search behaviour. • Group activity: learners present case studies of different digital campaigns, with a focus on marketing productivity, marketing mix decisions, return on marketing investment (ROMI) and customer satisfaction. • Teacher-led discussion: the importance of digital campaign measurement. • Individual learner activity: learners apply the above to a variety of case studies to determine appropriate use of measures, including online metrics. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Case studies of the measurements of digital campaigns. Computers with internet access.

#	Topic	Lesson type	Suggested activities	Classroom resources
20	The population measures in digital campaigns	Teacher-led, plus independent learning activities	• Lead in: overview of previous lesson. • Teacher-led presentation: ○ affiliate networks ○ social networks ○ customers and non-customers ○ visitors. • Paired activity: learners to apply population measures to a case study or scenario and present feedback. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified.	Unit specification. Whiteboard and pens. Presentation notes. Case study of population methods. Computers with internet access.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 3: Marketing in the Digital Age
Lesson number	1 (180 minutes)

Lesson objectives	Learners must: understand the information and guidance related to the unit content and assessment.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS1: teacher presentation slides and notes.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• Lead-in: teacher to introduce unit: Marketing in the Digital Age. • Group activity: question and answer activity on general/prior knowledge of digital marketing as a concept.
Main activities (150 minutes)	• Teacher-led presentation: (PS1) an introduction to digital marketing that includes: ○ what is meant by digital marketing, including market reach, key channels, where it is being deployed and its role in the overall marketing mix ○ origins and growth – broken down by industries and using examples ○ its role in relation to the 7Ps. • Teacher-led discussion: What are the key aspects of digital marketing? What is its role in relation to the 7Ps? • Group work: world café – the impact of digital marketing. Groups of four–six learners sit at a table and make notes on a paper table cloth or flipchart. After 20 minutes, all except the ‘host’ leave and join another table. Each table takes a context for discussion: ○ what consumers want ○ the use of digital marketing analytics ○ the role of social networking. • Group discussion: all learners bring their thoughts to the group from the world café activity.
Concluding activity (10 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and start on a glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 3: Marketing in the Digital Age
Lesson number	2 (180 minutes)

Lesson objectives	Learners must: understand the digital landscape and the scope, innovation, trends and opportunities that it presents.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS2: teacher presentation slides and notes.
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• Lead-in: teacher recaps on previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS2) an introduction to the features of the digital landscape that includes: ○ scope ○ innovation ○ trends ○ opportunities. • Teacher-led discussion: learners discuss examples of digital marketing with which they are familiar and opportunities for digital marketing. • Paired activity: learners research concepts and ideas relating to digital marketing and present their feedback to the group. • Group work: world café – examples of digital marketing. Groups of four–six learners sit at a table and make notes on a paper table cloth or flipchart. After 20 minutes all except the ‘host’ leave and join another table. Each table takes a context for discussion: ○ the rise and usage of digital technologies ○ changing consumer patterns ○ key trends ○ rise of online consumer power. • Group discussion: all learners bring their thoughts to the group from the world café activity.
Concluding activity (10 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue their glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Diploma in Sales and Marketing
Unit number and title	Unit 3: Marketing in the Digital Age
Lesson number	3 (180 minutes)

Lesson objectives	Learners must: • understand effective digital marketing strategies.
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Resources checklist	• Unit specification. • Whiteboard and pens. • PS3: teacher presentation slides and notes. • Case studies.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	• Lead-in: teacher recaps on previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS3) an introduction to key digital marketing strategies that includes: ○ B2B/B2G digital marketing ○ content marketing management ○ customer engagement ○ customer relationship management ○ conversion optimisation. • Group activity: learners explore case study examples to illustrate the use of digital marketing techniques and strategy. • Paired activity: learners research the impact of digital marketing techniques. • Group activity: learners present their findings on the impact of digital marketing techniques to the rest of the class.
Concluding activity (10 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue their glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 3: Marketing in the Digital Age
Lesson number	4 (180 minutes)

Lesson objectives	Learners must: understand the challenges and impacts of digital marketing.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS4: teacher presentation slides and notes. - Case studies.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	• Lead-in: teacher recaps on previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS4) an introduction to the challenges and impacts of digital marketing that includes: ○ organisational resource and capabilities ○ cultural barriers ○ 'sticky' resources ○ external factors and limitations. • Group activity: learners explore case study examples of the many challenges and issues faced by marketers when developing and executing a digital marketing campaign and approach. • Group discussion: the key challenges facing digital marketers. • Group activity: learners research and review case studies of digital marketing campaigns to discuss and evaluate the impact and the risks. • Group activity: rise above the noise. Learners identify and make recommendations for digital strategies to 'rise above the noise' of the competitive environment. • Group discussion: micro-moments. Learners give examples of occasions when they have turned to a device, e.g. a smartphone, to act on a need to learn something, do something, discover something, watch something, or buy something. Learners discuss the impacts these have on marketing.
Concluding activity (10 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue their glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 3: Marketing in the Digital Age
Lesson number	5 (180 minutes)

Lesson objectives	Learners must: understand online and offline marketing concepts.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS5: teacher presentation slides and notes. - Case studies.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	• Lead-in: teacher recap on previous lesson
Main activities (150 minutes)	• Teacher-led presentation: (PS5) an introduction to online and offline marketing concepts that includes: ○ the relationship between online and offline marketing concepts and channels ○ how these channels interlink ○ how consumers interact with them. • Teacher-led discussion: teacher presents for discussion the different approaches of organisations that are operating in different industries. • Paired activity: learners explore the typical interactions between online and offline marketing concepts. • Group activity: learners discuss online and offline marketing in different organisations and business operations. • Paired activity: learners devise a customer journey map based on what consumers want to accomplish in their interactions with a brand.
Concluding activity (10 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue their glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 3: Marketing in the Digital Age
Lesson number	6 (180 minutes)

Lesson objectives	Learners must: understand the benefits of digital marketing and the online vision.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS6: teacher presentation slides and notes. - Case studies.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• Lead-in: teacher recaps on previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS6) a summary of the benefits of digital marketing and the online vision that includes: ○ geographic coverage ○ customer reach ○ comparative cost ○ flexibility. • Teacher-led discussion: teacher presents for discussion the different approaches of organisations operating in different industries. • Paired activity: learners explore digital marketing case studies and present a summary of the key benefits of digital marketing, and the rationale for having a compelling digital vision and strategy to the rest of the group. • Individual activity: learners research examples of where digital marketing has been used effectively. • Group discussion: learners discuss the advantages of digital marketing, using examples found.
Concluding activity (10 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue their glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 3: Marketing in the Digital Age
Lesson number	7 (180 minutes)

Lesson objectives	Learners must: understand the role of customer insight and understanding in developing effective digital marketing activities.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS7: teacher presentation slides and notes. - Case studies.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• Lead-in: teacher recaps on previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS7) an introduction to the role of customer insight and understanding in developing effective digital marketing activities that includes: ○ changes in customer behaviour due to digital marketing ○ acquisition, retention and loyalty ○ word of mouth and social networks ○ customer needs and expectations ○ customer journeys ○ two-way communication. • Teacher-led discussion: What are consumer insights and how do they impact on marketing effectiveness? • Small-group activity: learners carry out research activities to determine the key consumer insights behind a given digital marketing plan. • Group discussion: learners present their findings to the rest of the group.
Concluding activity (10 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue their glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 3: Marketing in the Digital Age
Lesson number	8 (180 minutes)

Lesson objectives	Learners must: understand the reasons and rationale for the rise in online consumer power.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS8: teacher presentation slides and notes. - Case studies.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	• Lead in: teacher recaps on previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS8) an introduction to the reasons and rationale for the rise in online consumer power that includes: ○ digital mechanisms ○ reduced search costs and effort ○ product and price comparisons ○ power of customer review ○ online consumer choice and convenience. • Teacher-led discussion: What are the key reasons for consumers becoming so powerful in the online space? • Small-group activity: learners read case studies and articles on the rise of consumer power, and identify the key reasons for the rise in online consumer power. • Group discussion: learners present their findings to the rest of the group.
Concluding activity (10 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue their glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 3: Marketing in the Digital Age
Lesson number	9 (180 minutes)

Lesson objectives	Learners must: understand how digital platforms and the internet can be used as a vehicle for revenue generation.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS9: teacher presentation slides and notes. - Case studies. AS1: trading business models.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• Lead in: teacher recaps on previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS9) an introduction to how digital platforms and the internet can be used as a vehicle for revenue generation that includes: ○ mobile and electronic commerce ○ subscriptions and memberships ○ revenue from advertising and pay-per-click ○ merchants ○ data and CRM. • Teacher-led discussion: how revenue is generated online through use of e-commerce platforms. Learners give examples of their experiences of using e-commerce. • Small-group activity: learners research different revenue-generating internet business models to find good examples to share with the group. • Group discussion: learners present their findings to the rest of the group. • Paired activity: learners review case studies and complete AS1 on aspects of the business model of these trading platforms.
Concluding activity (10 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue their glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 3: Marketing in the Digital Age
Lesson number	10 (180 minutes)

Lesson objectives	Learners must: understand the role of digital marketing communications in relation to the 7Ps.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS10: teacher presentation slides and notes. - Case studies. AS2: digital communications.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• Lead-in: teacher recaps on previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS10) an introduction to the role of digital marketing communications that includes: ○ the relationship to each of the 7Ps of the marketing mix ○ how different brands use digital communications. • Teacher-led discussion: How are the 7Ps impacted by digital marketing communications? Learners give examples of their own experiences. • Group activity: learners carry out research to identify key digital touch points that can be used across the 7Ps and gather current examples. • Group discussion: learners present their findings to the rest of the group. • Paired activity: learners research different brands and complete AS2 to show how they use digital communications.
Concluding activity (10 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue their glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 3: Marketing in the Digital Age
Lesson number	11 (180 minutes)

Lesson objectives	Learners must: understand the different digital tools that marketers can use.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS11: teacher presentation slides and notes. - Articles on the changing digital landscape.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• Lead in: teacher recaps on previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS11) an introduction to the different digital tools that marketers can use that includes: ○ blogs, vlogs and online chat ○ video sharing ○ social networks ○ wikis ○ podcasts ○ gaming ○ viral marketing. • Teacher-led discussion: How many of these tools are learners aware of? Are there organisations that are failing to take advantage of these digital tools? • Group activity: learners carry out research to find interesting examples of how different organisations have used these digital marketing tools. • Group activity: learners present their findings to the rest of the group. • Group discussion: the impact of digital marketing tools. How do these tools support and enhance marketing? • Paired activity: learners review and discuss articles on the changing digital landscape. • Group discussion: What are the future trends?
Concluding activity (10 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue their glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 3: Marketing in the Digital Age
Lesson number	12 (180 minutes)

Lesson objectives	Learners must: understand how to navigate the digital hardware landscape.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS12: teacher presentation slides and notes.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• Lead in: teacher recaps on previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS12) an introduction on how to navigate the digital hardware landscape that includes: ○ the co-ordination of digital hardware and use of mobile technologies, devices and applications (apps) such as smartphones and smartwatches, laptops, tablets and netbook computers, computers, gaming devices and smart TVs. • Teacher-led discussion: learners give examples of their own personal devices and how they use each of them. What are the positive and negative impacts of this usage on organisations? • Group activity: learners research and discuss the links between hardware and how each one operates. • Group discussion: learners discuss how digital hardware can be integrated and effectively co-ordinated.
Concluding activity (10 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue their glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 3: Marketing in the Digital Age
Lesson number	13 (180 minutes)

Lesson objectives	Learners must: understand the importance of digital tools, platforms and channels in delivering great customer experience.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS13: teacher presentation slides and notes.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• Lead in: teacher recaps on previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS13) an introduction to the importance of digital tools, platforms and channels in delivering great customer experience that includes: ○ webpages, microsites, blogs, portals, links, email, SMS, SEO ○ conversion rate optimisation ○ online and offline integration ○ active listening mechanisms. • Teacher-led discussion: learners give examples of their own experiences of digital tools, platforms and channels. How do they enhance the customer experience? • Individual activity: learners conduct a mystery/secret shopper exercise that starts or ends using a digital channel and share their findings with the group. • Group discussion: learners discuss how digital tools, platforms and channels fit into the customer journey and overall customer experience, giving examples from an organisation of their choice.
Concluding activity (10 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue their glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 3: Marketing in the Digital Age
Lesson no	14 (180 minutes)

Lesson objectives	Learners must: understand the different consumer lifecycle stages of digital adoption.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS14: teacher presentation slides and notes.
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• Lead in: teacher recaps on previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS14) an introduction to the different consumer lifecycle stages of digital adoption that includes: ○ technology adoption and diffusion ○ stages of the consumer adoption process ○ staged business adoption process ○ factors influencing speed and extent of adoption. • Teacher-led discussion: Where do you sit on the adoption curve, e.g. innovators, early adopters, early majority, late majority, laggards? • Paired activity: learners conduct research to gain an understanding of where different consumer groups sit on the adoption curve and present their findings to the group. • Teacher-led discussion: learners discuss the factors influencing speed and extent of adoption.
Concluding activity (10 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue their glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 3: Marketing in the Digital Age
Lesson no	15 (180 minutes)

Lesson objectives	Learners must: understand digital platforms for communication.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS15: teacher presentation slides and notes. - Case studies.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• Lead in: teacher recaps on previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS15) an introduction to digital platforms for communication that includes: ○ different platforms and online interchanges ○ coverage ○ analytics and metrics ○ collaboration and workflow ○ engagement and scalability. • Paired activity: learners conduct research to gain an understanding of e-commerce platforms and online interchanges, to show how they apply in a variety of different business contexts. • Group discussion: How does an organisation choose the best e-commerce platform? • Paired activity: learners explore case study examples to determine what the most effective e-commerce platforms would be for different organisations. • Group activity: learners research and identify different online transaction contexts, looking at examples of how each one works and the key differences. Learners share their findings with the group.
Concluding activity (10 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue their glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 3: Marketing in the Digital Age
Lesson no	16 (180 minutes)

Lesson objectives	Learners must: understand the role of different automated and non-automated sales and support activities.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS16: teacher presentation slides and notes. - Case studies.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	• Lead in: teacher recaps on previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS16) an introduction to the role of different automated and non-automated sales and support activities that includes: ○ natural conversation banners, shopping carts and automated repeat purchase settings ○ call-to-action elements, real-time online sales and support, email sales campaigns ○ SMS sales campaigns, sales affiliates and sales networks ○ social media sales channels. • Teacher-led discussion: How do you measure ROI? • Group discussion: What different types of automated and non-automated sales and support activities are there? Learners give examples from their own experience. • Group activity: learners research the benefits of marketing automation and how it connects multiple touch points.
Concluding activity (10 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/Homework	• Homework: learners write up their notes and continue their glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 3: Marketing in the Digital Age
Lesson number	17 (180 minutes)

Lesson objectives	Learners must: understand the role and actions of digital marketing campaigns.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS17: teacher presentation slides and notes. - Examples of different channels of marketing and their uses. - Articles on omnichannel marketing. - Video clips.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• Lead in: teacher recaps on previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS17) an introduction to the role and actions of digital marketing campaigns that includes the advantages and disadvantages of omnichannel marketing. • Teacher-led discussion: What is the difference between multi-channel and omnichannel marketing? • Group activity: learners examine a range of marketing examples to illustrate different channels of marketing and their uses. • Group activity: learners watch video clips on the use of omnichannel marketing and read articles to generate discussion. • Group discussion: What are the key advantages and disadvantages of an omnichannel marketing strategy?
Concluding activity (10 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue their glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 3: Marketing in the Digital Age
Lesson number	18 (180 minutes)
Lesson objectives	Learners must: understand how online campaigns can offer marketers more creative, flexible and responsive opportunities.
Resources checklist	- Unit specification. - Whiteboard and pens. PS18: teacher presentation slides and notes.
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• Lead in: teacher recaps on previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS18) an introduction to how online campaigns can offer marketers more creative, flexible and responsive opportunities that includes: ○ integrated campaigns utilising multiple channels ○ viral marketing and gaming ○ online tracking of customer behaviour. • Teacher-led discussion: What is the benefit to organisations of online campaigns? • Group activity: learners research examples of creative digital marketing to share with the group. • Group discussion: Can an organisation plan a viral campaign?
Concluding activity (10 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue their glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 3: Marketing in the Digital Age
Lesson number	19 (180 minutes)

Lesson objectives	Learners must: understand the reasons and rationale behind the importance of robust measurement of digital campaigns.
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Resources checklist	- Unit specification. - Whiteboard and pens. PS19: teacher presentation slides and notes.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	• Lead in: teacher recaps on previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS19) an introduction to the reasons and rationale behind the importance of robust measurement of digital campaigns that includes: ○ the procedures used for measuring digital campaigns, such as usability studies, tracking studies and conversion funnels ○ performance measures using online metrics such as response rates, campaign reviews and customer analysis ○ online buyer and search behaviour. • Group activity: learners research examples of different digital campaigns, with a focus on marketing productivity, marketing mix decisions, return on marketing investment (ROMI) and customer satisfaction. • Group discussion: the importance of digital campaign measurement. • Paired activity: learners explore a variety of case studies to determine appropriate use of measures, including online metrics.
Concluding activity (10 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue their glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit number and title	Unit 3: Marketing in the Digital Age
Lesson no	20 (180 minutes)

Lesson objectives	Learners must: • understand population measures in digital campaigns.
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Resources checklist	• Unit specification. • Whiteboard and pens. • PS20: teacher presentation slides and notes. • Case studies of digital campaigns.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	• Lead in: teacher recaps on previous lesson.
Main activities (150 minutes)	• Teacher-led presentation: (PS20) an introduction to population measures in digital campaigns that includes: ○ affiliate networks ○ social networks ○ customers and non-customers ○ visitors. • Group activity: learners explore case studies of digital campaigns, apply population measures and share their findings with the group. • Group discussion: the importance of population measures.
Concluding activity (10 minutes)	• Plenary session: teacher confirms the main learning points identified in the lesson.
Private study/homework	• Homework: learners write up their notes and continue their glossary of key terms.

Assignment brief

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 3: Marketing in the Digital Age
Learning aim(s)	A Understand the opportunities, challenges and impact of the digital environment. B Understand key digital tools, platforms and channels, comparing and contrasting 'bricks and mortar' and other physical channels. C Be able to organise digital marketing activities and build multi-channel capabilities in an organisation. D Understand methods of monitoring and measuring digital marketing effectively.
Assignment title	An Omnichannel Digital Marketing Plan
Assessor	
Issue date	
Hand-in deadline	

Vocational scenario or context	As a digital marketer, you have been approached by a local business that requires a digital marketing presence and they have asked you and your company to design a digital marketing campaign for them. The campaign should include servicing multiple devices, linking of analytics across the different channels to measure and evaluate success, the use of marketing metrics for specific channel traffic, and how to identify customers and personalise their experiences using marketing analytics. <i>[Teachers may use real or imagined businesses for this assignment.]</i>
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Task 1	The presentation should cover the following: • introduction to the local business • an explanation of how and why omnichannel marketing has developed • the digital campaign to be implemented using multi-channel capabilities • justification of the chosen multi-channel capabilities to be used, and how they will optimise consumer engagement and return on investment (ROI) • using data to inform and develop customised and personalised products and services • actions to be implemented to improve effectiveness of digital marketing using performance metrics.
Checklist of evidence required	The submission is in the form of a 10–15-minute individual presentation and 5 minutes allocated for questions. You should deliver your campaign in the form of a presentation using visuals of what elements would look like, for example use of story boards, mock-up of apps, images for slogans. These should be submitted with the assignment. Presentation slides and speaker notes should be submitted as one copy. You are required to make effective use of PowerPoint headings, paragraphs and subsections as appropriate. Your research should be referenced using the Harvard referencing system. Please also provide a bibliography using the Harvard referencing system. The recommended word limit is 2000–2500 words, including speaker notes, although you will not be penalised for exceeding the total word limit.

