

NOTES ABOUT THE USE OF THIS FORM:

Module Development Fund

Template for developing modules

Batch 4: 2022

1. *This form is designed to be completed on a computer. Cells in the table below will expand to accommodate any*

amount of text … but we suggest that you keep the narrative as succinct as possible!

1. *Please keep the use of formatting to a minimum. Importing formatted text onto a virtual learning platform presents challenges!*
2. *This form assumes that the “unit of learning” is a module. The module, in turn, would be included in a “course” (which is not referred to here). Each module will have a series of components which have been called “units” – they may be called something different in your design (like “weeks,” or “sections”) and you are free to change the terminology.*
3. *In the section about the authors of and contributors to the course, we have provided space for 5 co-authors (or co-contributors). If there were more than six people on the team, please add additional rows to the table.*
4. *Please ensure that you use student-friendly language. So the intended learning outcomes will be framed using the word “you”, and not “the student”. (This may be at odds with what you understand to be “academic” language. The aim, in online and blended learning, is to use language that includes the student to the greatest extent possible.)*
5. *Please note that module-level outcomes should be “overarching” outcomes onto which the unit-level outcomes map. You should have a few (maybe 4) module-level outcomes, and a very few (two or three at the most) unit- level outcomes for each unit.*
6. *The unit-level template should be copied so that there is a copy of the template for EACH unit/week/section. Thus, if there are 15 units/weeks/sections in a module, you will copy the template 14 times and complete each copy for one unit/week/section.*
7. *In the unit-level template, there is a space for a detailed description of student and teacher engagement with the unit. Here we would expect to see a “blow-by-blow” account of how the unit “hangs together”. What happens first? And then? What resources would students need to access for each part of the unit’s work? Where would they find these? Where is collaboration expected to happen? How is it scaffolded? And so on? What happens in class? What happens online? How do these elements build on each other? How long should students spend on each part of the unit?*

*This is NOT a list of things that students (or teachers) do. It is a* ***detailed description*** *of the* ***process****.*

We have used a generic set of headings in the template. You are free to change the headings to suit the particular unit, but you are **not** free to ignore any of the required information.

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Be sure, when completing the unit-level template to contextualise the content … by which we mean that content needs to be grounded in real life – even mathematical equations need to be demonstrably linked to real life! A student needs to know **why** they are engaging with the content.

There are 2 templates on the following pages. The **Module-level template** should be completed once, and the **Unit- level template** should be completed in respect of each of the Units (or Sections, or Weeks) in the Module

MODULE-LEVEL TEMPLATE

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| **Details of institution that has developed the module** |
| Name of University | All Nations University |
| Name of institutional contact | Dr. Carlene Kyeremeh |
| Email address of institutional contact | drckyeremeh@anuc.edu.gh |

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| **Details of Creative Commons licence** (<https://creativecommons.org/licenses/>) |
| Licence type | [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/) |

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| **Details of the authors of/contributors to the course and their role** *(You can delete any sections that don’t apply.)* |
| Lead author (+ email address) | **Mr. Fred Asare** (fasare@anu.edu.gh) |
| *Responsible for:* | **Module Development & Content Development** |

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| **Information regarding format of material to upload onto the OER Africa repository** |
| Primary resource (Not PDF) | MS Word |
| Will a Moodle common cartridge be uploaded as well? | No |

(A Moodle common cartridge is a .ZIP file of your module – if it is created in Moodle – that can be imported into

another university’s Moodle platform.)

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| **Course details** |
| Module title: | International Marketing |
| Under- or Post-graduate? | Undergraduate | Year of study: | 4 |
| Class contact time (hours): | 36 | Number of credits: | 3 |
| Private/online study hours: |  66 | Number of weeks of study: | 12 |
| Total student learning hours: | 102 | Number of units of study: | 11 |

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| Programme(s) which might include this Module: | Bachelor of Arts, Bachelor of Science, Bachelor of Education, Bachelor of Business Administration, Bachelor of Commerce, Bachelor of Social Work and Social Administration, Bachelor of Science in Administration, Bachelor of Science Marketing |
| Pre-requisite student abilities and knowledge: | Basic computer knowledge as this is a blended learning course |
| Pre-requisite (or co-requisite) modules: | None |

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| Aim of the module: | This module is to introduce learners to the range of problems that international marketing addresses and solves. Thus, the aim of the module is to enable learners to understand fundamental international marketing concepts and enable learners to identify evidence of international marketing in everyday life and analyse how international marketing creates value for the consumer, the company, and society, and apply analytical skills to solve international marketing problems. |
| Brief description of module: | The module introduces learners to the fundamentals of international marketing, and enables learners to differentiate between an international firm and a domestic firm, and understand standardisation and adaptation strategies used in international marketing. The module also introduces learners to the international marketing environment, and the differences between the controllable and uncontrollable environments, and identifies how the forces present in them affect the firm. The module also introduces learners on how to apply SWOT analysis, Porters five forces analysis and PESTLE analysis, to identify opportunities and threats in the international marketing environment. The module also introduces learners to international market segmentation and targeting, and the methods and levels of segmenting and targeting international markets. The module also introduces learners to the differences between foreign market research and domestic market research, and the challenges of conducting international research. The module also introduces learners to the key components and strategies for the international marketing mix and a detailed analysis of the methods of distribution, supply chain and logistics that international firms use to enter foreign markets. The module also introduces learners to the different stages of international marketing involvement. Furthermore, the module introduces learners to emerging international markets as the drivers in demand for internationally marketed goods and services, and the strategic benefits of emerging markets to marketers. The module also introduces learners to multinational co-operation groups, and their different patterns, and finally, the benefits and challenges of international marketing. |

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| Intended learning outcomes: | *By the end of this* ***module****, you will be able to:*1. Explain fundamental international marketing concepts
2. Identify evidence of international marketing in everyday life
3. Analyse how international marketing creates value for the consumer, the company, and society
4. Apply analytical skills to solve international marketing problems
 |
| Indicative content: | This module will cover the following broad topics:1. Fundamentals of International Marketing
2. The International Marketing Environment
3. Strategic Tools for Identifying Opportunities and Threats
4. International Marketing Segmentation & Targeting
5. International Marketing Research
6. International Marketing Mix Strategies
7. International Market Entry Strategies
8. Stages of International Marketing Involvement
9. Emerging International Markets
10. Multinational Co-operation Groups
11. The Benefits and Challenges of International Marketing
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| Form of final/summative assessment: | This constitutes of continuous assessment marked out of 40 and an innovative examination marked out of 60% |

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| **Assessment of module-level learning outcomes** |
| Module-level learning outcome | Module assessment task |
|  1. Explain fundamental international marketing concepts  | E-tivity 1.1; Activity 1.1; E-tivity 2.1; Activity 2.1; E-tivity 3.1; Activity 3.1; Activity 3.2; E-tivity 4.1; Activity 4.1; E-tivity 5.1; Activity 5.1; E-tivity 6.1; Activity 6.1; E-tivity 7.1; Activity 7.1; Activity 8.1; E-tivity 8.1; E-tivity 9.1; Activity 9.1; Activity 10.1; E-tivity 10.1; E-tivity 11.1; Activity 11.1; Activity 12.1; E-tivity 12.1 |
|  2. Identify evidence of international marketing in everyday life  | E-tivity 1.1; Activity 1.1; E-tivity 2.1; Activity 2.1; E-tivity 3.1; Activity 3.1; Activity 3.2; E-tivity 4.1; Activity 4.1; E-tivity 5.1; Activity 5.1; E-tivity 6.1, Activity 6.1; E-tivity 7.1; Activity 7.1; Activity 8.1; E-tivity 8.1; E-tivity 9.1; Activity 9.1; Activity 10.1; E-tivity 10.1; E-tivity 11.1; Activity 11.1; Activity 12.1; E-tivity 12.1 |
| 3.Analyse how international marketing creates value for the consumer, the company, and society | E-tivity 1.1; Activity 1.1; E-tivity 3.1; Activity 3.1; Activity 3.2; E-tivity 4.1; Activity ;4.1; E-tivity 6.1; Activity 6.1; E-tivity 7.1; Activity 7.1; Activity 8.1; E-tivity 8.1; Activity 9.1; E-tivity 9.1; Activity 10.1; E-tivity 10.1; E-tivity 11.1; Activity 11.1; E-tivity 12.1; Activity 12.2 |
| 4. Apply analytical skills to solve international marketing problems | E-tivity 2.1; Activity 2.1; E-tivity 3.1; Activity 3.1; Activity 3.2; E-tivity 6.1; Activity 6.1; E-tivity 7.1; Activity 7.1; Activity 8.1; E-tivity 8.1; Activity 10.1; E-tivity 10.1; E-tivity 11.1; Activity 11.1  |

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| **Significant features or elements of module** |
| The module is designed as a one-semester course in Marketing undergraduate students.  |

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| **Student profile in the context of this module:** |
| What is the target group of students who would do this module? | fourth year undergraduate students |
| What **skills** should a *student* have **already** masteredbefore starting this Module? | Basic computer skills and the ability to navigate internet |
| What **prior knowledge** of the subject matter should a*student* have? | intermediate marketing knowledge  |

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| **Non-expert support:** |
| What **skills** and **prior knowledge** of the subject matter should *facilitators* have **already** mastered beforestarting to deliver this Module? | Mastery of marketing, computer skills, and e-moderation skills |
| What **skills** do *support staff* need in order to support the delivery of this module? | Computer skills and knowledge of a learning management system (LMS) |

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| **Quality assurance matters** |
| How will feedback on module be obtained from students? | Mid-semester and end of semester assessment by the Quality Assurance unit. You will complete the [formative feedback form](https://docs.google.com/forms/d/e/1FAIpQLScBMxp4lV7Tzjg6OhW0Xt2J46mrFf-2m5UNSXLm2Cimr-0_LA/viewform?usp=sf_link) online. You are also encouraged to post feedback on the LMS discussion board. |
| How will student feedback be used to improve module? | Relevant feedback and recommendations will be used to improve the module where applicable. |
| A certificate, signed by the university’s Head of Quality Assurance, confirming that the module meets the requirements of the PEBL QA rubric is attached. | Yes ☒ No ☐ |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | **Unit/week/section** | **0** |
| Topic name: | Getting Started |
| Aim of the topic: | This unit introduces you to ANU Learning Management System, Moodle, and expected online interaction and communication (netiquette). The unit prepares you how to socialise with your peers and tutor online. |
| This topic covers: | * Self-introduction
* Familiarisation with the LMS
* Online socialisation
* Familiarisation with the topics that you will be covering in the course
 |
| Intended learning outcomes: | *By the end of this* ***topic****, you will be able to:*1. Use the Learning Management System (Moodle)
2. Socialise and bond with your peers
3. Update your profile by writing a short bio and add a photograph
4. Identify a topic you are most excited to study and where it will be covered in the course
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| Overview of student activity: | Logging into ANU LMS, introduce yourself, update your profile, username and password and watch the video on online classroom behaviour. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment***(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| Intended unit learning outcomes: | No of module- level outcome | Activity where students engage withthis outcome | Where and how is this outcome assessed? |
| ***By the end of this unit, you will be able to:*** |
| 1. Use the Learning Management System (Moodle) |  | 1. Pre-topic

activity.1. E-tivity 0.1
 | i Face-to-face by successful logging onto the LMS, creating a profile and posting your name.ii. Online by posting aphotograph on the LMS |
| 2. Socialise and bond with your peers |  | 1. Activity 0.1
2. Activity 0.2
3. Activity 0.3
4. E-tivity 0.3
 | 1. Face-to-face by group Presentation
2. Face-to-face by class participation
3. Face-to-face by class participation
4. Online by introducing yourself, stating your expectation of the course and demonstrating good online communication

behaviour. |

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| 3. Update your profile by writing a short bio and adda photograph |  | (i) E-tivity 0.2 | i. Online by posting your bioand photograph on the LMS |
| 4. Identify a topic you are most exited to study and where it will be covered in the course |  | (i) E-tivity 0.4 | i. Online by stating the topic you are looking forward and replying to two of your peers’ post who picked a differenttopic than you did. |