Criteria covered by this task:	
Criterion reference	To achieve the criterion you must show that you are able to:
A.P1	Explain the key consumer trends and insights that are fuelling the growth of digital marketing.
A.P2	Explain the opportunities and challenges facing the digital marketing landscape.
B.P1	Assess the advantages and disadvantages of the key digital tools and hardware that are available to marketers in contrast to 'bricks and mortar' and other physical channels.
B.P2	Examine the development of e-commerce and digital marketing platforms and channels in comparison to physical channels.
C.P1	Explain how omnichannel marketing has evolved.
C.P2	Apply the tools and techniques to plan an end-to-end omnichannel marketing campaign.
D.P1	Evaluate measurement techniques and performance metrics in digital marketing.
D.P2	Justify own suggested actions to improve performance in digital marketing.

Sources of information to support you with this assignment	
Other assessment materials attached to this assignment brief	

Unit 4: Principles and Practices of Sales Management

Delivery guidance

Approaching the unit

Making sales and generating an income are key requirements to the success and growth of an organisation. However, sales activities must be managed and controlled within the context of an organisation's overall sales and marketing strategy. Learners must become familiar with the role that sales management plays in delivering an organisation's strategy in the environment in which the organisation operates.

Only after this is understood can learners begin to understand the sales management process and how to develop a sales management plan. It is therefore important that the teaching and learning for this unit follow a logical and systematic process. Teachers should consider Figure 1 below as the overarching model of for how this unit is to be structured.

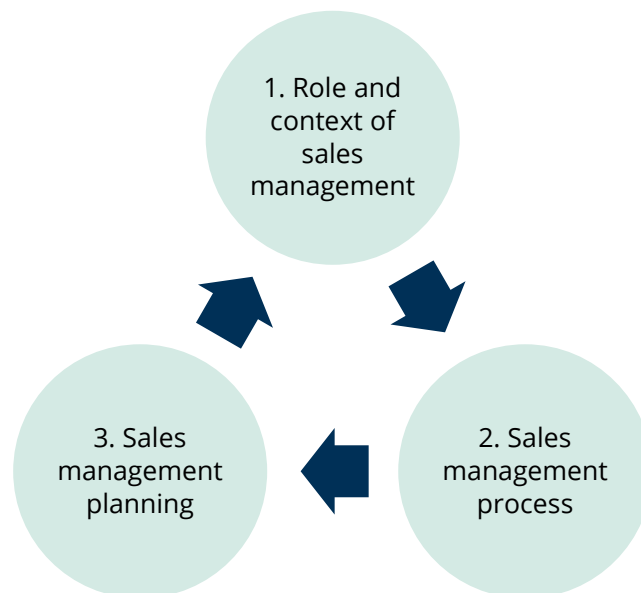


Figure 1: Delivery sequence for this unit

The model shows a cyclical process, which begins with an understanding of the role of sales management in an organisation and the organisation's current context. The context includes the factors influencing sales management activities, the relationship between sales and marketing, and the impact of customer behaviour. This context and the role of sales management are looked at in Learning aims A and B.

Learning aim C introduces learners to a sales management process, and Learning aim D focuses on the development of a sales management plan. For learners to be able to meet the requirements of each learning aim, the delivery of this unit should follow the same sequence as the learning aims.

While this unit only takes learners to the point where they produce a sales management plan, it is important for learners to understand and appreciate the cyclical nature of, and interrelationship between, sales management and planning.

Teaching and learning should be learner-centred. To achieve this, the scheme of work and lesson plans do not rely only on teacher-led presentations. Instead they are designed as a combination of presentations, paired and team activities, and class-based discussion. This approach will encourage interaction between learners, and will also encourage learners to further develop their confidence, communication skills and the ability to work in a team. Learners will work in pairs and in teams, and will be required to deliver presentations to the whole class.

At this level, learners are also encouraged to engage in appropriate research and wider reading, and many of the private study tasks relate to this aspect of the unit's programme. It is therefore important that learners are provided with, or directed to, resources that will support research activity and the development of communication and IT skills.

Ideally, learning will be contextualised to a learner's place of work, where concepts, theories and models can be explored further, by relating the content of this unit to real-world activities.

It will also be necessary to provide a relevant case study based on a real organisation to enable all learners to explore their learning together in the context of real experience. It is recommended that a single case study is identified. The ideal case study would be an organisation with which the teacher is familiar, and for which detailed information is available through the internet. It is further recommended that the teacher select the organisation so that (s)he only has to become familiar with a single, rather than multiple, organisations.

It would be beneficial to all learners to be exposed to the world of sales management and practices at an operational level. For example, guest speakers who work in sales management could focus on a specific aspect of the unit to add real value to teaching and learning. Learners could engage in some research about the speaker and his/her organisation(s) so that relevant questions can be prepared in advance.

In summary, teaching and learning for this unit must be logical and systematic, support classroom interaction, and encourage learners to explore the concepts, theories and models introduced in formal settings such as their workplaces, as well as through their own independent research and reading. (Consideration should be given to this unit's place in the overall programme so that, ideally, Units 1 and 5 have already been delivered. This may then affect how the content is delivered for some lessons.)

Assessment

Assessment model

The table below provides an overview of how each learning aim will be assessed. There are two distinct tasks to the assessment, and the assignment focuses almost equally across all four of Learning aims A, B, C and D.

Learning aim	Key content areas	Recommended assessment approach
A Understand the role of sales management	A1 Functions of sales management A2 Importance of sales management A3 Factors which influence sales management activities	The creation of an informed and well-developed briefing document that provides evidence of knowledge and the evaluation abilities required at this level
B Understand the context of sales management	B1 Relationship between marketing and sales management B2 Relationship between customer behaviour and sales management B3 Selling and the marketing mix	
C Understand the process of sales management	C1 Sales management process C2 Benefits to organisations of an effective sales management process	The creation of a viable strategic sales management plan for a specific organisation
D Be able to produce a sales management plan	D1 Success criteria for a sales management plan D2 Approaches to developing a sales management plan	

Assignment Task 1 is focused on Learning aims A and B (the role and context of sales management). In this task, learners will produce a briefing document, which will show their understanding of the functions and importance of sales management, and the factors that influence sales management activities.

The briefing document will also demonstrate learners' understanding of the relationship between sales management, customer behaviour and marketing. It also requires the learner to suggest how selling supports, and is part of, the marketing mix. Make sure learners understand the requirement in the assignment brief that, in order to achieve assessment criterion B.P3, their suggestion must be fully argued and evaluate.

Assignment Task 2 focuses on the sales management process and plan (Learning aims C and D). The organisation's sales management process is assessed, before a sales management plan is produced. That is, the plan must be based on an evaluation of an organisation's current use of a sales management process. Without this initial evaluation, assessment criterion C.P3 cannot be met.

It is very important for learners to understand that all assessment criteria must be met to achieve a pass.

Note: The lesson plans do not specify when and how feedback should be offered to learners when they have completed Assignment tasks 1 and 2. It is suggested that time is built into the lessons to do this. For example, Lesson 20 consists of one-to-one sessions with learners so that they have the opportunity to review the whole unit and the teacher can answer any outstanding concerns. This would be a useful opportunity to provide feedback for Assignment task 2.

Assessment guidance

The following guidance provides information on what learners must include in the assignment tasks if they are to achieve the assessment criteria and learning aims.

Task 1: The Briefing Paper (Learning aims A and B)

The briefing paper must be presented logically and contain sufficient evidence to demonstrate that the learner has the fundamental knowledge to meet the criteria which are stated in the Unit Specification and the assignment brief. This must include evidence of the ability to analyse and to evaluate.

Task 2: Sales Management Plan (Learning aims C and D)

The plan must be produced for a high-level audience. The plan must be based on evidence and offer appropriate suggestions for such an audience. The plan must be clear, well-argued and able to be justified to the audience as a viable plan. That is, the plan would meet sufficient criteria to be considered for implementation.

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 4: Principles and Practices of Sales Management

Introduction

Ideally, learners will be contextualising learning to their own organisations. If this is not possible, learners will need to be provided with an organisation as a resource they can study. However, there is also a requirement for a work-based case study in some of the lessons.

Teachers should provide only the name of organisations whenever learners are asked to carry out online research. In this way, it will be necessary for all learners to do some of their own background research, so that they can build their knowledge of the principles and practices of sales management in different organisations.

Learners should be encouraged to engage in wider reading, and some sources are listed in the Unit Specification and in this guide. Learners will also want to identify their own sources of information to show the wider reading undertaken, and this should be encouraged. Wider reading is helpful for learners, to support their decisions and suggestions, especially when they are completing the required assignment tasks. For example, learners will need to understand key concepts and models examined in this unit. They will also need to analyse these models before using them so that they can demonstrate a deep understanding of the models' benefits and appropriateness to the context/situation.

Lessons 10, 18 and 19 are designed as opportunities for learners to work on Assignment tasks 1 and 2. Lesson 20 provides the opportunity to hold one-to-one discussions with learners, particularly those who need additional guidance and support to achieve the assignment's assessment criteria.

Unit 4: Principles and Practices of Sales Management

Teaching and learning should be learner-centred. Lessons are designed as a combination of presentations, paired work, small-team activities and class-based discussion. This approach will encourage interaction between learners, and the development of confidence, communication skills and the ability to work in a team. During teaching and learning activities in each lesson, you should ensure that:

- key points from the lesson are discussed
- key learner comments are recorded on the whiteboard
- learners make notes during the discussion
- learner interaction is encouraged, using oral questioning if necessary.

Learning aim A: Understand the role of sales management

Lesson 1 of the programme introduces the unit and key sales management concepts, principles and sales management functions, while Lesson 2 continues to examine the functions of sales management. Through a combination of teacher-led presentations, paired activities and class discussions, learners will explore the ways in which sales management operates in organisations. Computers with internet access will be required.

To reinforce the learning from these first two lessons, learners will be directed to read from two different texts about the functions of sales management.

Lesson 3 looks at the importance of the sales management role in organisations to, for example, support marketing activities, generate income and gather market information. The teacher will make a presentation and learners will discuss the key points with the aid of a case study (which the teacher will need to access or construct), before working in pairs to create their own presentation of what they think are the most important aspects of sales management. Learners should be prepared to present their thoughts to the class.

The private study task is to reinforce learning from the lesson. Learners will be directed to read from two different texts that continue the theme of the importance of the sales management function.

Lesson 4 introduces the factors that influence sales management activities, such as budgets, environmental factors and competitor activity. The lesson's activities require learners to build on theoretical input from the teacher and, using the case study from Lesson 3, to assess the impact of external and internal factors on an organisation's sales management activities.

Unit 4: Principles and Practices of Sales Management

Learners will present their findings from the assessments, and a class discussion further explores the topic. To reinforce this learning, learners will be directed to read from two different texts about the importance of sales management.

Learning aim B: Understand the context of sales management

In Lessons 5 and 6 learners will consider the functions of marketing.

It should be noted that, depending on where this unit is delivered in the programme, learners may already be aware of these functions. If this is the case, the teacher would benefit from knowing what learners have already studied, and could re-focus the lessons to act as revision, before concentrating on case study analysis.

It is important that learners are able to make the connections between sales management and marketing. The private study task at the end of Lesson 5 reinforces learning about the marketing function, while the private study task at the end of Lesson 6 is to read about customer behaviour, in preparation for the next lesson.

The themes for Lessons 7 and 8 are the characteristics and patterns of customer behaviour, and how customer behaviour may affect sales. To reinforce this learning, learners will be directed to read from two different texts where the topic is customer behaviour and its relationship with sales management. The private study task at the end of Lesson 8 directs learners to prepare for the next lesson by doing some preliminary reading about selling.

It should be noted, again, that learners may already be aware of the characteristics and patterns of customer behaviour, and the key messages, which Unit 5, on customer behaviour, delivered. Having prior knowledge of what learners may have been taught will help to re-focus how Lessons 7 and 8 are structured.

Lesson 9 concludes the teaching and learning for this learning aim and is focused on selling and the marketing mix. Once again, depending on how the programme has been delivered, learners may have prior knowledge of this topic. However, this is an opportunity to apply knowledge to a case study (which the teacher would need to prepare).

Note that it is important that learners are able to understand the relationship between sales management and customer behaviour, which they will not have covered in other units, so Lessons 7, 8 and 9 must be delivered.

Learning aim C: Understand the process of sales management

Lesson 10 is an assessment workshop (Assignment task 1).

Unit 4: Principles and Practices of Sales Management

Learners will be introduced to sales planning and the stages of a typical sales management process in Lessons 11 and 12.

Learners will analyse each stage of a sales management process from preparation to closing the sale, which will prepare them for producing a sales management plan in Assignment task 2. To reinforce this learning, learners will be directed to read different texts on the sales planning process, for the private study tasks at the end of both Lessons 11 and 12.

Lesson 13 is focused on learner activities and discussion, which build on an understanding of a sales management process. Learners will explore the benefits to organisations of a sales management process, particularly within Uzbekistan.

This broader understanding is then used to focus on a specific organisation in Lesson 14. Teams of learners evaluate the use of a sales management process in a range of different organisations. Each team will present their findings, after which the class will discuss these findings, looking for similarities and differences between the organisations. (Learners should be encouraged to consider the criteria that different organisations use to judge whether or not their processes and plans are successful. This activity will be useful background for Lessons 16 and 17.)

Learners will be directed to read from two different texts about the requirements of sales plans, in preparation for the next lesson.

Learning aim D: Be able to produce a sales management plan

In Learning aim D, learners will focus on the use of a sales management plan, and the criteria for a successful plan, to make sure that the plan achieves its aims and objectives.

Lesson 15 looks at the criteria for developing a successful sales management plan. Learners work in pairs to discuss each success criterion before sharing their findings with the class, and the private study task reinforces this learning. However, it should be noted that a range of success criteria are used by different organisations, and the success criteria that Uzbek organisations use may have been identified through the activities that took place in Lesson 13 and can be recalled during this lesson.

Lessons 16 and 17 focus on producing a sales management plan. To make sure each stage of the process is adequately explored, each of these lessons will focus on three stages of the process. These lessons are key to a learner's ability to produce a successful sales management plan.

Unit 4: Principles and Practices of Sales Management

The final three lessons of this unit (Lessons, 18, 19 and 20) are used to complete Assignment task 2, which is to write a sales management plan. This plan should cover all the relevant assessment criteria, and contain sufficient content (success criteria) to be potentially useable by an organisation's marketing director.

Lesson 18 and 19 are therefore assessment workshops. It is advised that the completed assignment is collected at the end of Lesson 19 and one-to-one feedback to learners is offered by the teacher in the final lesson (Lesson 20).

Details of links to other BTEC units and qualifications

This unit links to *Unit 1: Principles of Marketing* and *Unit 5: Customer Behaviour*. It is suggested that Unit 1 and Unit 5 are delivered before this unit (Unit 4).

Resources

Textbooks

Cuevas, J. M. and Donaldson, B. (2016) *Sales Management*. 4th Ed. London: Red Globe Press. ISBN 9781137355102 (print), ISBN 9781137355126 (electronic)

Jobber, D. and Lancaster, G. (2019) *Selling and Sales Management*. 11th Ed. Harlow: Pearson Education. ISBN 9781292205021 (print), ISBN 9781292205076 (electronic)

Sethna, Z. and Blythe, J. (2019) *Consumer Behaviour*. 4th Ed. London: SAGE Publications. ISBN 9781526450012

Journals

European Journal of Marketing (Emerald)

Harvard Business Review (Harvard Business Publishing)

Journal of Consumer Research (OAP)

Journal of International Marketing (SAGE)

Journal of Marketing (SAGE)

Journal of Personal Selling and Sales Management (Taylor and Francis)

Websites

www.cim.co.uk – *Chartered Institute of Marketing*

www.emerald.com – *Emerald Insight*

www.salesmanagement.org – *Sales Management Association*

www.consumerpsychologist.com – *The Psychology of Marketing*

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

Scheme of work

Unit	Unit 4: Principles and Practices of Sales Management
Guided Learning Hours	60
Number of lessons	20
Duration of lessons	3 hours
Links to other units	- Unit 1: Principles of Marketing - Unit 5: Customer Behaviour

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

#	Topic	Lesson type	Suggested activities	Classroom resources
1	Introduction to the unit and its assessment Concept of sales management Functions of sales management A1		• Lead-in: introduction to the unit's content, assessment criteria and additional resources. • Teacher-led presentation: explore the concept of sales management. • Teacher-led presentation: functions of sales management: ○ developing sales strategies ○ determining and allocating sales targets ○ controlling sales activities. • Teacher-led class discussion: explore further the functions of sales management in Uzbekistan. • Plenary session: confirm understanding and set the scene for the next lesson. • Private study: read one chapter from two different texts about the concept of sales management, to reinforce learning.	Unit Specification Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Classroom resources
2	Functions of sales management A1		• Lead-in: review of Lesson 1. • Teacher-led class discussion: based on the private study task about the concept of sales management. • Teacher-led presentation: functions of sales management: ○ managing the sales team/department budget ○ training the sales team ○ supporting the sales team in the field ○ liaising with other departments ○ building internal and external relationships. • Paired activity: conduct research on sales management and its functions in two different organisations. • Paired activity: each pair to present their findings to the class. • Teacher-led class discussion: review the findings shared in each of the presentations. • Plenary session: confirm understanding and set the scene for the next lesson. • Private study: read one chapter from two different texts about the functions of sales management, to reinforce learning.	Presentation slides and notes Whiteboard and pens Computers with internet access for paired activity

#	Topic	Lesson type	Suggested activities	Classroom resources
3	Importance of sales management A2		• Lead-in: review of Lesson 2. • Teacher-led class discussion: based on the private study task about the functions of sales management. • Teacher-led presentation: importance of sales management: ○ supporting marketing activities ○ income generation ○ developing product/service branding and awareness ○ gathering feedback and information from customers and the marketplace ○ informing senior management of market trends/expectations ○ supporting organisational growth and development. • Paired activity: discuss the importance of sales management to an organisation. • Paired activity: each pair to present their findings to the class. • Teacher-led class discussion: review the findings shared in each of the presentations. • Plenary session: confirm understanding and set the scene for the next lesson.	Presentation slides and notes Whiteboard and pens Case study for paired activity

#	Topic	Lesson type	Suggested activities	Classroom resources
			• Private study: read one chapter from two different texts about the importance of sales management, to reinforce learning.	
4	Factors which influence sales management activities A3		• Lead-in: review of lesson 3. • Teacher-led class discussion: based on the private study task about the importance of sales management. • Teacher-led presentation: external factors: ○ environmental factors (PESTLE) ○ competitor activity ○ customer behaviour, expectations, needs ○ the industry/sector in which the organisation operates. • Team activity: using the case study, assess the impact of external factors on an organisation's sales management activities • Team activity: each team to present their findings to the class. • Teacher-led presentation: internal factors: ○ organisational capacity, capability (SWOT) ○ operational budgets ○ the products/services being sold ○ time ○ people's motivation, experience, training ○ marketing activities.	Presentation slides and notes Whiteboard and pens Case study for team activity (same as for Lesson 3)

#	Topic	Lesson type	Suggested activities	Classroom resources
			• Team activity: using the case study, assess the impact of internal factors on an organisation's sales management activities. • Team activity: each team to present their findings to the class. • Teacher-led class discussion: review the findings shared in each of the team presentations. • Plenary session: confirm understanding and set the scene for the next lesson. • Private study: read one chapter from two different texts about factors that influence sales management activities, to reinforce learning.	

#	Topic	Lesson type	Suggested activities	Classroom resources
5	Features of the marketing function B1		• Lead-in: review of Lesson 4. • Teacher-led class discussion: based on the private study task about the factors that influence sales management activities. • Teacher-led presentation: features of the marketing function: ○ market research ○ identifying and managing distribution channels ○ matching products/services to customers ○ product/service management. • Team activity: using the case study, discuss an organisation's use of the above features. • Team activity: each team to present their findings to the class. • Teacher-led class discussion: review the findings shared in each of the team presentations. • Plenary session: confirm understanding and set the scene for the next lesson. • Private study: read one chapter from two different texts about features of the marketing function, to reinforce learning.	Presentation slides and notes Whiteboard and pens Case study for team activity (same as for Lesson 3)

#	Topic	Lesson type	Suggested activities	Classroom resources
6	Features of the marketing function B1		• Lead-in: review of Lesson 5. • Teacher-led class discussion: based on the private study task about features of the marketing function. • Teacher-led presentation: features of the marketing function: ○ advertising and promotion of products/services ○ supporting product/service development ○ public relations. • Team activity: using case study, research an organisation's use of the above features. • Team activity: each team to present their findings to the class. • Teacher-led class discussion: review the findings shared in each of the team presentations. • Plenary session: confirm understanding and set the scene for the next lesson. • Private study: read one chapter from two different texts about the concept of customer behaviour, to prepare for the next lesson.	Presentation slides and notes Whiteboard and pens Case study for team activity (same as for Lesson 3)

#	Topic	Lesson type	Suggested activities	Classroom resources
7	Characteristics of customer behaviour B2		• Lead-in: review of Lesson 6. • Teacher-led class discussion: based on the private study task about the concept of customer behaviour. • Teacher-led presentation: characteristics of customer behaviour: ○ personal ○ psychological ○ cultural ○ social. • Paired activity: discuss the relationship between the characteristics of customer behaviour and sales management. • Paired activity: each pair to present their findings to the class. • Teacher-led class discussion: review the findings shared in each of the presentations. • Plenary session: confirm understanding and set the scene for the next lesson. • Private study: read one chapter from two different texts about customer behaviour and sales management, to reinforce learning.	Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Classroom resources
8	Patterns of customer behaviour B2		• Lead-in: review of Lesson 7. • Teacher-led class discussion: based on the private study task about customer behaviour and sales management. • Teacher-led presentation: patterns of customer behaviour: ○ purchasing channel ○ product or service requirements ○ purchasing patterns ○ methods of purchase. • Paired activity: discuss the relationship between the patterns of customer behaviour and sales management. • Paired activity: each pair to present their findings to the class. • Teacher-led class discussion: review the findings shared in each of the presentations. • Plenary session: confirm understanding and set the scene for the next lesson. • Private study: read one chapter from two different texts about selling, to prepare for the next lesson.	Presentation slides and notes Whiteboard and pens
9	Selling and the marketing mix B3		• Lead-in: review of Lesson 8. • Teacher-led class discussion: based on the private study task about selling.	Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Classroom resources
			• Teacher-led presentation: the 'seven Ps' of the marketing mix: ○ price ○ place ○ product ○ promotion ○ physical evidence ○ people ○ process. • Team activity: learners form teams of three or four people, each team to research a different organisation to find out how it uses the marketing mix to support sales management. • Team activity: each team to present their findings to the class. • Teacher-led class discussion: review the findings shared in each of the team presentations. • Plenary session: confirm understanding and set the scene for the next lesson. • Private study: read one chapter from two different texts about the marketing mix, to reinforce learning.	Computers with internet access for team activity

#	Topic	Lesson type	Suggested activities	Classroom resources
10	Learning aims A and B Assessment workshop	AW	• Lead-in: review key themes from Learning aims A and B. • Teacher-led discussion: introduce assignment brief and confirm understanding of Assignment task 1. • Individual activity: begin work on Assignment task 1. • Plenary session: review learner progress on Assignment task 1 and set the scene for the next lesson. • Private study: continue with Assignment task 1 (to be submitted at the start of Lesson 11).	• Assignment brief • Unit Specification • Whiteboard and pens • Computers with internet access for individual activity

#	Topic	Lesson type	Suggested activities	Classroom resources
11	Sales management process C1		• Lead-in: collect Assignment task 1. • Teacher-led class discussion: based on Assignment task 1. • Teacher-led presentation: sales management planning. • Teacher-led presentation: sales management process: ○ Step 1: preparation ○ Step 2: prospecting ○ Step 3: pre-approach ○ Step 4: approach. • Paired activity: discuss the importance of Steps 1 to 4 of the sales management process when preparing a sales management plan. • Paired activity: each pair to present their findings to the class. • Plenary session: confirm understanding and set the scene for the next lesson. • Private study: read one chapter from two different texts about the sales management process (initial steps), to reinforce learning.	• Presentation slides and notes • Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Classroom resources
12	Sales management process C1		• Lead-in: review of Lesson 11. • Teacher-led class discussion: based on the private study task about the sales management process. • Teacher-led presentation: sales management process: ○ Step 5: sales presentation ○ Step 6: handling objections and complaints ○ Step 7: closing sales ○ Step 8: post-sale actions. • Paired activity: discuss the importance of Steps 5 to 8 of the sales management process when preparing a sales management plan. • Paired activity: each team to present their findings to the class. • Plenary session: confirm understanding and set the scene for the next lesson. • Private study: read one chapter from two different texts about the sales management process, to reinforce learning.	• Presentation slides and notes • Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Classroom resources
13	Benefits to organisations of an effective sales management process C2		• Lead-in: review of Lesson 12. • Teacher-led class discussion: based on the private study task about the sales management process. • Teacher-led class discussion: based on the benefits to organisations of an effective sales management process. • Paired activity: discuss the benefits to Uzbek organisations of having an effective sales management process. • Paired activity: each pair to their present findings to the class. • Teacher-led class discussion: based on the presentations, to check the key benefits are identified. • Plenary session: confirm understanding and set the scene for the next lesson. • Private study: read one chapter from two different texts about the benefits to organisations of an effective sales management process.	Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Classroom resources
14	Sales management process – an evaluation C1 and C2		• Lead-in: review of Lesson 13. • Teacher-led class discussion: based on the private study task about benefits to organisations of an effective sales management process. • Team activity: learners form teams of three or four people, each team to research a different organisation to evaluate its sales management process. • Team activity: each team to present their findings to the class. • Teacher-led class discussion: based on the presentations, focusing on the similarities and differences between organisations' sales management processes. • Plenary session: confirm understanding and set the scene for the next lesson. • Private study: read one chapter from two different texts about sales management planning, to prepare for Learning aim D.	Whiteboard and pens Computers with internet access for team activity

#	Topic	Lesson type	Suggested activities	Classroom resources
15	Success criteria for a sales management plan D1		• Lead-in: review of Lesson 14. • Teacher-led class discussion: based on the private study task about developing a successful sales management plan. • Teacher-led presentation: success criteria for a sales management plan: ○ sales targets – volume and value ○ market positioning ○ customer satisfaction ○ cost containment ○ time containment. • Paired activity: each pair to discuss the importance of each success criterion when creating a sales management plan. • Paired activity: each pair to present their findings to the class. • Teacher-led class discussion: review the findings shared in each of the presentations. • Plenary session: confirm understanding and set the scene for the next lesson. • Private study: read one chapter from two different texts about success criteria for a sales management plan, to reinforce learning.	Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Classroom resources
16	Approaches to developing a sales management plan D2		• Lead-in: review of Lesson 15. • Teacher-led class discussion: based on the private study task about success criteria for a sales management plan. • Teacher-led presentation: approaches to developing a sales management plan: ○ determining market target ○ defining sales targets ○ setting a sales budget. • Paired activity: each pair to analyse each of the above stages of a sales management plan. • Paired activity: each pair to present their findings to the class. • Teacher-led class discussion: review the findings shared in each of the presentations. • Plenary session: confirm understanding and set the scene for the next lesson. • Private study: read one chapter from two different texts about approaches to developing a sales management plan, to reinforce learning.	Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Classroom resources
17	Approaches to developing a sales management plan D2		• Lead-in: review of Lesson 16. • Teacher-led class discussion: based on the private study task about approaches to developing a sales management plan. • Teacher-led presentation: approaches to developing a sales management plan: ○ analysis of competitor activity in the target market ○ development of tactical and operational strategies, plans for the target market ○ enabling and supporting the sales team. • Paired activity: each pair to analyse each of the above stages of a sales management plan. • Paired activity: each pair to present their findings to the class. • Teacher-led class discussion: review the findings shared in each of the presentations. • Plenary session: confirm understanding and set the scene for the next lesson. • Private study: read one more chapter from two different texts about approaches to sales management planning, to reinforce learning.	Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Classroom resources
18	Learning aims C and D Assessment workshop	AW	• Lead-in: review key themes from Learning aims C and D. • Teacher-led class discussion: based on the private study task about approaches to sales management planning. • Teacher-led discussion: Assignment task 2. • Teacher-led discussion: structure of a sales management plan. • Individual activity: begin research work for Assignment task 2. • Plenary session: confirm understanding and set the scene for the next lesson. • Private study: continue with Assignment task 2.	Assignment brief Unit Specification Whiteboard and pens Computers with internet access for individual activity
19	Unit review Assessment workshop	AW	• Lead-in: review of Lesson 18. • Teacher-led class discussion: to discuss the unit as a whole and to deal with any queries and concerns. • Individual activity: continue with Assignment task 2. • Private study: continue with Assignment task 2 (to be completed and submitted for the teacher to assess before the next lesson).	Assignment brief Unit Specification Whiteboard and pens Computers with internet access for individual activity

#	Topic	Lesson type	Suggested activities	Classroom resources
20	One-to-one discussions		• Lead-in: return marked assignments to learners, and allow them time to review comments. • Teacher-led class discussion: discuss general points about the work produced, including points of good practice and points for further development. • Teacher presentation: overview of the unit and its relationship to other units in the qualification and potential employment opportunities arising from this learning. • Individual activity: learners complete unit evaluation forms and take part in individual assignment feedback tutorials with the teacher. • Plenary session: collect course evaluation forms, used to inform future teaching plans, and discuss general issues with the class.	Assignment brief Unit Specification Unit evaluation forms

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 4: Principles and Practices of Sales Management
Lesson number	1 (180 minutes)
Lesson objectives	Learners must: • understand the unit, its assessment and the resources which will support their learning • become familiar with the concept of sales management • understand the functions of sales management.
Resources checklist	• Unit Specification • PS1 and PS2: Teacher presentation slides and notes • Whiteboard and pens
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: introduction to the unit's content, assessment criteria and additional resources; make sure all learners' questions and concerns are addressed before moving on to the main activities.
Main activities (150 minutes)	• Teacher-led presentation (PS1): definitions of sales management and key sales management concepts: ○ present a range of definitions by different authors, using textbooks, journals and websites ○ definitions to demonstrate how different authors have different views based on their perceptions and research ○ demonstrate how the definitions can be contradictory ○ demonstrate how some definitions support each other. • Teacher-led presentation (PS2): functions of sales management: ○ developing sales strategies ○ determining and allocating sales targets ○ controlling sales activities. • Teacher-led class discussion: explore further the functions of sales management in Uzbekistan. Key topics to discuss in the Uzbek context include: ○ personal experiences of 'being sold to' ○ the use of sales and sales management by Uzbek organisations ○ Uzbek legislation relating to sales and sales management.
Concluding activity (20 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: read one chapter from two different texts about the concept of sales management, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 4: Principles and Practices of Sales Management
Lesson number	2 (180 minutes)

Lesson objectives	Learners must: • understand the concept of sales management • understand the functions of sales management • be able to conduct research.
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Resources checklist	PS3: Teacher presentation slides and notes Whiteboard and pens Computers with internet access
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 1; make sure all learners' questions and concerns about Lesson 1 are dealt with before moving on to the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the private study task, which looked at the concept of sales management. • Teacher-led presentation (PS3): functions of sales management: ○ managing the sales team and department budget ○ training the sales team ○ supporting the sales team in the field ○ liaising with other departments ○ building internal and external relationships • Paired activity: using the internet, carry out research on sales management and its functions in two different organisations. • Paired activity: each pair to present their findings to the class. • Teacher-led class discussion: review the findings shared in each of the presentations.
Concluding activity (20 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: read one chapter from two different texts about the functions of sales management, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 4: Principles and Practices of Sales Management
Lesson number	3 (180 minutes)

Lesson objectives	Learners must: • understand the functions of sales management • understand the importance of sales management to organisations.
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Resources checklist	• PS4: Teacher presentation slides and notes • Whiteboard and pens • AS1: Case study for paired activity
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 2; make sure all learners' questions and concerns about Lesson 2 are addressed before moving on to the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the private study task about the functions of sales management. • Teacher-led presentation (PS4): importance of sales management: ○ supporting marketing activities ○ income generation ○ developing product/service branding and awareness ○ gathering feedback and information from customers and the marketplace ○ informing senior management of market trends and expectations ○ supporting organisational growth and development. • Paired activity (AS1): discuss the importance of sales management to an organisation. • Paired activity: each pair to present their findings to the class. • Teacher-led class discussion: review the findings shared in each of the presentations.
Concluding activity (20 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: read one chapter from two different texts about the importance of sales management, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 4: Principles and Practices of Sales Management
Lesson number	4 (180 minutes)
Lesson objectives	Learners must: • understand the importance of sales management to organisations • understand external factors which influence sales management activities • understand internal factors which influence sales management activities.
Resources checklist	• PS5 and PS6: Teacher presentation slides and notes • Whiteboard and pens • AS1: Case study for team activity (same as for Lesson 3)
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 3; make sure all learners' questions and concerns about Lesson 3 are answered before moving on to the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the private study task about the importance of sales management to organisations. • Teacher-led presentation (PS5): external factors influencing sales management activities: ○ environmental factors (PESTLE) ○ competitor activity ○ customer behaviour, expectations, needs ○ the industry/sector in which the organisation operates. • Team activity (AS1): using the case study, assess the impact of external factors on an organisation's sales management activities. • Team activity: each team to present their findings to the class. • Teacher-led presentation (PS6): internal factors influencing sales management activities: ○ organisational capacity, capability (SWOT) ○ operational budgets ○ the products/services being sold ○ time ○ people's motivation, experience, training ○ marketing activities. • Team activity (AS1): using the case study, assess the impact of internal factors on an organisation's sales management activities. • Team activity: each team to present their findings to the class. • Teacher-led class discussion: review the findings shared in each of the team presentations.

Activities	Teaching notes
Concluding activity (20 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: read one chapter from two different texts about factors that influence sales management activities, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 4: Principles and Practices of Sales Management
Lesson number	5 (180 minutes)
Lesson objectives	Learners must: • understand factors which influence sales management activities • understand features of the marketing function • be able to conduct research.
Resources checklist	• PS7: Teacher presentation slides and notes • Whiteboard and pens • AS1: Case study for team activity (same as for Lesson 3)
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 4; make sure all learners' questions and concerns about Lesson 4 are answered before moving on to the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the private study task about factors that influence sales management activities. • Teacher-led presentation (PS7): features of the marketing function: ○ market research ○ identifying and managing distribution channels ○ matching products/services to customers ○ product/service management. • Team activity: using the case study, discuss an organisation's use of the above features. • Team activity: each team to present their findings to the class. • Teacher-led class discussion: review the findings shared in each of the team presentations.
Concluding activity (20 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: read one chapter from two different texts about features of the marketing function, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 4: Principles and Practices of Sales Management
Lesson number	6 (180 minutes)
Lesson objectives	Learners must: • understand features of the marketing function • be able to conduct research.
Resources checklist	• PS8: Teacher presentation slides and notes • Whiteboard and pens • AS1: Case study for team activity (same as for Lesson 3)
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 5; make sure all learners' questions and concerns about Lesson 5 are answered before moving on to the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the private study task about features of the marketing function. • Teacher-led presentation (PS8): features of the marketing function: ○ advertising and promotion of products/services ○ supporting product/service development ○ public relations. • Team activity: using case study, research an organisation's use of the above features. • Team activity: each team to present their findings to the class. • Teacher-led class discussion: review the findings shared in each of the team presentations.
Concluding activity (20 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: read one chapter from two different texts about the concept of customer behaviour, to prepare for the next lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 4: Principles and Practices of Sales Management
Lesson number	7 (180 minutes)
Lesson objectives	Learners must: • understand the concept of customer behaviour • understand the characteristics of customer behaviour.
Resources checklist	• PS9: Teacher presentation slides and notes • Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 6; make sure all learners' questions and concerns about Lesson 6 are answered before moving on to the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the private study task about the concept of customer behaviour. • Teacher-led presentation (PS9): characteristics of customer behaviour: ○ personal ○ psychological ○ cultural ○ social. • Paired activity: discuss the relationship between the characteristics of customer behaviour and sales management. • Paired activity: each pair to present their findings to the class. • Teacher-led class discussion: review the findings shared in each of the presentations.
Concluding activity (20 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: read one chapter from two different texts about customer behaviour and sales management, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 4: Principles and Practices of Sales Management
Lesson number	8 (180 minutes)
Lesson objectives	Learners must: • understand the relationship between customer behaviour and sales management • understand patterns of customer behaviour.
Resources checklist	• PS10: Teacher presentation slides and notes • Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 7; make sure all learners' questions and concerns about Lesson 7 are answered before moving on to the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the private study task about customer behaviour and sales management. • Teacher-led presentation (PS10): patterns of customer behaviour: ○ purchasing channel ○ product or service requirements ○ purchasing patterns ○ methods of purchase. • Paired activity: discuss the relationship between the patterns of customer behaviour and sales management. • Paired activity: each pair to present their findings to the class. • Teacher-led class discussion: review the findings shared in each of the presentations.
Concluding activity (20 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Paired activity: read one chapter from two different texts about selling, to prepare for the next lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 4: Principles and Practices of Sales Management
Lesson number	9 (180 minutes)
Lesson objectives	Learners must: • understand selling and the marketing mix • understand how the marketing mix supports sales management • be able to conduct research.
Resources checklist	• PS11: Teacher presentation slides and notes • Whiteboard and pens • Computers with internet access
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 8; make sure all learners' questions and concerns about Lesson 8 are answered before moving on to the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the private study task about selling. • Teacher-led presentation (PS11): the 'seven Ps' of the marketing mix: ○ price ○ place ○ product ○ promotion ○ physical evidence ○ people ○ process. • Team activity: learners form teams of three or four people, each team to research a different organisation to decide how it uses the marketing mix to support sales management. • Team activity: each team to present their findings to the class. • Teacher-led class discussion: review the findings shared in each of the team presentations.
Concluding activity (20 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: read one chapter from two different texts about the marketing mix to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 4: Principles and Practices of Sales Management
Lesson number	10 (180 minutes)
Lesson objectives	Learners must: • understand the requirements of Assignment task 1 • be able to conduct research.
Resources checklist	• AS2: Assignment brief • Unit Specification • Whiteboard and pens • Computers with internet access for individual activity
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of key themes from the first two learning aims (the role and context of sales management); make sure all learners' questions and concerns about Learning aims A and B are answered before moving on to the main activities.
Main activities (150 minutes)	• Teacher-led discussion: introduce the assignment brief and confirm understanding of Assignment task 1. • Individual activity (AS2): begin work on Assignment task 1.
Concluding activity (20 minutes)	• Plenary session: review learner progress on Assignment task 1 and set the scene for the next lesson.
Private study/Homework	• Individual learner activity: continue with Assignment task 1 (to be submitted at the start of Lesson 11).