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| Module-level outcomes addressed: |
| All the module level outcomes are supported in this unit as the skills acquired will be applied throughout the module. |
| Purpose of the unit/week/section: |
| This is “getting started” week which is intended to get you familiar with the learning management system and the general online learning environment. You will be expected to complete e-tivities including logging on to the LMS, writing a short bio, uploading your photograph, and practicing good online communication skills. |
| Over to you: *(a description of the process of the section)* |
| You will introduce yourself to your peers and tutor online before starting the module activities. You will state your goals and expectation of the module. This will enable your tutor to help you achieve them. You will be randomly selected for pre-assigned groups which you will remain throughout the module, unless otherwise specified. Visit the course page available at the link [course page](https://elearning.anu.edu.gh/login/) to know your group and group members. |
| Pre-topic activity: | Number of hours | 1 |
| Watch the video on how to access and navigate the learning platform available at the link [Training session notes.](https://drive.google.com/file/d/1t8GWgQZhoq0ZkmjPT6wV5O_lRhK1yXTM/view?usp=sharing) Using the following URL <https://elearning.anu.edu.gh/login/>log in to the ANU LMS with credentials that you were given and explore the LMS. Note 2 things you found that you didn’t expect (and how you found them) and 2 things you wanted to find but couldn’t. Bring your notes to class. |
| Face-to-face time: *(if applicable)* | Number of hours | 2.5 |
| Visit the computer lab and attend one of the orientation sessions on accessing and navigating the learning management system and Microsoft Office 365. Then find the link to this course MKT 462 - International Marketing and complete the following tasks.1. E-tivity 0.1 : Watch the video on the importance of good online communication available at the link [Netiquette](https://www.youtube.com/watch?v=80uRE972uQ0) and make a summary of what you learnt.
2. Activity 0.1: In your pre-assigned group for this session, compare your summary with your group mates and compile a list of Netiquette.
3. Activity 0.2: Group presentation on Netiquette and good online communication behaviour
4. Activity 0.3: Tutor led discussion on interesting things student found when they log into LMS and clarify any issues students had with the LMS.
 |
| Online activity: | Number of hours | 2 |
| What should students do? | 1. E-tivity 0.2: Log into the LMS and follow the steps on the platform to create a profile and upload photograph.
2. E-tivity 0.3: Introduce yourself and state your expectation for this module
3. E-tivity 0.4: Examine the topics that you will be covering during the course, referencing your syllabus and the textbook.

From these topics, pick one that you are most excited to study. In your introductory discussion post, provide a brief 2-3 sentence summary of why this topic interest you. Reply to two of your peers’ posts who picked a different topic than you did. |
| Where do they do it? | On the LMS. |
| By when should they do it? | By close of day Sunday of the week. |

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| E-moderator/tutor role |
| The tutor will guide you to ensure that you have covered all the steps required to successfully use the LMS and prepare you for your blended learning journey. The technical support team are available to assist you with all your technical issues. |
| How are the learning outcomes in this unit assessed? | Number of hours | 0.5 |
| An assessment form where you are required to tick off all the activities you have been able to do is available at this [Learning Out Assessment Form 0.1](https://docs.google.com/forms/d/e/1FAIpQLSdpe_96hBC_VIyWDFt2XN2CfrTr2D1xYsKteFBWSb15Zi9yUg/viewform?usp=sf_link) . |
| How does this section link to other sections of the module? |
| This unit prepares you to work through this module and links to all the units as you will be required to use the skills acquired throughout all the units. |

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| = Total number of hours | 6 |

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| **Some important questions** |
| Which learning resources/ references will scaffold the students’ learning? | 1. Textbook 1: [International Marketing (2011), Cateora & Gilly](https://drive.google.com/file/d/1yLYAmrifARHss_wZeNApMPCOcF6-to9N/view?usp=sharing)
2. Textbook 2: [International Marketing (2011), Doole & Lowe](https://drive.google.com/file/d/1yc05Tv28RS5sFtJeI8l2Ad682qLHn78H/view?usp=sharing)
3. Textbook 3: [Principles of Marketing (2016), Kotler & Armstrong](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw%3D%3D.pdf)
4. YouTube video: [Netiquette](https://www.youtube.com/watch?v=80uRE972uQ0)
5. Website video: [Training session notes](https://drive.google.com/file/d/1t8GWgQZhoq0ZkmjPT6wV5O_lRhK1yXTM/view?usp=sharing)
 |
| How are students enabled to access the resources? | Links to the resources that will be provided on the LMS. |
| Where in this unit are students expected to work collaboratively? | During face-to-face LMS Orientation session. |
| How has an inclusive approach been incorporated in this unit? | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| How will feedback on unit be obtained from students? | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| How will student feedback be used to improve unit? | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** | ***1.*** |
| *Topic name:* |  **Fundamentals of International Marketing** |
| *Aim of the topic:* | The aim of this unit is to introduce learners to the fundamentals of international marketing, and enable learners differentiate between an international firm and a domestic firm, and understand standardisation and adaptation strategies used in international marketing. |
| *This topic covers:* | * What is International Marketing?
* The differences between international and domestic marketing
* International standardisation and adaptation strategies
 |
| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*1. Define International Marketing
2. Differentiate between international marketing and domestic marketing
3. Explain international standardisation and adaptation strategies
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| *Overview of student activity:* | Read the textbook, watch a video, in class discussions, discussion on the online forum. |

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| ***Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment****(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with**this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this unit, you will be able to:*** |
| 1.Define International Marketing and differentiate it from domestic marketing   | 1,2 | Pre- topic activity Activity 1.1 | 1.Face to face turn in work for formative assessment by tutor2.Face to face multiple choice and short essay quiz  |
| 2.Explain international marketing standardisation and adaptation strategies | 1,2,3 | Activity 1.1 E-tivity 1.1 | 1.Face to face multiple choice and short essay quiz 2. Online by posting on the discussion forum  |

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| *Module-level outcomes addressed:* |
| Unit one addresses module level outcome 1,2 and 3. |
| *Purpose of the unit/week/section:* |
| The purpose of this is to introduce learners to international marketing and enable learners differentiate between an international firm and a domestic firm, and understand the standardisation and adaptation strategies used in international marketing. |
| *Over to you: (a description of the process of the section)* |
| The activities in this unit will help you understand international marketing. Your tutor will also conduct face-to-face and online discussions to help you understand the content presented in the unit. |
| *Pre-topic activity:* | *Number of hours* | 1.5 |
| 1. Read International Marketing (2011), Cateora & Gilly (page 10) available at the link

[preparatory reading 1.1](https://drive.google.com/file/d/1yLYAmrifARHss_wZeNApMPCOcF6-to9N/view?usp=sharing) and1. Watch 3 minutes instructional video on the differences between international and domestic marketing [here](https://www.youtube.com/watch?v=H2mTMlJ6tkM) and

From your reading and video watched, define International Marketing, and make notes on the differences between international and domestic marketing. Your notes will help you complete the tasks below. |
| *Face-to-face time: (if applicable)* | *Number of hours* | 3 |
| Activity 1.1: Learners attend a face-to-face lecture and participate in an in-class group discussion. |
| *Online activity:* | *Number of hours* | 1.5 |
| *What should students do?* | E-tivity 1.1 watch the 9 minutes instructional video on international market standardisation and adaptation strategies [here](https://www.youtube.com/watch?v=Pq3XbKF83Ck) .Explain the differences between the two strategies and post (not more than 100 words) on the discussion forum. Comment on at least one other post. |
| *Where do they do it?* | Online and posting to the LMS discussion board. |
| *By when should they do it?* | By close of day Sunday of the week. |

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| *E-moderator/tutor role* |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarise yourself with the course assessment and expectations. |
| *How does this section link to other sections of the module?* |
| This section helps learners understand the fundamentals of international marketing, which is a summary of the topics in all the other units. Therefore, this unit is linked to all units in the module. |

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| *= Total number of hours* | 8 |

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| ***Some important questions*** |
| *Which learning resources/ references will scaffold the students’ learning?* | 1. Textbook: International Marketing (2011), Cateora & Gilly (page 10) available at the link [preparatory reading 1.1](https://drive.google.com/file/d/1yLYAmrifARHss_wZeNApMPCOcF6-to9N/view?usp=sharing)
2. YouTube Video: [Differences Between International and Domestic Business](https://www.youtube.com/watch?v=H2mTMlJ6tkM)
3. YouTube Video: [Standardisation v Adaptation](https://www.youtube.com/watch?v=Pq3XbKF83Ck)
 |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face time and online discussion forum. |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** | ***2.*** |
| *Topic name:* | **The International Marketing Environment**  |
| *Aim of the topic:* | The aim of this unit is to introduce learners to the international marketing environment, and to differentiate between the controllable and uncontrollable environments, and identify how the forces present in them affect the firm. |
| *This topic covers:* | * The controllable and uncontrollable international marketing environments

 * How the forces present in the international marketing environment affect the firm
 |
| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*1. Differentiate between the controllable and uncontrollable forces in the

 international marketing environment1. Explain how the forces present in the international marketing environment

 affect the firm |

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| *Overview of student activity:* | Read the textbook, watch a video, in class discussions and discuss on the online forum. |

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| ***Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment****(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with**this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this unit, you will be able to:*** |
| 1.Differentiate between the controllable and uncontrollable forces in the international marketing environment  | 1,2, | Pre- topic activity Activity 2.1 | 1.Face to face turn in work for formative assessment by tutor2.Face to face multiple choice and short essay quiz  |
| 2. Explain how the forces present in the international marketing environment affect the firm | 1,2,4 | Activity 2.1 E-tivity 2.1  | 1.Face to face multiple choice and short essay quiz 2.Online by posting on the discussion forum |

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| *Module-level outcomes addressed:* |
| Unit two addresses module level outcome 1 ,2 and 4. |
| *Purpose of the unit/week/section:* |
| This unit is to introduce learners to the international marketing environment, the forces present in the international marketing environment and how they affect the firm.  |
| *Over to you: (a description of the process of the section)* |
| The activities in this unit will help you to understand the international marketing environment. Your tutor will also conduct face-to-face and online discussions to help you understand the content presented in the unit. |
| *Pre-topic activity:* | *Number of hours* | 1.5 |
| 1. Draw exhibit 3.1 in your notebook, available at International Marketing (2011), Cateora & Gilly (page 11) link [preparatory reading 2.1](https://drive.google.com/file/d/1yLYAmrifARHss_wZeNApMPCOcF6-to9N/view?usp=sharing)
2. From your drawing, list the forces present in the controllable and uncontrollable international marketing environments. Your notes will help you complete the tasks below.
 |
| *Face-to-face time: (if applicable)* | *Number of hours* | 3 |
| Activity 2.1: Learners attend a face-to-face lecture and participate in an in-class group discussion. |
| *Online activity:* | *Number of hours* | 1.5 |
| *What should students do?* | E-tivity 2.1 Watch 12 minutes instructional video on the marketing environment [here](https://www.youtube.com/watch?v=UWCflkLjAOI&t=50s) .Briefly explain how each force in the environment affect the firm. Post (not more than 200 words) on the discussion forum. Comment on at least one other post. |
| *Where do they do it?* | Online and posting to the LMS discussion board.  |
| *By when should they do it?* | By close of day Sunday of the week. |

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| *E-moderator/tutor role* |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarise yourself with the course assessment and expectations. |
| *How does this section link to other sections of the module?* |
| This section helps learners understand the international marketing environment, which learners need to understand before they can progress to other topics. Therefore, this unit is linked to all units in the module. |

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| *= Total number of hours* | 8 |