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 4: Principles and Practices of Sales Management
Lesson number	11 (180 minutes)

Lesson objectives	Learners must: • understand sales management planning • understand a sales management process • understand the importance of a sales management process to an organisation.
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Resources checklist	• PS12 and PS13: Teacher presentation slides and notes • Whiteboard and pens
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (5 minutes)	• Lead-in: collect Assignment task 1.
Main activities (155 minutes)	• Teacher-led class discussion: based on Assignment task 1. • Teacher-led presentation (PS12): sales management planning, to set the context for having a sales management process. • Teacher-led presentation (PS13): sales management process: ○ Step 1: preparation ○ Step 2: prospecting ○ Step 3: pre-approach ○ Step 4: approach. • Paired activity: discuss the importance of Steps 1 to 4 of the sales management process when preparing a sales management plan. • Paired activity: each pair to present their findings to the class.
Concluding activity (20 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: read one chapter from two different texts about the sales management process (initial steps), to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 4: Principles and Practices of Sales Management
Lesson number	12 (180 minutes)
Lesson objectives	Learners must: • understand sales management planning • understand a sales management process.
Resources checklist	• PS14: Teacher presentation slides and notes • Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 11; make sure all learners' questions and concerns about Lesson 11 are answered before moving on to the main activities. • Note: Assignment task 1 may have been marked and ready to be returned to learners. If this is the case, time for feedback will need to be built into the lesson.
Main activities (150 minutes)	• Teacher-led class discussion: based on the private study task about the sales management process. • Teacher-led presentation (PS14): sales management process: ○ Step 5: sales presentation ○ Step 6: handling objections and complaints ○ Step 7: closing sales ○ Step 8: post-sale actions. • Paired activity: discuss the importance of Steps 5 to 8 of the sales management process when preparing a sales management plan. • Paired activity: each pair to present their findings to the class.
Concluding activity (20 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: read one chapter from two different texts about the sales management process, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 4: Principles and Practices of Sales Management
Lesson number	13 (180 minutes)

Lesson objectives	Learners must: • understand the sales management process • understand the benefits to organisations of an effective sales management process • understand the benefits to Uzbek organisations of having an effective sales management process.
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Resources checklist	• Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 12; make sure all learners' questions and concerns about Lesson 12 are answered before moving on to the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the private study task about the sales management process. • Teacher-led class discussion: based on the benefits to organisations of an effective sales management process. • Paired activity: discuss the benefits to Uzbek organisations of having an effective sales management process. • Paired activity: each pair to present their findings to the class. • Teacher-led class discussion: based on the presentations, to check the key benefits are identified.
Concluding activity (20 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study/Homework	• Individual learner activity: read one chapter from two different texts about the benefits to organisations of an effective sales management process.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 4: Principles and Practices of Sales Management
Lesson number	14 (180 minutes)
Lesson objectives	Learners must: • understand how to evaluate the sales management process.
Resources checklist	• Whiteboard and pens • Computers with internet access
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 13; make sure all learners' questions and concerns about Lesson 13 are answered before moving on to the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the private study task about benefits to organisations of an effective sales management process. • Team activity: learners form teams of three or four people, each team to research a different organisation to evaluate its sales management process. • Team activity: each team to present their findings to the class. • Teacher-led class discussion: review the findings shared in each of the team presentations.
Concluding activity (20 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: read one chapter from two different texts about sales management planning, to prepare for Learning aim D.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 4: Principles and Practices of Sales Management
Lesson number	15 (180 minutes)
Lesson objectives	Learners must: • understand planning • understand success criteria for a sales management plan.
Resources checklist	• PS15: Teacher presentation slides and notes • Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 14; make sure all learners' questions and concerns about Lesson 14 are answered before moving on to the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the private study task about success criteria in developing a sales management plan. • Teacher-led presentation (PS15): success criteria for a sales management plan: ○ sales targets – volume and value ○ market positioning ○ customer satisfaction ○ cost containment ○ time containment. • Paired activity: each pair to discuss the importance of each success criterion when creating a sales management plan. • Paired activity: each pair to present their findings to the class. • Teacher-led class discussion: review the findings shared in each of the presentations.
Concluding activity (20 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: read one chapter from two different texts about success criteria for a sales management plan, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 4: Principles and Practices of Sales Management
Lesson number	16 (180 minutes)
Lesson objectives	Learners must: • understand success criteria for a sales management plan • understand approaches to developing a sales management plan.
Resources checklist	• PS16: Teacher presentation slides and notes • Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 15; make sure all learners' questions and concerns about Lesson 15 are answered before moving on to the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the private study task about success criteria for a sales management plan. • Teacher-led presentation (PS16): approaches to developing a sales management plan: ○ determining market target ○ defining sales targets ○ setting a sales budget. • Paired activity: each pair to analyse each of the above stages of a sales management plan. • Paired activity: each pair to present their findings to the class. • Teacher-led class discussion: review the findings shared in each of the presentations.
Concluding activity (20 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: read one chapter from two different texts about approaches to developing a sales management plan, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 4: Principles and Practices of Sales Management
Lesson number	17 (180 minutes)
Lesson objectives	Learners must: understand approaches to developing a sales management plan.
Resources checklist	PS17: Teacher presentation slides and notes - Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 16; make sure all learners' questions and concerns about Lesson 16 are answered before moving on to the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the private study task about approaches to developing a sales management plan. • Teacher-led presentation (PS17): approaches to developing a sales management plan ○ analysis of competitor activity in the target market ○ development of tactical and operational strategies, plans for the target market ○ enabling and supporting the sales team. • Paired activity: each pair to analyse each of the above stages of a sales management plan. • Paired activity: each pair to present their findings to the class. • Teacher-led class discussion: review the findings shared in each of the presentations.
Concluding activity (20 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: read one more chapter from two different texts about approaches to developing a sales management plan, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 4: Principles and Practices of Sales Management
Lesson number	18 (180 minutes)
Lesson objectives	Learners must: • understand the requirements of Assignment task 2 • be able to conduct research.
Resources checklist	• AS2: Assignment brief • Unit Specification • Whiteboard and pens • Computers with internet access for individual activity
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review key themes from the second two learning aims (the sales management process and producing a sales management plan); make sure all learners' questions and concerns about Learning aims C and D are answered before moving on to the main activities.
Main activities (150 minutes)	• Teacher-led discussion: review private study task to check understanding of sales management plans, and confirm understanding of Assignment task 2. • Teacher-led discussion: structure of a sales management plan. • Individual activity (AS2): begin research work for Assignment task 2.
Concluding activity (20 minutes)	• Plenary session: review learner progress on Assignment task 2 and set the scene for the next lesson.
Private study	• Individual learner activity: continue with Assignment task 2.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 4: Principles and Practices of Sales Management
Lesson number	19 (180 minutes)
Lesson objectives	Learners must: • understand the key learning points from Learning aims C and D • be able to conduct research to complete Assignment task 2.
Resources checklist	• AS2: Assignment brief • Unit Specification • Whiteboard and pens • Computers with internet access for individual activity
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review key themes from all learning aims.
Main activities (150 minutes)	• Teacher-led discussion: to discuss the unit as a whole and to deal with any queries and concerns. • Individual activity (AS2): continue with Assignment task 2.
Concluding activity (20 minutes)	• Plenary session: review learner progress with Assignment task 2 and set the scene for the next lesson.
Private study	• Individual learner activity: continue with Assignment task 2 (to be completed and submitted for the teacher to assess before the next lesson).

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 4: Principles and Practices of Sales Management
Lesson number	20 (180 minutes)
Lesson objectives	• To provide learners with assignment feedback. • To review learning from unit and place it in the context of the full qualification. • To enable learners to evaluate the unit.
Resources checklist	• AS2: Assignment brief • Unit Specification • Unit evaluation forms
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: return marked assignments to learners, and allow them time to review comments.
Main activities (160 minutes)	• Teacher-led class discussion: general points about work produced, including points of good practice and points for further development. • Teacher presentation: overview of the unit and its relationship to other units in the qualification and potential employment opportunities arising from this learning. • Individual activity: learners complete unit evaluation forms and take part in individual assignment feedback tutorials with the teacher.
Concluding activity (10 minutes)	• Plenary session: collect course evaluation forms, used to inform future teaching plans, and discuss general issues with the class.
Private study	• None for this lesson.

Assignment brief

Qualification	Pearson BTEC Uzbekistan Level 5 Diploma in Sales and Marketing
Unit	Unit 4: Principles and Practices of Sales Management
Learning aims	A Understand the role of sales management B Understand the context of sales management C Understand the process of sales management D Be able to produce a sales management plan
Assignment title	Sales Management Plan for <i>[learner to insert name of organisation]</i>
Assessor	
Issue date	
Hand-in deadline	

Vocational scenario or context	You are a sales manager within the sales and marketing department of an organisation. You have been asked to develop a sales plan for your team that supports other sales plans and the organisation's sales and marketing objectives. Your sales plan must be based on sound sales management principles. <i>This assignment must be answered in relation to the organisation you currently work in, or an organisation of which you have knowledge.</i>
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Task 1	You are required to produce a briefing document, which will be presented to your organisation's marketing director. The document must demonstrate: • an understanding of the functions and importance of sales management and those factors that influence sales management activities; you may wish to base your findings, in part, on comparisons with other organisations • an understanding of the relationship between sales management, customer behaviour and marketing. The briefing document will also explain how selling supports, and is part of, the marketing mix. This explanation must be fully justified and argued.
Checklist of evidence required	• A briefing paper of no more than 600 words produced in a recognised and appropriate format. • A reference list in an appropriate format. (The reference list is not included in the word count.)

Criteria covered by this task:	
Criterion reference	To achieve the criterion you must show that you are able to:
A.P1	Explain the functions of sales management.
A.P2	Explain the importance of sales management.
A.P3	Analyse factors which influence sales management activities.
B.P1	Describe the relationship between marketing and sales management.
B.P2	Describe the relationship between customer behaviour and sales management.
B.P3	Evaluate selling as a component of the marketing mix.

Task 2	You are required to produce a sales management plan for presentation to your organisation's marketing director. • produce a sales management plan for an organisation which operates (or desires to operate) in a specific market/sector). • the plan is to be based on an assessment of the organisation's use of a sales management process. The plan should: • suggest the criteria for success, which will determine the extent to which the plan is successful (fully argued and evaluated) • comply with a recognised approach to the development of a sales management plan • detail and sequence the activities that form part of the sales management plan.
Checklist of evidence required	• A sales management plan of no more than 900 words, produced in a recognised and appropriate format. • A reference list in an appropriate format. (The reference list is not included in the word count.)

Criteria covered by this task:	
Criterion reference	To achieve the criterion you must show that you are able to:
C.P1	Explain the steps in a sales management process.
C.P2	Explain the benefits to organisations of an effective sales management process.
C.P3	Evaluate an organisation's sales management process.
D.P1	Evaluate the success criteria for a sales management plan.
D.P2	Analyse approaches to developing a sales management plan.

Sources of information to support you with this assignment	Refer to the suggested resources in the specification for this unit. Refer to the suggested resources in the specification for: • Unit 1: Principles of Marketing • Unit 5: Customer Behaviour.
Other assessment materials attached to this assignment brief	None

Unit 5: Customer Behaviour

Delivery guidance

Approaching the unit

This unit begins by developing learners' understanding of the characteristics of customers and the factors which influence buyer behaviour (Learning aim A). This provides the basis for exploring why and how customers engage in the buying process (Learning aim B).

With this foundation, learners will then be able to investigate the relationship between marketing communications and customer behaviour (Learning aim C) which will support their understanding of how organisations can influence the behaviour of its current and potential customers (Learning aim D).

It is therefore important that the delivery for this unit follows the sequencing of the learning aims.

Teaching and learning should be learner-centred. To achieve this, the Scheme of work and Lesson plans do not rely solely on teacher-led presentations but on a combination of presentations, paired and team activities, and class-based discussion. This approach will encourage interaction between learners, thereby improving confidence, communication skills and the ability to work in a team.

To further develop communication and teamworking, as well as encouraging learners to engage in appropriate research, learners will engage in pairwork and teamwork, and will be required to deliver presentations. It is important to emphasise that wider reading and research is expected from learners studying at this level.

Learners should be provided with, or directed to, resources that will support research activity and the development of communication and IT skills. The scheme of work requires learners to engage in post-lesson reading.

Where learners are in appropriate employment, it is good practice to contextualise the learning to their place of work. However, for those not in appropriate employment, it will be necessary to provide case studies to aid learning and assessment.

It is recommended that only one case study is identified, which will enable learners to apply their learning in a specific and consistent context. An ideal

case study would be an organisation with which the teacher is familiar, and where detailed information is available through the online research. It is further recommended that the teacher select the organisations that are investigated using the internet so that (s)he has only to become familiar with a minimum number of organisations.

It would be beneficial to all learners if they are exposed to the world of work at an operational level. Guest speakers who might focus on a specific aspect of the unit will add real value to teaching and learning. Learners could engage in some research about the speaker and their organisation so that relevant questions can be prepared in advance.

In summary, teaching and learning for this unit must be logical and systematic, support classroom interaction, and encourage learners to explore the concepts, theories and models introduced in the formal setting through their own independent research and reading.

Assessment

Table 1 provides an overview of how each learning aim will be assessed. It should be noted that there are three tasks in the Assignment brief.

The first task covers Learning aims A and B (except assessment criterion B.P3). In this task, learners will produce a briefing paper which will demonstrate an understanding of an organisation's customers. This must include: customer characteristics; factors affecting, and patterns of, customer behaviour; and customer behaviour models and how these relate to a decision-making process. To achieve assessment criterion A.P4, learners must show the ability to analyse.

The second task also takes the form of a briefing paper and addresses the assessment criteria C.P1, C.P2, D.P1, and D.P2. Here learners must explore how an organisation uses marketing communications to build relationships with its customers so that the buying behaviour of customers is positively influenced, and how the organisation conducts its market research as part of a customer research process.

The third task is a presentation. This will be an assessment of an organisation's current approach to customer engagement, and it will include how the organisation could improve the ways in which it influences customer behaviour. To achieve assessment criteria B.P3, C.P3 and D.P3, the contents of the presentation must be evaluative.

It is important for learners to understand that all assessment criteria must be met to achieve a pass.

Assessment model

The table below provides an overview of how each learning aim will be assessed.

Learning aim	Key content areas	Recommended assessment approach
A Understand customer behaviour.	A1 Characteristics of customer behaviour. A2 Factors affecting customer behaviour A3 Patterns of customer behaviour. A4 Customer behaviour models.	A briefing paper that demonstrates an understanding of an organisation's customers.
B Understand customer decision-making behaviour.	B1 Reasons why customers buy products or services. B2 Ways in which customers buy products or services	A briefing paper which demonstrates an understanding of marketing communications and market research.
C Understand communication and customer behaviour.	C1 Communicating with customers. C2 Marketing communications (Marcomms)	Produce and deliver a presentation which recommends how an organisation should engage with its customers to influence their behaviour and decision-making.
D Understand how marketing can influence the decision-making behaviour of customers.	D1 Market research techniques D2 Customer research process	

Assessment guidance

The following provides guidance on what learners must include in the assessment tasks if they are to achieve the assessment criteria and learning aims.

Learning aims A and B (in part): Task 1

The briefing paper must be presented logically and contain enough evidence to demonstrate a learner has the fundamental knowledge to meet the criteria which are stated in the unit specification and assignment brief.

Learning aims C (in part) and D (in part): Task 2

The briefing paper must be presented logically and contain enough evidence to demonstrate a learner has the fundamental knowledge to meet the criteria which are stated in the unit specification and assignment brief.

Learning aims B (in part), C (in part) and D (in part): Task 3

The presentation must be presented logically and contain enough evidence to demonstrate a learner has the fundamental knowledge to meet the criteria which are stated in the unit specification and assignment brief.

Guidance advice on the delivery of the end-of-unit assessment

As you teach this qualification you will notice that some of the units take a different approach to others for how to deliver the end-of-unit assessment. Some units suggest introducing the unit assessment during the course of the programme of study, while others suggest you introduce the assessment at the end of the programme of study.

If you would like to have the opportunity to feed back to your learners during the teaching of the unit it is suggested that you make some time during lessons later in the unit programme to introduce the assessment once the appropriate content has been taught. This way you can give guidance, make clear the assessment requirements, and also mark the unit and give feedback to your learners, to help with their progress.

Alternatively you can give out the assessment in the final lesson and mark the unit, and give feedback once the programme for that unit is complete. The scheme of work given here takes the second approach.

Getting started

The following provides a recommended outline for the delivery of this unit. This guidance is to be read alongside the Scheme of work and Lesson plans for this unit which can be found in the next sections of this guidance.

Unit 5: Customer Behaviour
Ideally learners will be contextualising learning to their own organisations. Alternatively, learners will be provided with organisations in which to apply their knowledge. Teachers should only provide the name of organisations when learners engage in online research as it will be necessary for all learners to conduct some background investigation irrespective of where learning is contextualised. Learners are to be encouraged to engage in wider reading through those sources stated in the unit specification and this guide, and through sources identified by learners themselves. This is necessary if learners are to be able to fully justify their decisions and suggestions. Learners will need to understand key concepts and models as stated in the Scheme of work and Lesson plans. They will need to analyse these models before using them, to demonstrate a deep understanding of the model's benefits and appropriateness to the context/situation. Lesson 1 of the programme is to be used to introduce the unit as well as the concept of customer behaviour, particularly in the Uzbek context. It should be noted that Lesson 19 is an opportunity for learners to work on the assessment tasks while Lesson 20 provides the opportunity to hold one-to-one discussions with learners, particularly those who need additional guidance and support to achieve the assessment criteria. When the Scheme of work suggests a teacher-led class discussion, you should record learner comments on the whiteboard advise learners to make notes during the discussion encourage interaction from all learners using oral questioning if necessary.
Learning aim A: Understand customer behaviour
For section A1, learners will be introduced to different characteristics of customer behaviour and how these characteristics are related to each other. This will be achieved through a combination of teacher-led presentations, paired activities and class discussions. To reinforce this learning, learners will be directed to read from different texts where the topic is the characteristics of customer behaviour.

Unit 5: Customer Behaviour

For section A2, delivered in Lessons 4, 5 and 6, the combination of teacher-led presentation, paired activities and class discussions continue where the theme is the factors which influence customer behaviour.

Working in pairs, learners will engage in analytical and evaluative tasks to inform presentations which will be delivered to the class as a whole. This will help to develop those skills required to achieve Assessment task 3.

To reinforce this learning, learners will be directed to read from different texts where the topic is the factors which influence customer behaviour.

Lessons 7, 8 and 9 introduce patterns of customer behaviour, section A3, where learners will apply knowledge to both a case study and through internet-based research.

Using the same approach, these lessons' activities require learners to build on theoretical input from the teacher to be able to critique patterns of behaviour. For Lessons 7 and 8 a case study is required. Access to internet connected computers is required for Lesson 9.

Lesson 10 concludes this learning aim where the topic is A4, customer behaviour models.

To reinforce this learning, learners will be directed to read from different texts about patterns of customer behaviour.

Learning aim B: Understand customer decision-making behaviour

For section B1, delivered in Lesson 11, learners will use a case study to explore how customers buy from an organisation before considering how customers buy in Lesson 12. It is important for learners to appreciate that sometimes the reason why a product or service is bought is the way in which customers can pay for the product or service.

There is no formal teaching for B3 as this requires learners to conduct an evaluation of previous content.

To reinforce this learning, learners will be directed to read from different texts where the topic is how and why customers buy products and services.