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| ***Some important questions*** |
| *Which learning resources/ references will scaffold the students’ learning?* | 1. International Marketing (2011), Cateora & Gilly (page 11) available at the link [preparatory reading 2.1](https://drive.google.com/file/d/1yLYAmrifARHss_wZeNApMPCOcF6-to9N/view?usp=sharing)
2. YouTube Video: [Marketing Environment](https://www.youtube.com/watch?v=UWCflkLjAOI&t=50s)
 |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face time and online discussion forum. |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** | ***3.*** |
| *Topic name:* |  **Strategic Tools for Identifying Opportunities and Threats** |
| *Aim of the topic:* | The aim of this unit is to introduce learners on how to apply the SWOT analysis, Porters five forces analysis and the PESTLE analysis to identify opportunities and threats in the international marketing environment.  |
| *This topic covers:* | * SWOT Analysis
* Porters 5 Forces Analysis
* PESTLE Analysis
 |
| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*1. Apply SWOT analysis to identify opportunities and threats in the international

 environment1. Apply Porters 5 forces analysis to identify opportunities and threats in the

 international environment1. Apply the PESTLE analysis to identify opportunities and threats in the

 international environment |

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| *Overview of student activity:* | Read the textbook, watch a video, in class discussions, discussion on the online forum, assignment submission and oral in class group presentation of assignment. |

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| ***Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment****(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with**this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this unit, you will be able to:*** |
| 1.Apply SWOT analysis to identify opportunities and threats in the international environment   | 1,2,3,4 | Pre- topic activity Activity 3.1 | 1.Face to face turn in work for formative assessment by tutor2.Face to face multiple choice and short essay quiz  |
| 2.Apply Porters 5 forces analysis to identify opportunities and threats in the international environment | 1,2,3,4 | Pre- topic activity  Activity 3.1 | 1.Face to face turn in work for formative assessment by tutor2.Face to face multiple choice and short essay quiz  |
| 3.Apply the PESTLE analysis to identify opportunities and threats in the international environment | 1,2,3,4 | Activity 3.1  E-tivity 3.1  Activity 3.2 | 1.Face to face multiple choice and short essay quiz2. Online by posting on the discussion forum 3. Face to face assignment submission to facilitator for grading, and oral group presentation in class |

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| *Module-level outcomes addressed:* |
| Unit three addresses module level outcome 1,2,3 and 4. |
| *Purpose of the unit/week/section:* |
| The purpose of this unit is to introduce learners on how to apply the SWOT analysis, Porters five forces analysis and the PESTLE analysis to identify opportunities and threats in the international marketing environment. |
| *Over to you: (a description of the process of the section)* |
| The activities in this unit will help you understand the international marketing strategic tools. Your tutor will also conduct face-to-face and online discussions to help you understand the content presented in the unit. |
| *Pre-topic activity:* | *Number of hours* | 1.5 |
| 1. Read Principles of Marketing, (2018), Kotler & Armstrong, (pages 79) available at the link [preparatory reading 3.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw%3D%3D.pdf) , and make notes on SWOT analysis. Briefly explain how to apply each force to identify opportunities and threats in the environment. Your notes will help you complete the tasks below.
2. Watch 13 minutes instructional video on Porters 5 forces [here](https://www.youtube.com/watch?v=thNlGrpTHlQ) ,and make notes on each force. Briefly explain how to apply each force to identify opportunities and threats in the environment. Your notes will help you complete the tasks below.
 |
| *Face-to-face time: (if applicable)* | *Number of hours* | 3 |
| Activity 3.1: Learners attend a face-to-face lecture and participate in an in-class group discussion.Activity 3.2: Assignment – Learners are split into groups; each group is given a domestic product and a foreign country to market the product to. Learners are to do the following;1. Do a PESTLE analysis of your foreign country 2. Identify and list all the opportunities and threats you have found in the foreign country 3. (a) Adapt your product, price, place, promotion to the foreign country, taking into consideration all the opportunities and threats you have identified (b) Give reasons why you made those adaptations |
| *Online activity:* | *Number of hours* | 1.5 |
| *What should students do?* | E-tivity 3.1 watch the 9 minutes instructional video on the PESTLE analysis [here](https://www.youtube.com/watch?v=sP2sDw5waEU) . Briefly explain how to apply each force to identify opportunities and threats in the environment, and post (not more than 200 words) on the discussion forum. Comment on at least one other post. |
| *Where do they do it?* | Online and posting to the LMS discussion board. |
| *By when should they do it?* | By close of day Sunday of the week. |

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| *E-moderator/tutor role* |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarise yourself with the course assessment and expectations. |
| *How does this section link to other sections of the module?* |
| This section helps learners understand and apply the international marketing strategic tools, which are also used in other units to identify opportunities and threats in the international environment. Therefore, this unit is linked to all units in the module. |

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| *= Total number of hours* | 8 |

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| ***Some important questions*** |
| *Which learning resources/ references will scaffold the students’ learning?* | 1. Textbook: Principles of Marketing, (2018), Kotler & Armstrong, (pages 79) available at the link [preparatory reading 3.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw%3D%3D.pdf)
2. YouTube Video: [PESTLE Analysis](https://www.youtube.com/watch?v=sP2sDw5waEU)
3. YouTube Video: [Porter's 5 Forces Model](https://www.youtube.com/watch?v=thNlGrpTHlQ)
 |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face time, online discussion forum and assignment group work. |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** | ***4.*** |
| *Topic name:* | **International Market Segmentation & Targeting** |
| *Aim of the topic:* | The aim of this unit is to introduce learners to international market segmentation and targeting, and the methods and levels of segmenting and targeting international markets.  |
| *This topic covers:* | * The definitions of international market segmentation
* The definitions of international market targeting
* The methods of segmenting and targeting international markets
* The levels of segmenting and targeting international consumer markets
 |
| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*1. Define international market segmentation and targeting
2. Describe the methods and levels of segmenting and targeting international

 consumer markets |

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| *Overview of student activity:* | Read the textbook, watch a video, in class discussions and discuss on the online forum. |

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| ***Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment****(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with**this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this unit, you will be able to:*** |
| 1.Define international market segmentation and targeting  | 1,2, | Pre- topic activity Activity 4.1 | 1.Face to face turn in work for formative assessment by tutor2.Face to face multiple choice and short essay quiz  |
| 2. Describe the methods and levels of segmenting and targeting international consumer markets | 1,2,3 | Pre- topic activity Activity 4.1 E-tivity 4.1  | 1.Face to face turn in work for formative assessment by tutor2.Face to face multiple choice and short essay quiz 3.Online by posting on the discussion forum |

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| *Module-level outcomes addressed:* |
| Unit four addresses module level outcome 1 ,2 and 3. |
| *Purpose of the unit/week/section:* |
| This unit introduces learners to consumer, business and international market segmentation and the methods and levels of segmenting and targeting international consumer markets. |
| *Over to you: (a description of the process of the section)* |
| The activities in this unit will help you understand international market segmentation and targeting. Your tutor will also conduct face-to-face and online discussions to help you understand the content presented in the unit. |
| *Pre-topic activity:* | *Number of hours* | 1.5 |
| 1. Read Principles of Marketing, (2018), Kotler & Armstrong, (page 213 - 219 ) available at the link [preparatory reading 4.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw%3D%3D.pdf) and from your reading, make notes on the definition of consumer market segmentation, business market segmentation and international market segmentation. Also make notes on the methods of segmenting consumer markets. Your notes will help you complete the tasks below.
2. Read Principles of Marketing, (2018), Kotler & Armstrong, (page 221 - 222 ) available at the link [preparatory reading 4.2](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw%3D%3D.pdf) and from you reading make notes on the definition of targeting and the four levels of targeting. Your notes will help you complete the tasks below.
 |
| *Face-to-face time: (if applicable)* | *Number of hours* | 3 |
| Activity 4.1: Learners attend a face-to-face lecture and participate in an in-class group discussion. |
| *Online activity:* | *Number of hours* | 1.5 |
| *What should students do?* | E-tivity 4.1 Watch 5 minutes instructional video on the levels of market segmentation [here](https://www.youtube.com/watch?v=dazKAbnryGc) ,and list and briefly explain the four levels of international market segmentation. Post (not more than 200 words) on the discussion forum. Comment on at least one other post. |
| *Where do they do it?* | Online and posting to the LMS discussion board.  |
| *By when should they do it?* | By close of day Sunday of the week. |

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| *E-moderator/tutor role* |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarise yourself with the course assessment and expectations. |
| *How does this section link to other sections of the module?* |
| This section helps learners understand consumer, business and international market segmentation and targeting, which is one of the fundamentals in international marketing, which learners need to understand before they can progress to other topics. Therefore, this unit is linked to all units in the module. |

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| *= Total number of hours* | 8 |

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| ***Some important questions*** |
| *Which learning resources/ references will scaffold the students’ learning?* | 1. Textbook: Principles of Marketing, (2018), Kotler & Armstrong, available at the link [preparatory reading 4.1 & 4.2](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw%3D%3D.pdf)
2. YouTube Video: [Levels of Market Segmentation](https://www.youtube.com/watch?v=dazKAbnryGc)
 |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face time and online discussion forum. |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** | ***5.*** |
| *Topic name:* | **International Market Research**  |
| *Aim of the topic:* | The aim of this unit is to introduce learners to the differences between foreign market research and domestic market research, and the challenges of conducting international research.  |
| *This topic covers:* | * The differences between domestic and foreign market research
* Challenges encountered in conducting international market research
 |
| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*1. Differentiate between domestic and foreign market research
2. Explain the challenges encountered in conducting international market research
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| *Overview of student activity:* | Read the textbook, in class discussions and discuss on the online forum. |

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| ***Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment****(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with**this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this unit, you will be able to:*** |
| 1.Differentiate between domestic and foreign  market research   | 1,2, | Pre- topic activity Activity 5.1 | 1.Face to face turn in work for formative assessment by tutor2.Face to face multiple choice and short essay quiz  |
| 2.Explain the challenges encountered in conducting  international market research  | 1,2, |  Activity 5.1  E-tivity 5.1  | 1.Face to face multiple choice and short essay quiz 2.Online by posting on the discussion forum |

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| *Module-level outcomes addressed:* |
| Unit five addresses module level outcome 1 and 2. |
| *Purpose of the unit/week/section:* |
| The purpose of this unit is to introduce learners to the differences between foreign market research and domestic market research, and the challenges of conducting international market research. |
| *Over to you: (a description of the process of the section)* |
| The activities in this unit will help you understand international market research. Your tutor will also conduct face-to-face and online discussions to help you understand the content presented in the unit. |
| *Pre-topic activity:* | *Number of hours* | 1.5 |
| 1. Read International Marketing (2011), Cateora & Gilly (page 221) available at [preparatory reading 5.1](https://drive.google.com/file/d/1yLYAmrifARHss_wZeNApMPCOcF6-to9N/view?usp=sharing)
2. From your reading, make notes on the differences between domestic and foreign market research. Your notes will help you complete the tasks below.
 |
| *Face-to-face time: (if applicable)* | *Number of hours* | 3 |
| Activity 5.1: Learners attend a face-to-face lecture and participate in an in-class group discussion. |
| *Online activity:* | *Number of hours* | 1.5 |
| *What should students do?* | E-tivity 5.1 Read International Marketing (2011), Cateora & Gilly (pages 222-230) available at the link [reading 5.1](https://drive.google.com/file/d/1yLYAmrifARHss_wZeNApMPCOcF6-to9N/view?usp=sharing) and explain the challenges encountered in conducting international market research. Post (not more than 200 words) on the discussion forum. Comment on at least one other post. |
| *Where do they do it?* | Online and posting to the LMS discussion board.  |
| *By when should they do it?* | By close of day Sunday of the week. |

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| *E-moderator/tutor role* |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarise yourself with the course assessment and expectations. |
| *How does this section link to other sections of the module?* |
| This section helps learners understand international marketing research, which is one of the fundamentals in international marketing, which learners need to understand before they can progress to other topics. Therefore, this unit is linked to all units in the module. |

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| *= Total number of hours* | 8 |