Assessment Task 1 can be issued following the delivery of learning aims A and B.

Learning aim C: Understand communication and customer behaviour

For section C1 delivered in Lesson 13, learners will be introduced to models of communication which will be applied, through a case study, to an organisation.

Unit 5: Customer Behaviour

In pairs, learners will focus on the application of two out of three models to the organisation. It is important that, when allocating models to each pair, all models are equally allocated. This will help to ensure there is a balanced coverage of the models.

Lesson 14 is focused on methods of communication. Again, working in pairs, learners will apply this knowledge to the same organisation where they will investigate how the organisation uses two of the methods to communicate with its customers.

As with Lesson 13, it is important that, when allocating the methods to each pair, all methods are equally allocated. This will help to ensure there is a balanced coverage of the methods.

To reinforce this learning, learners will be directed to read from different texts where the topic is models and methods of communication.

The topic for Lesson 15 is section C2, marketing communications, also known as Marcomms. Learners may already be aware of this concept. If this is the case then the teacher would benefit from knowing what learners have already studied and could refocus the lesson to act as a refresher before concentrating on case study analysis.

To reinforce learning, learners, working in pairs, are to engage in a homework task. The task is to prepare a 6-minute presentation which will be delivered in Lesson 16 about the effect of an organisation's marketing communications on customer behaviour. Learners can choose the organisation although the teacher may choose to focus on one organisation. However, if more than one organisation is researched then learners, collectively, will gain a broader understanding of Marcomms.

Learning aim D: Understand how marketing can influence the decision-making behaviour of customers

For this learning aim, delivered in Lessons 16 to 18, learners will focus on section market research techniques, which includes ways in which to obtain information.

Lessons 16 and 17 focus on primary and secondary research. while lesson 18 differentiates between qualitative and quantitative research.

Learners will gain a deeper understanding of these concepts through analysis and discussion which will be required to meet Assessment task 2.

To reinforce this learning, learners will be directed to read from different texts where the topic is market research techniques.

It should be noted that Lessons 19 and 20 provide time assessment tasks including learner presentations. Assessment Tasks 1–3 can be worked on during these sessions.

Details of links to other BTEC units and qualifications

This unit links to:

- Unit 3: Principles of Marketing Communications and Techniques
- Unit 4: Principles and Practices of Sales Management.

Resources

Textbooks

Fill, C. and Turnbull, S. – *Marketing Communications: discovery, creation and conversations*, Pearson Education (2016), ISBN 978-1-292-092561-4 (print) ISBN 978-1-292-09382-6 (electronic)

Sethna, Z. and Blythe, J. – *Consumer Behaviour* 4th Edition, SAGE Publications (2019), ISBN 978-1-5264-5001-2

Soloman, M.R. – *Consumer Behaviour: Buying, Having and Being Global Edition* 12th Edition, Pearson Education (2018), ISBN 978-1-292-15310-0

Journals

Journal of Marketing (SAGE)

Journal of Consumer Research (OAP)

European Management Journal (Elsevier)

Harvard Business Review (Harvard Business Publishing)

European Journal of Marketing (Emerald)

Management Today (Haymarket Business Media)

Websites

www.cim.co.uk – Chartered Institute of Marketing

www.consumerpsychologist.com – The Psychology of Marketing

Pearson is not responsible for the content of any external internet sites. It is essential for Teachers 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 Teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit	Unit 5: Customer behaviour
Guided learning hours	60
Number of lessons	20
Duration of lessons	3 hours
Links to other units	- Unit 3: Principles of Marketing Communications and Techniques - Unit 4: Principles and Practices of Sales Management

Key to learning opportunities			
AW	Assignment Writing	RS	Revision Lesson
GS	Guest Speaker	V	Visit
IS	Independent Study	WE	Work Experience

#	Topic	Lesson type	Suggested activities	Classroom Resources
1	Introduction to the unit and its assessment Introduction to the concept of customer behaviour Characteristics of customer behaviour – personal A1		• Lead-in: introduce the unit specification content, assessment criteria and additional resources. • Teacher-led class discussion: explore the concept of customer behaviour. • Teacher-led presentation: personal characteristics which influence customer behaviour. • Paired activity: learners discuss the relevance of each of the personal characteristics in the context of Uzbekistan. • Teacher-led class discussion: explore further the findings from the paired activity. • Plenary session: confirm understanding and set the scene for the next lesson. • Homework: read one chapter from two different texts which are about the influence of personal characteristics on customer behaviour, to reinforce learning.	Unit specification Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Classroom Resources
2	Characteristics of customer behaviour – psychological A1		• Lead-in: review of Lesson 1. • Teacher-led class discussion: based on the homework task about the influence of personal characteristics on customer behaviour. • Teacher-led presentation: psychological characteristics which influence customer behaviour. • Paired activity: learners discuss the relevance of each of the psychological characteristics in the context of Uzbekistan. • Paired activity: learners discuss the relationship between personal and psychological influences on customer behaviour. • Teacher-led class discussion: explore further the findings from the paired activities. • Plenary session: confirm understanding and set the scene for the next lesson. • Homework: read one chapter from two different texts which are about the influence of psychological characteristics on customer behaviour, to reinforce learning.	Presentation slides and notes Whiteboard and pens
3	Characteristics of customer behaviour – psychological A1		• Lead-in: review of Lesson 2. • Teacher-led class discussion: based on the homework task about the influence of psychological characteristics on customer behaviour.	Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Classroom Resources
			• Teacher-led presentation: cultural and social characteristics which influence customer behaviour. • Paired activity: learners discuss the relevance of each of the cultural and social characteristics in the context of Uzbekistan. • Paired activity: learners discuss the relationship between personal, psychological, social and cultural influences on customer behaviour. • Teacher-led class discussion: explore further the findings from the paired activities. • Plenary session: confirm understanding and set the scene for the next lesson. • Homework: read one chapter from two different texts which are about the influence of cultural and social characteristics on customer behaviour, to reinforce learning.	
4	Factors affecting customer behaviour – marketing A2		• Lead-in: review of Lesson 3. • Teacher-led class discussion: based on the homework task about the influence of cultural and social characteristics on customer behaviour. • Teacher-led presentation: marketing through advertising and promotions. • Teacher-led class discussion: critiquing the use of advertising and promotions to influence customer behaviour.	Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Classroom Resources
			• Teacher-led presentation: marketing through public relations. • Teacher-led class discussion: critiquing the use of public relations to influence customer behaviour. • Paired activity: learners discuss the use, by Uzbek organisations, of these factors as a means to influence customer behaviour. • Teacher-led class discussion: explore further the findings from the paired activity. • Plenary session: confirm understanding and set the scene for the next lesson. • Homework: read one chapter from two different texts which are about the use by organisations of advertising, promotions and public relations to influence customer behaviour, to reinforce learning.	
5	Factors affecting customer behaviour – economic conditions A2		• Lead-in: review of Lesson 4. • Teacher-led class discussion: based on the homework task about the use by organisations of advertising, promotions and public relations to influence customer behaviour. • Teacher-led presentation: the influence of interest rates and inflation on customer behaviour.	Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Classroom Resources
			• Teacher-led class discussion: based on the influence of interest rates and inflation on customer behaviour in Uzbekistan. • Teacher-led presentation: the influence of purchasing power on customer behaviour. • Teacher-led class discussion: based on the influence of purchasing power on customer behaviour in Uzbekistan. • Paired activity: learners discuss the relationship between interest rates, inflation and purchasing power as factors which influence customer behaviour. • Teacher-led class discussion: explore further the findings from the paired activity. • Plenary session: confirm understanding and set the scene for the next lesson. • Homework: read one chapter from two different texts which are about the economic factors which influence customer behaviour, to reinforce learning.	

#	Topic	Lesson type	Suggested activities	Classroom Resources
6	Factors affecting customer behaviour – individual preferences and group influences A2		• Lead-in: review of Lesson 5. • Teacher-led class discussion: based on the homework task about the economic factors which influence customer behaviour. • Teacher-led presentation: the influence of individual preferences on customer behaviour. • Teacher-led class discussion: based on the influence of individual preferences on customer behaviour in Uzbekistan. • Teacher-led presentation: the influence of different types of groups on customer behaviour. • Teacher-led class discussion: based on the influence of different types of groups on customer behaviour in Uzbekistan. • Paired activity: learners discuss the conflicting challenges of individual preferences and group influences on customer behaviour. • Teacher-led class discussion: explore further the findings from the paired activity. • Plenary session: confirm understanding and set the scene for the next lesson. • Homework: read one chapter from two different texts which are about individual preferences and group influences which influence customer behaviour, to reinforce learning.	Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Classroom Resources
7	Patterns of customer behaviour – purchasing channel A3		• Lead-in: review of Lesson 6. • Teacher-led class discussion: based on the homework task about individual preferences and group influences which influence customer behaviour. • Teacher-led presentation: online and mail order shopping. • Paired activity: critique the use of online and mail order shopping as purchasing channels. • Teacher-led presentation: shops and personal selling. • Paired activity: learners critique the use of shops and personal selling as purchasing channels. • Paired activity: use the case study to explain how an organisation uses these purchasing channels to engage with its customers. • Teacher-led class discussion: to review the findings from the case study exercise. • Plenary session: confirm understanding and set the scene for the next lesson. • Homework: read one chapter from two different texts which are about purchasing channels, to reinforce learning.	Presentation slides and notes Whiteboard and pens Case study for paired activity

#	Topic	Lesson type	Suggested activities	Classroom Resources
8	Patterns of customer behaviour – product or service A3		• Lead-in: review of Lesson 7. • Teacher-led class discussion: based on the homework task about purchasing channels. • Teacher-led presentation: product or service factors which inform patterns of behaviours to include: ○ customer capacity to buy ○ availability ○ durability/sustainability ○ functionality ○ features ○ aftersales support. • Paired activity: learners use the case study to explain how the organisation's product or service factors inform patterns of customer behaviour. • Paired activity: each pair of learners to present findings from the activity to the class • Teacher-led class discussion: based on the presentations. • Plenary session: confirm understanding and set the scene for the next lesson.	Presentation slides and notes Whiteboard and pens Case study for paired activity (same as Lesson 7)

#	Topic	Lesson type	Suggested activities	Classroom Resources
			• Homework: read one chapter from two different texts which are about product or service factors which inform customer behaviour, to reinforce learning.	
9	Patterns of customer behaviour – purchasing pattern and method of purchase A3		• Lead-in: review of Lesson 8. • Teacher-led class discussion: based on the homework task about product or service factors which inform customer behaviour. • Teacher-led presentation: purchasing patterns and method of purchase. • Paired activity: each pair to research a different organisation to determine the purchasing pattern and method of purchase of its customers. • Paired activity: each pair to present findings from the activity to the class • Teacher-led class discussion: based on the presentations. • Plenary session: confirm understanding and set the scene for the next lesson. • Homework: read one chapter from two different texts which are about purchasing patterns to reinforce learning.	Presentation slides and notes Whiteboard and pens Internet connected computers for paired activity
10	Customer behaviour models		• Lead-in: review of Lesson 9.	Presentation slides and notes

#	Topic	Lesson type	Suggested activities	Classroom Resources
	A4		• Teacher-led class discussion: based on the homework task about purchasing patterns. • Teacher-led presentation: customer behaviour models including: ○ input, process, output ○ reinforcement ○ Howard-Sheth ○ Engel-Blackwell-Kollat ○ Pavlovian. • Small-group: each group to analyse one of the models focusing on its: ○ key features ○ advantages ○ disadvantages. • Small-group: each group to present findings from the activity to the class. • Teacher-led class discussion: based on the presentations. • Plenary session: confirm understanding and set the scene for the next lesson.	Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Classroom Resources
			• Homework: read one chapter from two different texts which are about customer behaviour models, to reinforce learning.	
11	Reasons why customers buy products or services B1		• Lead-in: review of Lesson 10. • Teacher-led class discussion: based on the homework task about customer behaviour models. • Teacher-led presentation: reasons why customers buy products or services: ○ to solve a need/requirement ○ relationship with the seller ○ image/brand association ○ convenience ○ seasonal requirement ○ loyalty. • Paired activity: learners use the case study to explain why customers buy products and/or services from the organisation. Each pair to present findings from the activity to the class. • Teacher-led class discussion: based on the presentations. • Plenary session: confirm understanding and set the scene for the next lesson.	Presentation slides and notes Whiteboard and pens Case study for paired activity (same as Lesson 7)

#	Topic	Lesson type	Suggested activities	Classroom Resources
			• Homework: read one chapter from two different texts which are about reasons why customers buy products or services, to reinforce learning.	
12	Ways in which customers buy products or services B2		• Lead-in: review of Lesson 11. • Teacher-led class discussion: based on the homework task about reasons why customers buy products or services. • Teacher-led presentation: ways in which customers buy products or services: ○ recognising the need ○ searching for information ○ evaluating alternatives ○ purchasing the product or service ○ post purchase evaluation. • Paired activity: learners discuss the ways in which customers buy products or services. • Paired activity: each pair to present findings from the activity to the class. • Teacher-led class discussion: based on the presentations. • Plenary session: confirm understanding and set the scene for the next lesson.	Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Classroom Resources
			• Homework: read one chapter from two different texts which are about ways in which customers buy products or services, to reinforce learning.	
13	Models of communication C1		• Lead-in: review of Lesson 12. • Teacher-led class discussion: based on the homework task about ways in which customers buy products or services. • Teacher-led presentation: models of communication, including: ○ AIDA ○ Kotler ○ Shannon and Weaver. • Paired activity: each pair to apply two of the models to an organisation. Each pair to present findings from the activity to the class. • Teacher-led class discussion: based on the presentations. • Plenary session: confirm understanding and set the scene for the next lesson. • Homework: read one chapter from two different texts which are about models of communication, to reinforce learning.	Presentation slides and notes Whiteboard and pens Case study for paired activity (same as Lesson 7)

#	Topic	Lesson type	Suggested activities	Classroom Resources
14	Methods of communication C1		• Lead-in: review of Lesson 13. • Teacher-led class discussion: based on the homework task about models of communication. • Teacher-led presentation: methods of communication, including: ○ online ○ television ○ radio ○ newspapers/magazines ○ telephone ○ person to person. • Paired activity: each pair to explain how an organisation uses two of the methods to communicate with customers. Each pair to present findings from the activity to the class. • Teacher-led class discussion: based on the presentations. • Plenary session: confirm understanding and set the scene for the next lesson. • Homework: read one chapter from two different texts which are about methods of communication, to reinforce learning.	Presentation slides and notes Whiteboard and pens Case study for paired activity (same as Lesson 7)

#	Topic	Lesson type	Suggested activities	Classroom Resources
15	Marketing communications C2		• Lead-in: review of Lesson 14. • Teacher-led class discussion: based on the homework task about methods of communication. • Teacher-led presentation: marketing communications (1) including: ○ relationship marketing ○ word of mouth ○ transactional marketing. • Paired activity: critique each of the ways in relation to how it affects customer behaviour. • Teacher-led presentation: marketing communications (2) including: ○ diversity marketing ○ paid advertising ○ undercover marketing ○ marketing mix. • Paired activity: critique each of the ways in relation to how it affects customer behaviour. Each pair to present findings from the activities to the class. • Teacher-led class discussion: based on the presentations.	Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Classroom Resources
			• Plenary session: confirm understanding and set the scene for the next lesson. • Homework: in pairs, learners are to prepare a 6-minute presentation which will be delivered in Lesson 16 about the effect of an organisation's marketing communications on customer behaviour. Learners can choose the organisation.	
16	Market research techniques – secondary research D1		• Lead-in: review of Lesson 15. • Paired activity: each pair to present findings from the homework activity to the class. • Teacher-led class discussion: based on the presentations. • Teacher-led presentation: secondary sources including: ○ government reports ○ market surveys ○ trade association publications ○ journals. • Paired activity: learners critique each of the sources. • Teacher-led class discussion: based on the activity. • Plenary session: confirm understanding and set the scene for the next lesson.	Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Classroom Resources
			• Homework: read one chapter from two different texts which are about secondary sources of information, to reinforce learning.	
17	Market research techniques – primary research D1 and D2		• Lead-in: review of Lesson 16. • Teacher-led class discussion: based on the homework task about secondary sources of information. • Teacher-led presentation: primary sources including: ○ interviews ○ surveys ○ focus groups ○ tests ○ observation. • Paired activity: learners critique each of the sources. Each pair to present findings from the activity to the class. • Teacher-led class discussion: based on the activity. • Plenary session: confirm understanding and set the scene for the next lesson. • Homework: read one chapter from two different texts which are about primary sources of information, to reinforce learning.	Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Classroom Resources
18	Market research techniques – qualitative and quantitative D1 and D2		• Lead-in: review of Lesson 17. • Teacher-led class discussion: based on the homework task about primary sources of information. • Teacher-led presentation: qualitative and quantitative research. • Paired activity: learners discuss the advantages and disadvantages of each type of research. Each pair to present findings from the activities to the class. • Teacher-led class discussion: based on the activity. • Plenary session: confirm understanding and set the scene for the next lesson. • Homework: read one chapter from two different texts which are about qualitative and quantitative research, to reinforce learning.	Presentation slides and notes Whiteboard and pens
19	Assessment workshop	AW	• Lead-in: review of Lesson 18. • Teacher-led class discussion: based on the homework task about qualitative and quantitative research. • Teacher-led class discussion: to consider the Assignment brief Tasks 1–3. • Individual activity: learners begin work on the assessment tasks.	Assignment brief Tasks 1–3 Internet connected computers Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Classroom Resources
			• Plenary session: confirm understanding and set the scene for the self-directed assessment research. • Homework: continue with the assessment tasks.	
20	Assessment workshop	AW	• Assessment Task 3: learners give their 10-minute summative assessment presentations.	Assignment brief: Task 1–3 Unit specification

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 5: Customer Behaviour
Lesson number	1 (180 minutes)