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| ***Some important questions*** |
| *Which learning resources/ references will scaffold the students’ learning?* | 1. Textbook: International Marketing (2011), Cateora & Gilly (pages 221 -230) [preparatory reading 5.1](https://drive.google.com/file/d/1yLYAmrifARHss_wZeNApMPCOcF6-to9N/view?usp=sharing)
 |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face time and online discussion forum. |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** | ***6.*** |
| *Topic name:* | **International Marketing Mix Strategies** |
| *Aim of the topic:* | The aim of this unit is to introduce learners to the key components and strategies of the international marketing mix, which are products international marketing, price international marketing, promotion international marketing and distribution international Marketing. |
| *This topic covers:* | * Products international marketing
* Price international marketing
* Promotion International marketing
* Distribution international marketing
 |
| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*1. Adapt and standardise products for international marketing
2. Adapt and standardise prices for international marketing
3. Adapt and standardise promotion for international marketing
4. Adapt and standardise distribution for international marketing
 |

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| *Overview of student activity:* | Read the textbook, watch a video, in class discussions and discuss on the online forum. |

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| ***Constructive alignment of unit level outcomes with module level outcs, learning activities and assessment****(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with**this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this unit, you will be able to:*** |
| 1.Adapt and standardise products for international marketing  | 1,2,3,4 | Pre- topic activityActivity 6.1E-tivity 6.1 | 1.Face to face turn in work for formative assessment by tutor 2.Face to face multiple choice  and short essay quiz 3.Online by posting on the discussion forum |
| 2.Adapt and standardise prices for international marketing  | 1,2,3,4 | Pre- topic activityActivity 6.1E-tivity 6.1 | 1.Face to face turn in work for formative assessment by tutor 2.Face to face multiple choice  and short essay quiz 3.Online by posting on the discussion forum |

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| *Module-level outcomes addressed:* |
| Unit six addresses module level outcome 1,2,3 and 4. |
| *Purpose of the unit/week/section:* |
| The purpose of this unit is to introduce learners to the key components and strategies of the international marketing mix, which are products international marketing, price international marketing, promotion international marketing and distribution international Marketing. |
| *Over to you: (a description of the process of the section)* |
| The activities in this unit will help you to understand the international marketing mix. Your tutor will also conduct face-to-face and online discussions to help you understand the content presented in the unit. |
| *Pre-topic activity:* | *Number of hours* | 1.5 |
| 1. International Marketing (2011), Cateora & Gilly (page 358-364) and (page 520 – 548) available at the link [preparatory reading 6.1](https://drive.google.com/file/d/1yLYAmrifARHss_wZeNApMPCOcF6-to9N/view?usp=sharing)
2. Watch 14 minutes instructional video on the international marketing mix [here](https://www.youtube.com/watch?v=XGyNDeCV-2I) and
3. From the reading and video watched, make notes on the international product and price strategies. Your notes will help you in the activities below.
 |
| *Face-to-face time: (if applicable)* | *Number of hours* | 3 |
| Activity 6.1: Learners attend a face-to-face lecture and participate in an in-class group discussion. |
| *Online activity:* | *Number of hours* | 1.5 |
| *What should students do?* | E-tivity 6.1 Watch 5 minutes instructional video on how KFC won over China [here](https://www.youtube.com/watch?v=GWDxTUdxo9A&t=15s) ,and explain how KFC has adapted its marketing mix to the Chinese market, and post (not more than 200 words) on the discussion forum. Comment on at least one other post. |
| *Where do they do it?* | Online and posting to the LMS discussion board. |
| *By when should they do it?* | By close of day Sunday of the week. |

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| *E-moderator/tutor role* |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarise yourself with the course assessment and expectations. |
| *How does this section link to other sections of the module?* |
| This section continues from unit 7. This section helps learners understand the international marketing mix, which learners need to understand before they can progress to other topics. Therefore, this unit is linked to all units in the module. |

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| *= Total number of hours* | 8 |

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| ***Some important questions*** |
| *Which learning resources/ references will scaffold the students’ learning?* | 1. International Marketing (2011), Cateora & Gilly (page 358-364) and (page 520 – 548) available at the link [preparatory reading 6.1](https://drive.google.com/file/d/1yLYAmrifARHss_wZeNApMPCOcF6-to9N/view?usp=sharing)
2. YouTube Video: [International Marketing Mix](https://www.youtube.com/watch?v=XGyNDeCV-2I)
3. YouTube Video: [How KFC Won Over China](https://www.youtube.com/watch?v=GWDxTUdxo9A&t=15s)
 |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face time and online discussion forum. |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** | ***7.*** |
| *Topic name:* | **International Marketing Mix Strategies** |
| *Aim of the topic:* | The aim of this unit is to introduce learners to the key components and strategies of the international marketing mix, which are products international marketing, price international marketing, promotion international marketing and distribution international Marketing. |
| *This topic covers:* | * Promotion for International marketing
* Distribution for international marketing
 |
| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*1. Adapt and standardise promotion for international marketing
2. Adapt and standardise distribution for international marketing
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| *Overview of student activity:* | Read the textbook, watch a video, in class discussions and discuss on the online forum. |

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| ***Constructive alignment of unit level outcomes with module level outcs, learning activities and assessment****(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with**this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this unit, you will be able to:*** |
| 3.Adapt and standardise promotion for international marketing | 1,2,3,4 | Pre- topic activityActivity 7.1E-tivity 7.1 | 1.Face to face turn in work for formative assessment by tutor 2.Face to face multiple choice  and short essay quiz 3.Online by posting on the discussion forum |
| 4.Adapt and standardise distribution for international marketing | 1,2,3,4 | Pre- topic activityActivity 7.1E-tivity 7.1 | 1.Face to face turn in work for formative assessment by tutor 2.Face to face multiple choice  and short essay quiz 3.Online by posting on the discussion forum |