Lesson objectives	Learners must be able to understand: • the unit, its assessment and the resources which will support their learning • the concept of customer behaviour • the personal characteristics of customer behaviour in the Uzbekistan context.
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Resources checklist	• Unit specification • PS: Presentation slides and notes • Whiteboard and pens
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• Lead-in: introduce the unit specification's content, assessment criteria and additional resources. Ensure all learners' questions and concerns are addressed before moving onto the main activities.
Main activities (140 minutes)	• Teacher-led class discussion: lead a discussion on the concept of customer behaviour and: ○ present a range of definitions by different authors using textbooks, journals and websites (the definitions demonstrate how different authors have different views based on their perceptions and research) ○ demonstrate how the definitions can be contradictory ○ demonstrate how some definitions support each other. • Teacher-led presentation (PS): personal characteristics which influence customer behaviour. • Paired activity: learners discuss the relevance of personal characteristics in the context of Uzbekistan. • Teacher-led class discussion: explore further the findings from the paired activity.
Concluding activity (20 minutes)	• Plenary: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: learners read one chapter from two different texts which are about the influence of personal characteristics on customer behaviour, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 5: Customer Behaviour
Lesson number	2 (180 minutes)
Lesson objectives	Learners must be able to understand: the psychological characteristics of customer behaviour in the Uzbekistan context.
Resources checklist	PS: Presentation slides and notes - Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 1. Ensure all learners' questions and concerns about Lesson 1 are addressed before moving onto the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the homework task about the influence of personal characteristics on customer behaviour. • Teacher-led presentation (PS): psychological characteristics which influence customer behaviour. (Learners to make notes during all presentations.) • Paired activity: learners discuss the relevance of personal characteristics in the context of Uzbekistan. • Paired activity: learners discuss the relationship between personal and psychological influences on customer behaviour. • Teacher-led class discussion: explore further the findings from the paired activities.
Concluding activity (20 minutes)	• Plenary: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: learners read one chapter from two different texts which are about the influence of cultural and social characteristics on customer behaviour, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 5: Customer Behaviour
Lesson number	3 (180 minutes)
Lesson objectives	Learners must be able to understand: the cultural and social characteristics of customer behaviour in the Uzbekistan context.
Resources checklist	PS: Presentation slides and notes - Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 2. Ensure all learners' questions and concerns about Lesson 2 are addressed before moving onto the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the homework task about the influence of psychological characteristics on customer behaviour. • Teacher-led presentation (PS): cultural and social characteristics which influence customer behaviour. • Paired activity: learners discuss the relevance of cultural and social characteristics in the context of Uzbekistan. • Paired activity: learners discuss the relationship between personal, psychological, social and cultural influences on customer behaviours. • Teacher-led class discussion: explore further the findings from the paired activities.
Concluding activity (20 minutes)	• Plenary: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: learners read one chapter from two different texts which are about the influence of social and cultural characteristics on customer behaviour, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 5: Customer Behaviour
Lesson number	4 (180 minutes)
Lesson objectives	Learners must be able to understand: • marketing factors which influence customer behaviour, including: ○ advertising ○ promotions ○ public relations.
Resources checklist	• PS: Presentation slides and notes • Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 3. Ensure all learners' questions and concerns about Lesson 3 are addressed before moving onto the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the homework task about the influence of cultural and social characteristics on customer behaviour. • Teacher-led presentation (PS): marketing through advertising and promotions. • Teacher-led class discussion: critiquing the use of advertising and promotions to influence customer behaviour. • Teacher-led presentation (PS): marketing through public relations. • Paired activity: learners discuss the use, by Uzbek organisations, of these factors as a means to influence customer behaviour. • Teacher-led class discussion: explore further the findings from the paired activity.
Concluding activity (20 minutes)	• Plenary: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: learners read one chapter from two different texts which are about the use by organisations of advertising, promotions and public relations to influence customer behaviour, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 5: Customer Behaviour
Lesson number	5 (180 minutes)
Lesson objectives	Learners must be able to understand: • marketing factors which influence customer behaviour, including ○ interest rates ○ inflation ○ purchasing power.
Resources checklist	• PS: Presentation slides and notes • Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 4. Ensure all learners' questions and concerns about Lesson 4 are addressed before moving onto the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the homework task about the use by organisations of advertising, promotions and public relations to influence customer behaviour. • Teacher-led presentation (PS): the influence of interest rates and inflation on customer behaviour. • Teacher-led class discussion: based on the influence of interest rates and inflation on customer behaviour in Uzbekistan. • Teacher-led presentation (PS): the influence of purchasing power on customer behaviour. • Teacher-led class discussion: based on the influence of purchasing power on customer behaviour in Uzbekistan. • Paired activity: learners discuss the relationship between interest rates, inflation and purchasing power as factors which influence customer behaviour. • Teacher-led class discussion: explore further the findings from the paired activity.
Concluding activity (20 minutes)	• Plenary: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: learners read one chapter from two different texts which are about the economic factors which influence customer behaviour, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 5: Customer Behaviour
Lesson number	6 (180 minutes)
Lesson objectives	Learners must be able to understand: • marketing factors which influence customer behaviour, including: ○ individual preferences ○ group influences.
Resources checklist	• PS: Presentation slides and notes • Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 5. Ensure all learners' questions and concerns about Lesson 5 are addressed before moving onto the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the homework task about the economic factors which influence customer behaviour. • Teacher-led presentation (PS): the influence of individual preferences on customer behaviour. • Teacher-led class discussion: based on individual preferences on customer behaviour in Uzbekistan. • Teacher-led presentation (PS): the influence of different types of groups on customer behaviour. • Teacher-led class discussion: based on the influence of different types of groups on customer behaviour in Uzbekistan. • Paired activity: learners discuss the conflicting challenges of individual preferences and group influences on customer behaviour. • Teacher-led class discussion: explore further the findings from the paired activity.
Concluding activity (20 minutes)	• Plenary: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: learners read one chapter from two different texts which are about the individual preferences and group influences which influence customer behaviour, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 5: Customer Behaviour
Lesson number	7 (180 minutes)
Lesson objectives	Learners must be able to understand: • purchasing channels, including: ○ online ○ mail order ○ shops ○ personal selling.
Resources checklist	• PS: Presentation slides and notes • Whiteboard and pens • AS: Case study
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 6. Ensure all learners' questions and concerns about Lesson 6 are addressed before moving onto the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the homework task about the individual preferences and group influences which influence customer behaviour. • Teacher-led presentation (PS): online and mail order channels. • Paired activity: learners critique the use of online and mail order shopping as purchasing channels. • Teacher-led presentation (PS): shops and personal selling. • Paired activity: learners critique the use of shops and personal selling as purchasing channels. • Paired activity: learners use the case study to explain how an organisation uses these purchasing channels to engage with its customers. • Teacher-led class discussion: explore further the findings from the paired activity.
Concluding activity (20 minutes)	• Plenary: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: learners read one chapter from two different texts which are about purchasing channels, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 5: Customer Behaviour
Lesson number	8 (180 minutes)
Lesson objectives	Learners must be able to understand: • product factors which inform patterns of behaviours • service factors which inform patterns of behaviours.
Resources checklist	• PS: Presentation slides and notes • Whiteboard and pens • AS: Case study
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 7. Ensure all learners' questions and concerns about Lesson 7 are addressed before moving onto the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the homework task on purchasing channels. • Teacher-led presentation (PS): product or service factors which inform patterns of behaviours, to include: ○ customer capacity to buy ○ availability ○ durability/sustainability ○ functionality ○ features ○ aftersales support. • Paired activity: learners use the case study to explain how the organisation's product or service factors inform patterns of customer behaviour. • Paired activity: each pair to present their findings to the class. • Teacher-led class discussion: review the findings shared through each of the presentations.
Concluding activity (20 minutes)	• Plenary: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: learners read one chapter from two different texts which are about product or service factors which inform customer behaviour, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 5: Customer Behaviour
Lesson number	9 (180 minutes)
Lesson objectives	Learners must be able to understand: • purchasing patterns • methods of payment.
Resources checklist	• PS: Presentation slides and notes • Whiteboard and pens • Internet connected computers for paired activity
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 8. Ensure all learners' questions and concerns about Lesson 8 are addressed before moving onto the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the homework task about product or service factors which inform customer behaviour. • Teacher-led presentation (PS): purchasing patterns and methods of purchase: • purchasing pattern: ○ frequency of purchase ○ time of purchase ○ seasonal influences ○ volume of purchase ○ value of purchase • method of purchase: ○ cash ○ card ○ bank transfer ○ finance. • Paired activity: each pair to research a different organisation to determine the purchasing pattern and method of purchase of its customers. • Paired activity: each pair to present its findings from the activity to the class. • Teacher-led class discussion: based on the presentations.
Concluding activity (20 minutes)	• Plenary: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: learners read one chapter from two different texts which are about purchasing patterns, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 5: Customer Behaviour
Lesson number	10 (180 minutes)
Lesson objectives	Learners must be able to understand: • customer behaviour models • the key features, advantages and disadvantages of customer behaviour models.
Resources checklist	• PS: Presentation slides and notes • Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 9. Ensure all learners' questions and concerns about Lesson 9 are addressed before moving onto the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the homework task about purchasing patterns. • Teacher-led presentation (PS): customer behaviour models: ○ input, process, output ○ reinforcement ○ Howard-Sheth ○ Engel-Blackwell-Kollat ○ Pavlovian. • Small-group activity: each group to analyse one of the models focusing on its: ○ key features ○ advantages ○ disadvantages. • Small-group: each group to present its findings from the activity to the class. • Teacher-led class discussion: based on the presentations.
Concluding activity (20 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: learners read one chapter from two different texts which are about customer behaviour models, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 5: Customer Behaviour
Lesson number	11 (180 minutes)
Lesson objectives	Learners must be able to: • understand why customers buy products or services • investigate an organisation.
Resources checklist	• PS: Presentation slides and notes • Whiteboard and pens • AS: Case study
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (5 minutes)	• Lead-in: review of Lesson 10. Ensure all learners' questions and concerns about Lesson 10 are addressed before moving onto the main activities.
Main activities (155 minutes)	• Teacher-led class discussion: based on the homework task about consumer behaviour models. • Teacher-led presentation (PS): reasons why customers buy products or services, including: ○ to solve a need/requirement ○ relationship with the seller ○ image/brand association ○ convenience ○ seasonal requirement ○ loyalty. • Paired activity: learners use the case study to explain why customers buy products and/or services from the organisation. Each pair to present findings from the activity to the class. • Teacher-led class discussion: based on the presentations.
Concluding activity (20 minutes)	• Plenary: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: learners read one chapter from two different texts which are about reasons why customers buy products or services, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 5: Customer Behaviour
Lesson number	12 (180 minutes)
Lesson objectives	Learners must be able to understand: ways in which customers buy products or services.
Resources checklist	PS: Presentation slides and notes - Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 11. Ensure all learners' questions and concerns about Lesson 11 are addressed before moving onto the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the homework task about the reasons why customers buy products or services. • Teacher-led presentation (PS): ways in which customers buy products or services, including: ○ recognising the need ○ searching for information ○ evaluating alternatives ○ purchasing the product or service ○ post purchase evaluation. ○ Learners to make notes during the presentation. • Paired activity: learners discuss the ways in which customers buy products or services. Each pair to present their findings to the class. • Teacher-led class discussion: based on the presentations.
Concluding activity (20 minutes)	• Plenary: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: learners read one chapter from two different texts which are about ways in which customers buy products or services, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 5: Customer Behaviour
Lesson number	13 (180 minutes)
Lesson objectives	Learners must be able to understand: models of communication.
Resources checklist	PS: Presentation slides and notes - Whiteboard and pens AS: Case study
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 12. Ensure all learners' questions and concerns about Lesson 12 are addressed before moving onto the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the homework task about ways in which customers buy products or service. • Teacher-led presentation (PS): models of communication, including: ○ AIDA ○ Kotler ○ Shannon and Weaver. • Paired activity: each pair to apply two of the models to an organisation. Each pair to present their findings to the class. • Teacher-led class discussion: explore further the findings from the presentation and paired activities.
Concluding activity (20 minutes)	• Plenary: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: learners read one chapter from two different texts which are about models of communication, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 5: Customer Behaviour
Lesson number	14 (180 minutes)
Lesson objectives	Learners must be able to understand: • methods of communication.
Resources checklist	• PS: Presentation slides and notes • Whiteboard and pens • AS: Case study
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 13. Ensure all learners' questions and concerns about Lesson 13 are addressed before moving onto the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the homework task about models of communication. • Teacher-led presentation (PS): methods of communication, including: ○ online ○ television ○ radio ○ newspapers/magazines ○ telephone ○ person to person. • Paired activity: each pair to explain how an organisation uses two of the methods to communicate with customers. Each pair to present findings from the activity to the class. • Teacher-led class discussion: based on the presentations.
Concluding activity (20 minutes)	• Plenary: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: learners read one chapter from two different texts which are about methods of communication, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 5: Customer Behaviour
Lesson number	15 (180 minutes)
Lesson objectives	Learners must be able to understand: • marketing communications • how marketing communications affect customer behaviour.
Resources checklist	• PS: Presentation slides and notes • Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 14. Ensure all learners' questions and concerns about Lesson 14 are addressed before moving onto the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the homework task about methods of communication. • Teacher-led presentation (PS): marketing communications (1), including: ○ relationship marketing ○ word of mouth ○ transactional marketing. • Paired activity: learners critique each of the ways in relation to how they affect customer behaviour. • Teacher-led presentation (PS): marketing communications (2), including: ○ diversity marketing ○ paid marketing ○ undercover marketing ○ marketing mix. • Paired activity: learners critique each of the ways in relation to how they affect customer behaviour. Each pair to present findings from the activity to the class. • Teacher-led class discussion: based on the presentations.
Concluding activity (20 minutes)	• Plenary: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: in pairs, learners prepare a 6-minute presentation which will be delivered in Lesson 16 about the effect of an organisation's marketing communications on customer behaviour. Learners can choose the organisation.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 5: Customer Behaviour
Lesson number	16 (180 minutes)
Lesson objectives	Learners must be able to understand: • success criteria for a sales management plan • approaches to developing a sales management plan.
Resources checklist	• PS: Presentation slides and notes • Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 15. Ensure all learners' questions and concerns about Lesson 15 are addressed before moving onto the main activities.
Main activities (150 minutes)	• Paired activity: each pair to present findings from the homework activity to the class. • Teacher-led class discussion: based on the presentations. • Teacher-led presentation (PS): secondary sources of information, including: ○ government reports ○ market surveys ○ trade association publications ○ journals. • Paired activity: learners critique each of the sources. • Teacher-led class discussion: based on the activity.
Concluding activity (20 minutes)	• Plenary: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: learners read one chapter from two different texts which are about secondary sources, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 5: Customer Behaviour
Lesson number	17 (180 minutes)
Lesson objectives	Learners must be able to understand: • secondary sources of information.
Resources checklist	• PS: Presentation slides and notes • Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 16. Ensure all learners' questions and concerns about Lesson 16 are addressed before moving onto the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the homework task about secondary sources. • Teacher-led presentation (PS): primary sources of information, including: ○ interviews ○ surveys ○ focus groups ○ tests. • Paired activity: learners critique each of the sources. Each pair to present findings from the activity to the class. • Teacher-led class discussion: based on the presentations.
Concluding activity (20 minutes)	• Plenary: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: learners read one more chapter from two different texts which are about primary sources, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 5: Customer Behaviour
Lesson number	18 (180 minutes)
Lesson objectives	Learners must be able to understand: • qualitative and quantitative research.
Resources checklist	• PS: Presentation slides and notes • Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review key themes from the second two learning aims. Ensure all learners' questions and concerns about Learning aims C and D are addressed before moving onto the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the homework task about primary sources. • Teacher-led presentation (PS): qualitative and quantitative research. • Paired activity: learners discuss the advantages and disadvantages of each type of research. Each pair to present findings from the activities to the class. • Teacher-led class discussion: based on the activity.
Concluding activity (20 minutes)	• Plenary: confirm understanding and set the scene for the next lesson.
Private study	• Individual learner activity: learners read one chapter from two different texts which are about qualitative and quantitative research, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 5: Customer Behaviour
Lesson number	19 (180 minutes)
Lesson objectives	Learners must be able to understand: the requirements of the assessment tasks.
Resources checklist	- Assignment brief: Task 1–3 - Internet connected computers - Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 19. Ensure all learners' questions and concerns about Lesson 19 are addressed before moving onto the main activities.
Main activities (150 minutes)	• Teacher-led class discussion: based on the homework task about qualitative and quantitative research. • Teacher-led class discussion: to consider the assessment. • Individual activity: learners to begin work on the assessment tasks.
Concluding activity (20 minutes)	• Plenary: confirm understanding and set the scene for the self-directed assessment research.
Private study	• Individual learner activity: learners continue with the assessment tasks.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 5: Customer Behaviour
Lesson number	20 (180 minutes)

Lesson objectives	To enable learners to complete: Assessment task 3 – Presentations
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Resources checklist	- Unit specification - Unit assignment brief
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Main activities (180 minutes)	Assessment task 3: Learners perform their 10-minute presentations.

Assignment brief

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 5: Customer Behaviour
Learning aims	A Understand customer behaviour B Understand customer decision-making behaviour C Understand communication and customer behaviour D Understand how marketing can influence the decision-making behaviour of customers
Assignment title	Influencing the Behaviour of Customers
Assessor	
Issue date	
Hand-in deadline	

Vocational scenario or context	This assignment must be answered in relation to the organisation you currently work in or an organisation of which you have knowledge. You are employed within the marketing department of an organisation. The organisation is conducting an audit of all its prime functions in advance of its annual strategic review. You must assess the decision-making process of the organisation's customers and how the organisation engages with its current and potential customers. Then you must make a recommendation to the strategy development team as to how the organisation could engage in its marketing research so that the organisation's strategic aims and objectives can be better informed.
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Task 1	You are required to: • produce a briefing document which will be presented to your line manager • ensure the document demonstrates an understanding of an organisation's customers, indicating the reasons why and the ways in which they buy the organisation's products and/or services • ensure the document includes an explanation of the characteristics and patterns of behaviour of the organisation's customers along with an explanation of those specific factors which affect the customer's behaviours using customer behaviour models as a guide.
Checklist of evidence required	• A briefing paper of no more than 600 words, produced in a recognised and appropriate format. • A reference list in an appropriate format. The reference list is not included in the word count.

Criteria covered by this task:	
Unit/criterion reference	To achieve the criteria, you must show that you are able to:
A.P1	Explain characteristics of customer behaviour.
A.P2	Explain factors which affect customer behaviour.
A.P3	Explain patterns of customer behaviour.
A.P4	Analyse customer behaviour models.
B.P1	Explain reasons why customers buy products or services.
B.P2	Describe ways in which customers buy products or services.

Task 2	You are required to: • produce a briefing paper which will be presented to your line manager. The paper should focus on two themes: ○ how the organisation uses marketing communications to build relationships with its customers so that the buying behaviour of customers is positively influenced ○ how the organisation conducts its market research as part of a customer research process.
Checklist of evidence required	• A briefing paper of no more than 600 words produced in a recognised and appropriate format. • A reference list in an appropriate format, e.g. Harvard referencing. The reference list is not included in the word count.

Criteria covered by this task:	
Unit/criteria on reference	To achieve the criteria, you must show that you are able to:
C.P1	Explain how organisations communicate with customers.
C.P2	Analyse the relationship between customer behaviour and marketing communications.
D.P1	Explain techniques an organisation uses to conduct market research.
D.P2	Explain a customer research process.

Task 3	You are required to: • produce and deliver a presentation to the strategy development team which assesses: ○ how the organisation's customers make decisions whether to buy or not ○ the effect of an organisation's marketing communications on customer behaviour ○ techniques which can influence the decision-making behaviour of customers.
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	The conclusion of the presentation is to include a recommendation to the strategy team which will help them to determine how the organisation should engage with its customers to influence their behaviour and decision-making. The recommendation is to be fully justified.
Checklist of evidence required	• A presentation of no more than 10 minutes produced and delivered in a recognised and appropriate format. • A reference list in an appropriate format, e.g. Harvard referencing. The reference list is to be included in the final slide of the presentation.

Criteria covered by this task:	
Unit/criterion reference	To achieve the criteria, you must show that you are able to:
B.P3	Evaluate decision-making behaviours of an organisation's customers.
C.P3	Evaluate the effect of an organisation's marketing communications on customer behaviour.
D.P3	Evaluate techniques which can influence the decision-making behaviour of customers.
Sources of information to support you with this assignment	Refer to the suggested resources in the unit specification for this unit. Refer to the suggested resources in the unit specification for: • Unit 3: Principles of Marketing Communications and Techniques • Unit 4: Principles and Practices of Sales Management
Other assessment materials attached to this assignment brief	None

Unit 6: International Marketing

Delivery guidance

Approaching the unit

From their study of the other units in this qualification, learners will be aware of the key concepts, principles, tools and techniques associated with marketing in a 'home' market context. This unit will develop learners' understanding of marketing in an international context through the exploration of marketing strategies that could be used to support different market entry modes, and of the barriers that could inhibit an organisation's entry to international markets.

Once learners have developed this understanding, they can then begin to explore the approaches used when developing an international marketing plan.

As a consequence, it is important that the teaching and learning for this unit follows a logical and systematic process. To provide a high-level indicator of how to sequence teaching for this unit, teachers should consider Figure 1, below, as the overarching guide for how this unit is to be structured.



Figure 1: Delivery sequence for this unit

Learning aims A and B together address the context of international marketing, while Learning aim C introduces learners to international marketing strategies. Finally Learning aim D focuses on the development of an international marketing plan. Teachers should deliver the unit in this order.

Teaching and learning should be learner-centred, where learners take an active part in the lessons. To support this, the Scheme of work and Lesson plans are a combination of teacher-led presentations, paired and team

activities, and class-based discussions. This approach will encourage interaction between learners thereby improving confidence, communication skills and the ability to work in a team.

Learners should make notes during teacher presentations. During teacher-led class discussions, the teacher should record learners' comments on the whiteboard, as a summary of key points. The teacher should encourage interaction from all learners using question and answer activities.

To further develop communication and teamworking, as well as encouraging learners to engage in appropriate research, learners will work in pairs and teams to deliver presentations based on what they have learned during a lesson and from, for example, reading appropriate textbooks. It is important to highlight here that Level 5 learners will need to engage in wider reading and research if they are to develop the skills of inquisitive and enquiring learners. Learners should be provided with, or directed to, centre-based and locally-based resources that will support research and the development of communication and IT skills. The Scheme of work requires learners to engage in post-lesson reading.

Ideally, learning could be contextualised to a learner's place of work where concepts, theories and models can be explored further. However, this is not always possible. For those learners who do not have this opportunity, it will be necessary to provide a case study.

Ideally, more than one case study should be identified, so that learners will be able to apply their learning in different contexts. Case studies should use organisations with which the teacher is familiar, and for which detailed information is available through online resources.

Learners would benefit from exposure to current industry practitioners. Guest speakers, who may perhaps focus on a specific aspect of the unit, will add real value to the teaching and learning. Learners could engage in some research about the speaker and their organisation so that relevant questions can be prepared in advance.

In summary, teaching and learning for this unit must be logical and systematic, support classroom interaction and encourage learners to explore the concepts, theories and models introduced in the classroom through their own independent research and reading.

Assessment

Assessment model

Table 1 provides an overview of how each learning aim will be assessed. There are two tasks.

Assignment brief task 1 focuses on Learning aims A, B and C where learners will produce a briefing document that will enable them to demonstrate an understanding of the international marketing context, markets and strategies open to an organisation.

The document must also demonstrate an understanding of the marketing mix and marketing segmentation in an international context and how these relate to market entry modes. It is important that learners are made fully aware that to achieve assessment criterion A.P3, analysis must take place.

Assignment brief task 2 focuses on an international marketing plan that must be based on analysis and evaluation for assessment criteria B.P3, C.P3, D.P1 and D.P2 to be achieved.

It is very important for learners to understand that all assessment criteria, and therefore all learning aims, must be met to achieve a pass.

Learning aim	Key content areas	Recommended assessment approach
A Understand the international marketing context	A1 Concept and context of international marketing A2 The international marketing environment A3 Global factors which influence international marketing	The creation of an informed and well-developed briefing paper which evidences the fundamental knowledge required at this level. The creation of an international marketing plan for a specific organisation.
B Understand international markets	B1 Market segmentation in an international context B2 The marketing mix in an international context B3 International market entry modes	
C Understand the strategies for international marketing	C1 Types of international marketing strategies C2 Benefits to organisations of an international marketing strategy	
D Be able to produce an international marketing plan	D1 Process for developing an international marketing plan	

Table 1: Assessment overview by Learning aim

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 6: International Marketing
Introduction Ideally, learners will be able to contextualise learning to organisations where they are employed. Alternatively, you will need to suggest to learners the names of suitable organisations they can use to apply their knowledge. You will need to judge the suitability of the organisation before suggesting it to learners, ensuring it will enable them to demonstrate their learning in the Assignment brief tasks. Learners will need to conduct a background investigation into the organisation, whether it is their own employer or an organisation suggested by you. Learners must be encouraged to engage in wider reading, suggested by those resources stated in the unit specification and this guide, and through further resources identified by learners themselves. This is necessary for learners to fully justify their decisions and suggestions. Learners must understand the key concepts and models detailed in the Scheme of work and Lesson plans. They will need to analyse these models before using them, to demonstrate a thorough understanding of the models' benefits and appropriateness to the context or situation. Assignment workshops are incorporated into the teaching at Lessons 14, 18 and 19 to enable learners to work on Assignment tasks 1 and 2. Lesson 20 provides the opportunity to return final assignments, to hold one-to-one discussions with learners, and allow learners to evaluate the delivery of the unit to inform future planning.
Learning aim A: Understand the international marketing context
Content for section A1, the context and concepts of international marketing, is introduced during Lesson 1. Through a combination of teacher-led presentations, a paired activity and class discussions, learners will explore the relevance of key factors such as globalisation to the international marketing strategies employed by organisations based in Uzbekistan. Content for section A2 is delivered in Lesson 2, focusing on the analysis of an organisation's international marketing environment using the PESTLE technique. Learners will base their analyses on the content of the teacher-led presentation, so it is important that the key points are delivered in depth. Learners then deliver a presentation to the class.

Unit 6: International Marketing

Lessons 3 and 4 introduce the global factors that influence international marketing (A3). Using the same approach, in Lesson 3 learners will build on theoretical input from the teacher to understand the impact of these factors on international trade. For Lesson 4, a case study is required as well as access to the internet so learners can apply knowledge through analysis and research.

Learners will present their findings from the analysis before exploring the topic further through a class discussion.

To reinforce this learning throughout, learners will be directed to read from different texts to support their learning.

Learning aim B: Understand international markets

For B1, which is delivered in Lesson 5, learners will consider the concept of market segmentation and how Uzbek organisations use this in an international context. Depending on where this unit is delivered in the syllabus, learners may already be aware of these functions.

If this is the case, the teacher would benefit from knowing what learners have already studied and could refocus the lessons to act as a refresher before concentrating on case study analysis.

It is important that learners can differentiate between segmentation in a 'home' market and segmentation in an international market.

For B2, delivered in Lesson 6, a combination of teacher-led presentation, paired activities and class discussion is used to explore the marketing mix.

As with B1, learners may already be aware of the marketing mix and the key topics covered in the unit on marketing principles. Again, having prior knowledge of what learners may have been taught will help to refocus how Lesson 6 is structured.

To reinforce this learning, learners will be directed to read from two different texts.

Lessons 7, 8 and 9 conclude the teaching and learning for this learning aim where B3 is focused on market entry modes. While Lessons 7 and 8 focus on the theoretical aspects of different entry modes, Lesson 9 is where learners will apply this understanding to a number of organisations. For Lesson 9, learners will require access to the internet.

It is important that learners can make the connection between international marketing and market entry modes.

To reinforce this learning throughout, learners will be directed to read from different texts to support their learning.

Unit 6: International Marketing

Learning aim C: Understand the strategies for international marketing

For C1, delivered in Lessons 10 and 11, learners will be introduced to strategies that organisations could use to shape the direction and framework for their international marketing activities.

Through a combination of teacher-led presentations and a class discussion, learners will critique each stage of these strategies.

Lesson 12 is focused on learner activities and discussion, which build on an understanding of international marketing strategies. Learners will explore the benefits to Uzbek organisations of having an international marketing strategy.

This broader understanding becomes focused on a specific organisation in Lesson 13 where teams of learners evaluate the use of international marketing strategies in different organisations (C2). Each team will present their findings, after which the class can, collectively, discuss these findings and establish similarities and differences between the organisations.

To reinforce this learning throughout, learners will be directed to read from different texts to support their learning.

Learning aim D: Be able to produce an international marketing plan

For this learning aim, delivered in Lessons 15 to 17, learners will focus on levels of strategic planning, which will provide the basis for developing an international marketing plan.

Lessons 15 and 16 focus on the theories associated with strategic planning while Lesson 17 introduces a process for developing an international marketing plan.

To ensure each stage of the process is adequately investigated, the lesson will focus on four overarching aspects of a process, which will then be applied, through a case study, to an organisation. These lessons are key to learners' ability to produce an international marketing plan so each must be covered in depth.

To reinforce this learning throughout, learners will be directed to read from different texts to support their learning.

Details of links to other BTEC units and qualifications

This unit links to Unit 1: Principles of Marketing.

Resources

Textbooks

Ghauri, P. and Cateora, P. – *International Marketing* 4th Edition, McGraw-Hill (2014), ISBN 978-0-077-14815-7

Hollensen, S. – *Global Marketing* 7th Edition, Pearson Education (2017), ISBN 978-1-292-10011-1 (print) ISBN 978-1-292-14421-4 (electronic)

Lowe, R., Kenyon, A. and Doole, I. – *International Marketing Strategy* 8th Edition, Cengage (2019), ISBN 978-1-473-72370-2

Journals

European Journal of Marketing (Emerald)

Harvard Business Review (Harvard Business Publishing)

Journal of International marketing (SAGE)

Journal of Marketing (SAGE)

Websites

www.cim.co.uk – Chartered Institute of Marketing

www.emerald.com – Emerald Insight

Pearson is not responsible for the content of any external internet sites. It is essential for teachers 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 teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit	Unit 6: International Marketing
Guided Learning Hours	60
Number of lessons	20
Duration of lessons	3 hours
Links to other units	Unit 1: Principles of Marketing

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

#	Topic	Lesson type	Suggested activities	Resources
1	Introduction to the unit and its assessment. Concept and context of international marketing A1		• Lead-in: introduce the unit content and assessment criteria. • Teacher-led presentation: explore the concept of international marketing. • Teacher-led presentation: context of international marketing: ○ globalisation ○ corporate strategy, capability and capacity ○ international business/trade.	Unit specification Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Resources
			• Paired activity: learners discuss the relevance of each of the above points as they relate to the context of Uzbekistan. • Teacher-led class discussion: based on previous activity. • Private study: read one chapter from two different texts about the concept and context of international marketing, to reinforce learning.	
2	International marketing environment A2		• Teacher-led class discussion: based on the private study about the concept and context of international marketing. • Teacher-led presentation: international marketing environment analysis using PESTLE. • Paired activity: learners conduct a PESTLE analysis in the context of Uzbekistan. • Paired activity: learners present their analysis to the class. • Teacher-led class discussion: explore further the analysis presented through the paired activities. • Private study: read one chapter from two different texts about the international marketing environment, to reinforce learning.	Access to IT systems and internet Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Resources
3	Global factors which influence international marketing A3		• Teacher-led class discussion: based on the private study task about the international marketing environment. • Teacher-led presentation: influence of global organisations. • Paired activity: learners discuss the relevance of each of the organisations in the context of international marketing. • Teacher-led presentation: trading blocs – features and examples. • Paired activity: learners discuss the potential impact on international marketing of each trading bloc. • Teacher-led class discussion: explore further the content of the presentations and findings from the paired activities. • Private study: read one chapter from two different texts about global factors that influence international marketing, to reinforce learning.	Presentation slides and notes Whiteboard and pens
4	Global factors which influence international marketing A3		• Teacher-led class discussion: based on the private study task about the global factors which influence international marketing. • Teacher-led presentation: customer behaviour in global markets. • Teacher-led presentation: barriers to international trade and marketing.	Access to IT systems and internet Presentation slides and notes Whiteboard and pens Case study for team activity

#	Topic	Lesson type	Suggested activities	Resources
			• Team activity: learners analyse, in the context of an organisation, factors which affect its international marketing. • Team activity: each team to present their analysis to the class. • Teacher-led class discussion: explore further the findings from the activities. • Private study: read one chapter from two different texts about customer behaviour and barriers to trade in an international context, to reinforce learning.	
5	Market segmentation in an international context B1		• Teacher-led class discussion: based on the private study task about customer behaviour and barriers to trade in an international context. • Teacher-led presentation: market segmentation: ○ geographic ○ demographic. • Paired activity: learners discuss how an organisation could/does segment its market geographically and/or demographically. • Teacher-led presentation: market segmentation: ○ behavioural ○ psychographic ○ benefit.	Presentation slides and notes Whiteboard and pens Case study for paired activity (same as for Lesson 4)

#	Topic	Lesson type	Suggested activities	Resources
			• Paired activity: learners discuss how an organisation could/does segment its market by behaviour, by psychographic factors or by benefits. • Teacher-led class discussion: explore further the findings from the presentations and paired activities. • Private study: read one chapter from two different texts about market segmentation in an international context, to reinforce learning.	
6	Marketing mix in an international context B2		• Teacher-led class discussion: based on the private study task about market segmentation in an international context. • Teacher-led presentation: the international marketing mix, including: ○ product ○ price ○ promotion ○ distribution ○ process ○ people ○ physical evidence. • Paired activity: learners discuss how an organisation could/does segment the marketing mix in an international context.	Presentation slides and notes Whiteboard and pens Case study for paired activity (same as for Lesson 4)

#	Topic	Lesson type	Suggested activities	Resources
			• Paired activity: learners present their analysis to the class. • Teacher-led class discussion: explore further the findings from the presentation and paired activities. • Private study: read one chapter from two different texts about the marketing mix in an international context, to reinforce learning.	
7	Market entry modes B3		• Teacher-led class discussion: based on the private study task about the marketing mix in an international context. • Teacher-led presentation: market entry modes: ○ exporting ○ licensing. • Paired activity: learners analyse the use of exporting and licensing as market entry modes. • Paired activity: learners present their analysis to the class. • Teacher-led class discussion: explore further the findings from the presentation and paired activities. • Private study: read one chapter from two different texts about exporting and licensing, to reinforce learning.	Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Resources
8	Market entry modes B3		• Teacher-led class discussion: based on the private study task about exporting and licensing. • Teacher-led presentation: market entry modes: ○ joint venture ○ acquisition ○ direct investment. • Paired activity: learners analyse the use of joint venture, acquisition and direct investment as market entry modes. • Paired activity: learners present their findings to the class. • Teacher-led class discussion: explore further the findings from the presentations and paired activities • Private study: read one chapter from two different texts about joint venture, acquisition and direct investment, to reinforce learning.	Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Resources
9	Market entry modes B3		• Teacher-led class discussion: based on the private study task about joint venture, acquisition and direct investment. • Team activity: each team of three or four learners researches a different organisation to determine the most appropriate market entry mode. • Team activity: each team presents findings from the activity to the class. • Teacher-led class discussion: based on the presentations. • Private study: read one chapter from two different texts about strategy in preparation for Learning aim C.	Access to IT systems and the internet Whiteboard and pens
10	International marketing strategies C1		• Teacher-led class discussion: based on the private study task about strategy. • Teacher-led presentation: transference as an international marketing strategy. • Paired activity: learners analyse the use of transference as an international marketing strategy. • Paired activity: each pair to present findings from the activity to the class. • Teacher-led presentation: global approaches as an international marketing strategy.	Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Resources
			• Paired activity: learners analyse the use of global approaches as an international marketing strategy. • Paired activity: each pair to present findings from the activity to the class. • Teacher-led class discussion: based on the presentations. • Private study: read one chapter from two different texts about global and transference international marketing strategies, to reinforce learning.	
11	International marketing strategies C1		• Teacher-led class discussion: based on the private study task about global and transference international marketing strategies. • Teacher-led presentation: multinational as an international marketing strategy. • Paired activity: learners analyse the use of the multinational approach as an international marketing strategy. • Paired activity: each pair to present findings from the activity to the class. • Teacher-led presentation: transnational approach as an international marketing strategy. • Paired activity: learners analyse the use of a transnational approach as an international marketing strategy.	Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Resources
			• Paired activity: each pair to present findings from the activity to the class. • Teacher-led class discussion: based on the presentations. • Private study: read one chapter from two different texts about multinational and transnational approaches to international marketing strategies, to reinforce learning.	
12	Benefits to organisations of an international marketing strategy C2		• Teacher-led class discussion: based on the private study task about multinational and transnational approaches to international marketing strategies. • Teacher-led class discussion: based on the relationships between international marketing strategies. • Paired activity: learners discuss the benefits to Uzbek organisations of having an international marketing strategy. • Paired activity: learners present findings from the activity to the class • Teacher-led class discussion: based on the presentations ensuring the key benefits are identified. • Private study: read one chapter from two different texts about benefits to organisations of an international marketing strategy, to reinforce learning.	Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Resources
13	International marketing strategy C1 and C2		• Teacher-led class discussion: based on the private study task about benefits to organisations of an international marketing strategy. • Team activity: each team of three or four learners researches a different organisation to evaluate its international marketing strategy. • Team activity: each team presents findings from the activity to the class. • Teacher-led class discussion: based on the presentations. • Private study: read one chapter from two different texts about strategic planning to prepare for Learning aim D.	Access to IT systems and internet Whiteboard and pens
14	Assignment workshop – Task 1	AW	• Teacher-led discussion: on Assignment task 1. • Teacher-led discussion: structure of a briefing document. • Individual activity: learners conduct initial research for Assignment task 1. • Plenary session: review learner progress with Assignment task 1 and set the scene for the next lesson. • Private study: continue with Assignment task 1 for submission at the start of Lesson 15.	Access to IT systems and internet Assignment brief Unit specification Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Resources
15	Developing an international marketing plan D1		• Lead-in: collect Assignment task 1. • Teacher-led class discussion: based on the private study task about strategic planning. • Teacher-led presentation: levels of strategic planning: ○ corporate ○ divisional. • Paired activity: learners discuss the relationship between corporate and divisional strategies and the importance of strategic alignment. • Paired activity: learners present findings from the activity to the class. • Teacher-led class discussion: based on the presentations. • Private study: read one chapter from two different texts about international marketing planning, to reinforce learning.	Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Resources
16	Developing an international marketing plan D1		• Lead-in: return marked Assignment task 1. • Teacher-led class discussion: general points about work produced for the assignments including points of good practice and points for further development. • Teacher-led class discussion: based on the private study task about international marketing planning. • Teacher-led presentation: levels of strategic planning: ○ business/unit ○ product/brand. • Paired activity: learners discuss the relationship between business/unit and product/brand strategies. • Paired activity: learners discuss the relationship between corporate, divisional, business/unit and product/brand strategies. • Paired activity: learners present findings from the activity to the class. • Teacher-led class discussion: based on the presentations. • Private study: read a further chapter from two different texts about international marketing planning, to reinforce learning.	Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Resources
17	Developing an international marketing plan D1		• Teacher-led class discussion: based on the private study task about international marketing planning. • Teacher-led presentation: process for developing an international marketing plan: ○ select entry mode ○ develop strategies for the target market ○ plan international marketing programmes ○ manage the international marketing effort. • Paired activity: learners produce an outline international marketing plan for an organisation. • Paired activity: learners present the outline plan to the class. • Teacher-led class discussion: based on the presentations. • Private study: read one chapter from two different texts about the process for developing an international marketing plan, to reinforce learning.	Presentation slides and notes Whiteboard and pens Case study for paired activity

#	Topic	Lesson type	Suggested activities	Resources
18	Assignment workshop – Task 2	AW	• Teacher-led class discussion: based on the private study task about the process for developing an international marketing plan. • Teacher-led discussion: requirements for Assignment task 2. • Teacher-led discussion: structure of an international marketing plan. • Individual activity: learners conduct initial research for Assignment task 2. • Plenary session: review learner progress with Assignment task 2 and set the scene for the next lesson. • Private study: continue with Assignment task 2.	Assignment brief Unit specification Whiteboard and pens Access to IT systems and the internet
19	Unit Review Assignment workshop – Task 2	AW	• Teacher-led discussion: recap the unit as a whole and deal with any queries and concerns. • Individual activity: continue with Assignment task 2. • Plenary session: review learner progress with Assignment task 2 and set the scene for the next lesson. • Private study: continue with Assignment task 2. Learners to complete the assignment and return to teacher to enable assessment before the next lesson.	Access to IT systems and the internet Assignment brief Unit specification Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Resources
20	One-to-one discussions		• Teacher-led class discussion: general points about work produced for the assignments including points of good practice and points for further development. • Teacher presentation: overview of the unit and its relationship to other units in the qualification and potential employment opportunities arising from this learning. • Individual activity: learners complete course evaluation forms and take part in individual assignment feedback tutorials with the teacher. • Plenary session: collect course evaluation forms (used to inform future teaching plans) and discuss general issues with the class.	Assignment brief Unit specification

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 6: International Marketing
Lesson no	1 (180 minutes)
Lesson objectives	To introduce learners to: • the unit, its assessment and the resources that will support their learning • the concept of international marketing • the context of international marketing.
Resources checklist	• Unit specification • PS: Presentation slides and notes • Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: introduce the unit specification's content, assessment criteria and additional resources.
Main activities (160 minutes)	• Teacher-led presentation: international marketing including: ○ definitions by different authors using textbooks, journals and websites to demonstrate 1) how different authors have different views based on their perceptions and research and 2) how the definitions can be contradictory or support each other. • Teacher-led presentation: context of international marketing: ○ globalisation ○ corporate strategy, capability and capacity ○ international business/trade. • Paired activity: learners discuss the relevance of each of the above points as they relate to the context of Uzbekistan. • Teacher-led class discussion: based on previous activity.
Concluding activity (10 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Private study: read one chapter from two different texts about the concept and context of international marketing, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 6: International Marketing
Lesson no	2 (180 minutes)
Lesson objectives	Learners must be able to: • understand an organisation's international marketing environment • analyse an organisation's environment • conduct research.
Resources checklist	• Access to IT systems and internet • Whiteboard and pens • PS: Presentation slides and notes
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 1.
Main activities (160 minutes)	• Teacher-led class discussion: based on the private study task about the concept and context of international marketing. • Teacher-led presentation: international marketing environment analysis using PESTLE: ○ political ○ economic ○ social ○ technological ○ legal ○ environment. • Paired activity: using the internet, learners conduct a PESTLE analysis on an organisation in the context of Uzbekistan. • Paired activity: learners present findings from the analysis to the class and make notes during the presentations.
Concluding activity (10 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Private study: read one chapter from two different texts about the international marketing environment, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 6: International Marketing
Lesson no	3 (180 minutes)

Lesson objectives	Learners must be able to understand: • the relevance of global organisations in the context of international marketing • the potential impact on international marketing of trading blocs.
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Resources checklist	• Whiteboard and pens • PS: Presentation slides and notes
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 2.
Main activities (160 minutes)	• Teacher-led class discussion: based on the homework task about the international marketing environment. • Teacher-led presentation: influence of global organisations on international marketing: ○ United Nations ○ World Trade Organization ○ World Bank. • Paired activity: learners discuss the relevance of each of the organisations in the context of international marketing. • Teacher-led presentation: trading blocs: Features: ○ preferential trade area ○ free trade area ○ customs union ○ common market. • Examples of trading blocs: ○ NAFTA ○ ASEAN ○ APEC ○ EU. • Paired activity: learners discuss the potential impact on international marketing of each trading bloc. • Teacher-led class discussion: explore further the content of the presentations and findings from the paired activities.
Concluding activity (10 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Homework: read one chapter from two different texts about global factors that influence international marketing, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 6: International Marketing
Lesson no	4 (180 minutes)
Lesson objectives	Learners must be able to: • understand customer behaviour in global markets • understand barriers to international trade and marketing • conduct research on and an analysis of an organisation.
Resources checklist	• Access to IT systems and internet • Whiteboard and pens • PS: Presentation slides and notes • AS: Case study
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 3.
Main activities (160 minutes)	• Teacher-led class discussion: based on the private study task about global factors which influence international marketing. • Teacher-led presentation: customer behaviour in global markets to include: ○ differences between behaviours in home markets ○ influence of culture ○ impact of international regulations ○ difference in purchasing habits and channels • Teacher-led presentation: barriers to international trade and marketing to include: ○ quotas and tariffs ○ language ○ values and beliefs ○ legislation. • Team activity: teams of learners analyse, in the context of an organisation, factors which affect its international marketing. • Team activity: each team to present their analysis to the class. • Teacher-led class discussion: review the findings shared through each of the presentations.
Concluding activity (10 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Private study: read one chapter from two different texts about customer behaviour and barriers to trade in an international context, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 6: International Marketing
Lesson no	5 (180 minutes)
Lesson objectives	Learners must be able to understand: • market segmentation in an international context • how an organisation segments its market.
Resources checklist	• PS: Presentation slides and notes • Whiteboard and pens • AS: Case study for paired activity (same as Lesson 4)
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 4.
Main activities (160 minutes)	• Teacher-led class discussion: based on the private study task about customer behaviour and barriers to trade in an international context. • Teacher-led presentation: market segmentation: ○ geographic ○ demographic. • Paired activity: learners discuss how an organisation could/does segment its market geographically and/or demographically. • Teacher-led presentation: market segmentation: ○ behavioural ○ psychographic ○ benefits. • Paired activity: learners discuss how an organisation could/does segment its market by behaviour, by psychographic factors or by benefits. • Teacher-led class discussion: explore further the findings from the presentations and paired activities.
Concluding activity (10 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Private study: read one chapter from two different texts about market segmentation in an international context, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 6: International Marketing
Lesson no	6 (180 minutes)
Lesson objectives	Learners must be able to understand: - the marketing mix in an international context - how an organisation segments its international market using the marketing mix.
Resources checklist	PS: Presentation slides and notes - Whiteboard and pens AS: Case study for paired activity (same as Lesson 4)
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 5.
Main activities (160 minutes)	• Teacher-led class discussion: based on the private study task about market segmentation in an international context. • Teacher-led presentation: the international marketing mix: ○ product ○ price ○ promotion ○ distribution ○ process ○ people ○ physical evidence. • Paired activity: learners discuss how an organisation could/does segment/use the marketing mix in an international context. • Paired activity: learners present their findings to the class. • Teacher-led class discussion: explore further the findings from the presentation and paired activities.
Concluding activity (10 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Private study: read one chapter from two different texts about the marketing mix in an international context, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 6: International Marketing
Lesson no	7 (180 minutes)
Lesson objectives	Learners must be able to understand: the market entry modes of exporting and licensing.
Resources checklist	- Whiteboard and pens PS: Presentation slides and notes
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 6.
Main activities (160 minutes)	• Teacher-led class discussion: based on the private study task about the marketing mix in an international context. • Teacher-led presentation: market entry modes: ○ exporting ○ licensing. • Paired activity: learners analyse the use of exporting and licensing as market entry modes. • Paired activity: learners present their findings to the class. • Teacher-led class discussion: explore further the findings from the presentation and paired activities.
Concluding activity (10 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Private study: read one chapter from two different texts about exporting and licensing, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 6: International Marketing
Lesson no	8 (180 minutes)
Lesson objectives	Learners must be able to understand: the market entry modes of joint venture, acquisition and direct investment.
Resources checklist	- Whiteboard and pens PS: Presentation slides and notes
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 7.
Main activities (160 minutes)	• Teacher-led class discussion: based on the private study task about exporting and licensing. • Teacher-led presentation: market entry modes: ○ joint venture ○ acquisition ○ direct investment. • Paired activity: learners analyse the use of joint ventures, acquisitions and direct investment as market entry modes. • Paired activity: learners present their findings to the class. • Teacher-led class discussion: explore further the findings from the presentation and paired activities.
Concluding activity (10 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Private study: read one chapter from two different texts about joint ventures, acquisitions and direct investment, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 6: International Marketing
Lesson no	9 (180 minutes)
Lesson objectives	Learners must be able to: • understand how organisations use the market entry modes • conduct research.
Resources checklist	• Access to IT systems and the internet • Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 8.
Main activities (160 minutes)	• Teacher-led class discussion: based on the private study task about joint ventures, acquisitions and direct investment. • Team activity: each team of three or four learners researches a different organisation to determine the most appropriate market entry mode. • Team activity: each team presents its findings from the activity to the class. • Teacher-led class discussion: based on the presentations.
Concluding activity (10 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Private study: read one chapter from two different texts about strategy, in preparation for Learning aim C.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 6: International Marketing
Lesson no	10 (180 minutes)
Lesson objectives	Learners must be able to understand: • transference as an international marketing strategy • global approaches as an international marketing strategy.
Resources checklist	• Whiteboard and pens • PS: Presentation slides and notes
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 9.
Main activities (160 minutes)	• Teacher-led class discussion: based on the private study task about strategy. • Teacher-led presentation: transference as an international marketing strategy. • Paired activity: learners analyse the use of transference as an international marketing strategy. • Paired activity: learners present their findings to the class. • Teacher-led presentation: global approaches as an international marketing strategy. • Paired activity: learners analyse the use global approaches as an international marketing strategy. • Paired activity: learners present their findings to the class. • Teacher-led class discussion: explore further the findings from the presentation and paired activities.
Concluding activity (10 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Private study: read one chapter from two different texts about global and transference international marketing strategies, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 6: International Marketing
Lesson no	11 (180 minutes)

Lesson objectives	Learners must be able to understand: • the multinational approach to international marketing strategies • the transnational approach to international marketing strategies.
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Resources checklist	• Whiteboard and pens • PS: Presentation slides and notes
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 10.
Main activities (160 minutes)	• Teacher-led class discussion: based on the private study task about global and transference international marketing strategies. • Teacher-led presentation: multinational approaches to international marketing strategies. • Paired activity: learners analyse the use of multinational approaches to international marketing strategies. • Paired activity: learners present their findings to the class. • Teacher-led presentation: transnational approaches to international marketing strategies. • Paired activity: learners analyse the use of transnational approaches to international marketing strategies. • Paired activity: learners present their findings to the class. • Teacher-led class discussion: explore further the findings from the presentation and paired activities.
Concluding activity (10 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Private study: read one chapter from two different texts about multinational and transnational approaches to international marketing strategies, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 6: International Marketing
Lesson no	12 (180 minutes)
Lesson objectives	Learners must be able to understand: - relationships between international marketing strategies - the benefits to Uzbek organisations of having an international marketing strategy.
Resources checklist	Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (5 minutes)	• Lead-in: review of Lesson 11.
Main activities (165 minutes)	• Teacher-led class discussion: based on the private study task about multinational and transnational approaches to international marketing strategies. • Teacher-led class discussion: based on the relationships between international marketing strategies. • Paired activity: learners discuss the benefits to Uzbek organisations of having an international marketing strategy. • Paired activity: learners present findings from the activity to the class. • Teacher-led class discussion: based on the presentations ensuring the key benefits are identified.
Concluding activity (10 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Private study: read one chapter from two different texts about benefits to organisations of an international marketing strategy, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 6: International Marketing
Lesson no	13 (180 minutes)
Lesson objectives	Learners must be able to: • evaluate an organisation's international marketing strategy.
Resources checklist	• Access to IT systems and internet • Whiteboard and pens
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (5 minutes)	• Lead-in: review of Lesson 12.
Main activities (165 minutes)	• Teacher-led class discussion: based on the private study task about benefits to organisations of an international marketing strategy. • Team activity: using the internet, each team of three or four learners researches a different organisation to evaluate its international marketing strategy. • Team activity: each team to present findings from the activity to the class. • Teacher-led class discussion: based on the presentations.
Concluding activity (10 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Private study: read one chapter from two different texts about strategic planning, to prepare for Learning aim D.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 6: International Marketing
Lesson no	14 (180 minutes)
Lesson objectives	Assignment workshop
Resources checklist	• Access to IT systems and internet • Unit specification • Whiteboard and pens • AS: Assignment brief
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review key themes from the first three learning aims.
Main activities (160 minutes)	• Teacher-led discussion: confirm understanding of Assignment task 1. • Teacher-led class discussion: structure of a briefing document: ○ purpose ○ issue ○ background ○ key considerations ○ next steps. • Individual activity: learners begin work on Assignment task 1. Supervise this activity to ensure all learners engage with the task.
Concluding activity (10 minutes)	• Plenary session: review learner progress with Assignment task 1 and set the scene for the next lesson.
Private study	• Private study: continue with Assignment task 1. Learners to submit at the start of Lesson 15.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 6: International Marketing
Lesson no	15 (180 minutes)
Lesson objectives	Learners must be able to understand: • corporate and divisional levels of strategic planning.
Resources checklist	• Whiteboard and pens • PS: Presentation slides and notes
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: collect Assignment task 1.
Main activities (160 minutes)	• Teacher-led class discussion: based on the private study task from Lesson 13 about strategic planning. • Teacher-led presentation: levels of strategic planning: ○ corporate ○ divisional. • Paired activity: learners discuss the relationship between corporate and divisional strategies and the importance of strategic alignment. • Paired activity: learners present their findings to the class. • Teacher-led class discussion: based on the presentations ensuring the key relationships are identified.
Concluding activity (10 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Private study: read one chapter from two different texts about international marketing planning, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 6: International Marketing
Lesson no	16 (180 minutes)
Lesson objectives	Learners must be able to understand: • levels of strategic planning: ○ business/unit ○ product/brand.
Resources checklist	• Whiteboard and pens • PS: Presentation slides and notes
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	• Lead-in: return marked Assignment task 1. • Teacher-led class discussion: general points about work produced for the assignments including points of good practice and points for further development.
Main activities (150 minutes)	• Teacher-led class discussion: based on the private study task about international marketing planning. • Teacher-led presentation: levels of strategic planning: ○ business/unit ○ product/brand. • Paired activity: learners discuss the relationship between business/unit and product/brand strategies. • Paired activity: learners discuss the relationship between corporate, divisional, business/unit and product/brand strategies. • Paired activity: learners present their findings to the class. • Teacher-led class discussion: based on the presentations ensuring the key relationships are identified.
Concluding activity (10 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Private study: read one further chapter from two different texts about international marketing planning, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 6: International Marketing
Lesson no	17 (180 minutes)
Lesson objectives	Learners must be able to understand: • a process to develop an international marketing plan.
Resources checklist	• Whiteboard and pens • PS: Presentation slides and notes • AS: Case study
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review of Lesson 16.
Main activities (160 minutes)	• Teacher-led class discussion: based on the private study task about international marketing planning. • Teacher-led presentation: process for developing an international marketing plan: ○ select entry mode ○ develop strategies for the target market ○ plan international marketing programmes ○ manage the international marketing effort. • Paired activity: learners produce an outline international marketing plan for an organisation. • Paired activity: learners present the outline plan to the class. • Teacher-led class discussion: based on the presentations.
Concluding activity (10 minutes)	• Plenary session: confirm understanding and set the scene for the next lesson.
Private study	• Private study: read one chapter from two different texts about the process for developing an international marketing plan, to reinforce learning.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 6: International Marketing
Lesson no	18 (180 minutes)
Lesson objectives	Learners must be able to: • understand the requirements of Assignment task 2 • conduct research.
Resources checklist	• Access to IT systems and internet • Unit specification • Whiteboard and pens • AS: Assignment brief
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review key themes from Learning aim D.
Main activities (160 minutes)	• Teacher-led class discussion: based on the private study task about international marketing planning. • Teacher-led discussion: confirm understanding of Assignment task 2. • Teacher-led discussion: structure of an international marketing plan. • Individual activity: learners begin initial research on Assignment task 2.
Concluding activity (10 minutes)	• Plenary session: review learner progress with Assignment task 2 and set the scene for the next lesson.
Private study	• Private study: continue with Assignment task 2.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 6: International Marketing
Lesson no	19 (180 minutes)
Lesson objectives	Learners must be able to: • understand the key points from Learning aims C and D • conduct research.
Resources checklist	• Access to IT systems and internet • Unit specification • Whiteboard and pens • AS: Assignment brief
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: review key themes from all learning aims.
Main activities (160 minutes)	• Teacher-led discussion: recap the unit as a whole and deal with any queries and concerns. • Individual activity: learners continue with Assignment task 2.
Concluding activity (10 minutes)	• Plenary session: review learner progress with Assignment task 2 and set the scene for the next lesson.
Private study	• Private study: continue with Assignment task 2. Learners to complete the assignment and return to teacher to enable assessment before the next lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 6: International Marketing
Lesson no	20 (180 minutes)
Lesson objectives	To: • provide learners with assignment feedback • review learning from unit and place it in the context of the full qualification • enable learners to evaluate the unit.
Resources checklist	• Unit specification • AS: Assignment brief
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	• Lead-in: provide learners with marked assignments and allow them time to review comments.
Main activities (160 minutes)	• Teacher-led class discussion: general points about work produced for the assignments including points of good practice and points for further development. • Teacher presentation: overview of the unit and its relationship to other units in the qualification, and potential employment opportunities arising from this learning. • Individual activity: learners complete course evaluation forms and take part in individual assignment feedback tutorials with the teacher.
Concluding activity (10 minutes)	• Plenary session: collect course evaluation forms (used to inform future teaching plans) and discuss general issues with the class.
Private study	• None for this lesson.

Assignment brief

Qualification	Pearson BTEC Uzbekistan Level 5 Professional Diploma in Sales and Marketing
Unit	Unit 6: International Marketing
Learning aim(s)	A Understand the international marketing context B Understand international markets C Understand the strategies for international marketing D Be able to produce an international marketing plan
Assignment title	International Marketing Plan for <i>[learner to insert name of organisation]</i>
Assessor	
Issue date	
Hand-in deadline	

Vocational scenario or context	<i>This assignment must be answered in relation to the organisation you currently work in or an organisation of which you have knowledge.</i> You are a manager within the marketing department of an organisation. You have been asked to develop the organisation's international marketing plan, based on sound marketing principles.
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Task 1	You are required to: produce a briefing document that will be presented to your marketing director. The document must demonstrate an understanding of international markets, market entry strategies and the global factors that influence international marketing. The document must also demonstrate an understanding of the marketing mix and market segmentation, <i>in an international context</i>, and demonstrate why having an international marketing strategy is a benefit to an organisation.
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Checklist of evidence required	• A briefing paper of no more than 750 words, produced in a recognised and appropriate format. • A reference list in an appropriate format, e.g. Harvard referencing. The reference list is not included in the word count.
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Criteria covered by this task:	
Unit/criterion reference	To achieve the criterion you must show that you are able to:
A.P1	Explain the concept and context of international marketing.
A.P2	Describe the international marketing environment of an organisation.
A.P3	Analyse global factors which influence an organisation's international marketing.
B.P1	Explain market segmentation in an international context.
B.P2	Explain the marketing mix in an international context.
C.P1	Explain types of international marketing strategies.
C.P2	Explain benefits to organisations of an international marketing strategy.

Task 2	You are required to: - produce a marketing plan for an organisation which operates (or would like to operate) in an international market(s). - The plan, which is to be presented to the marketing director, must be based on an understanding of the process for developing an international marketing plan. The plan must: - assess an organisation's international marketing strategy - recommend an international market entry mode for an organisation's product/service/brand - recommend an international marketing option which an organisation could employ.
Checklist of evidence required	- An international marketing plan of no more than 1250 words produced in a recognised and appropriate format. - A reference list in an appropriate format, e.g. Harvard referencing. The reference list is not included in the word count.

Criteria covered by this task:	
Unit/criterion reference	To achieve the criterion you must show that you are able to:
B.P3	Evaluate international market entry modes.
C.P3	Evaluate an organisation's international marketing strategy.
D.P1	Analyse a process for developing an international marketing plan.
D.P2	Evaluate international marketing options available to an organisation.

Sources of information to support you with this assignment	Refer to the suggested resources in the unit specification for this unit and to the suggested resources for: Unit 1: Principles of Marketing
Other assessment materials attached to this assignment brief	None

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