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| *Module-level outcomes addressed:* |
| Unit seven addresses module level outcome 1,2,3 and 4. |
| *Purpose of the unit/week/section:* |
| The purpose of this unit is to introduce learners to the key components and strategies of the international marketing mix, which are products international marketing, price international marketing, promotion international marketing and distribution international Marketing. |
| *Over to you: (a description of the process of the section)* |
| The activities in this unit will help you to understand the international marketing mix. Your tutor will also conduct face-to-face and online discussions to help you understand the content presented in the unit. |
| *Pre-topic activity:* | *Number of hours* | 1.5 |
| 1. International Marketing (2011), Cateora & Gilly (page 418-451) and (page 452 – 493) available at the link [preparatory reading 7.1](https://drive.google.com/file/d/1yLYAmrifARHss_wZeNApMPCOcF6-to9N/view?usp=sharing) and

 1. Watch 7 minutes instructional video on McDonald’s in China [here](https://m.youtube.com/watch?v=DhHHmUd6xfo&pp=ygUZTWFjRG9uYWxkJ3MgcHJpY2luZyBjaGluYQ%3D%3D) and
2. From your reading and video watched, make notes on McDonald’s international marketing mix strategies in China. Your notes will help you in the activities below.
 |
| *Face-to-face time: (if applicable)* | *Number of hours* | 3 |
| Activity 7.1: Learners attend a face-to-face lecture and participate in an in-class group discussion. |
| *Online activity:* | *Number of hours* | 1.5 |
| *What should students do?* | E-tivity 7.1 Watch 12 minutes instructional video on why McDonald’s is thriving in China [here](https://m.youtube.com/watch?v=dD5ac-e2SO8&pp=ygUTTWFjZG9uYWxkcyBpbiBjaGluYQ%3D%3D) .Has McDonalds been successful in its international marketing mix strategies in China? Post (not more than 200 words) on the discussion forum. Comment on at least one other post. |
| *Where do they do it?* | Online and posting to the LMS discussion board. |
| *By when should they do it?* | By close of day Sunday of the week. |

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| *E-moderator/tutor role* |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarise yourself with the course assessment and expectations. |
| *How does this section link to other sections of the module?* |
| This section is a continuation from unit 6. It helps learners understand the international marketing mix, which learners need to understand before they can progress to other topics. Therefore, this unit is linked to all units in the module. |

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| *= Total number of hours* | 8 |

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| ***Some important questions*** |
| *Which learning resources/ references will scaffold the students’ learning?* | 1. International Marketing (2011), Cateora & Gilly (page 418-451) and (page 452 – 493) available at the link [preparatory reading 7.1](https://drive.google.com/file/d/1yLYAmrifARHss_wZeNApMPCOcF6-to9N/view?usp=sharing)
2. YouTube Video: [McDonald’s In China](https://m.youtube.com/watch?v=DhHHmUd6xfo&pp=ygUZTWFjRG9uYWxkJ3MgcHJpY2luZyBjaGluYQ%3D%3D)
3. YouTube Video: [Why McDonald’s Is Thriving In China](https://m.youtube.com/watch?v=dD5ac-e2SO8&pp=ygUTTWFjZG9uYWxkcyBpbiBjaGluYQ%3D%3D)
 |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face time and online discussion forum. |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** | ***8.*** |
| *Topic name:* | **International Market Entry Strategies**  |
| *Aim of the topic:* | The aim of this unit is to introduce learners to a detailed analysis of the methods of distribution, supply chain and logistics that international firms use to enter foreign markets. |
| *This topic covers:* | * Exporting
* Joint Ventures/ partnerships
* Foreign Direct Investment
 |
| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*1. Explain the methods of exporting in international marketing
2. Describe the methods of partnerships used in international marketing
3. Identify the methods of foreign direct investments used in international

 marketing |

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| *Overview of student activity:* | Read the textbook, watch a video, in class discussions, discussion on the online forum. |

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| ***Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment****(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with**this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this unit, you will be able to:*** |
| 1.Explain the methods of exporting in international marketing   | 1,2 | Pre- topic activity Activity 8.1 | 1.Face to face turn in work for formative assessment by tutor2.Face to face multiple choice and short essay quiz  |
| 2. Describe the methods of partnerships used in international marketing  | 1,2,3,4 | Pre- topic activity  Activity 8.1 E-tivity 8.1 | 1.Face to face turn in work for formative assessment by tutor2.Face to face multiple choice and short essay quiz3. Online by posting on the discussion forum  |
| 3.Identify the methods of foreign direct investments used in international marketing | 1,2,3 | Pre- topic activity Activity 8.1 | 1.Face to face turn in work for formative assessment by tutor2.Face to face multiple choice and short essay quiz |

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| *Module-level outcomes addressed:* |
| Unit eight addresses module level outcome 1,2, 3 and 4. |
| *Purpose of the unit/week/section:* |
| The purpose of this unit is to introduce learners to a detailed analysis of the methods of distribution, supply chain and logistics that international firms use to enter foreign markets. |
| *Over to you: (a description of the process of the section)* |
| The activities in this unit will help you understand the methods of distribution, supply chain and logistics in international marketing. Your tutor will also conduct face-to-face and online discussions to help you understand the content presented in the unit. |
| *Pre-topic activity:* | *Number of hours* | 1.5 |
| 1. Read International Marketing (2011), Cateora & Gilly (page 418- 451) available at the link

[preparatory reading 8.1](https://drive.google.com/file/d/1yLYAmrifARHss_wZeNApMPCOcF6-to9N/view?usp=sharing) and1. Watch 27 minutes instructional video on international market entry strategies [here](https://m.youtube.com/watch?v=_Mgb5jnxcww&t=30s&pp=ygUeaW50ZXJuYXRpb25hbCBlbnRyeSBzdHJhdGVnaWVz) and

From your reading and video watched, make notes on the different types of international entry strategies. Your notes will help you complete the tasks below. |
| *Face-to-face time: (if applicable)* | *Number of hours* | 3 |
| Activity 8.1: Learners attend a face-to-face lecture and participate in an in-class group discussion. |
| *Online activity:* | *Number of hours* | 1.5 |
| *What should students do?* | E-tivity 8.1 Watch 3 minutes instructional video on Coca Cola [here](https://www.youtube.com/watch?v=TmWgQPsbQ30). Coca Cola uses licensing as its international entry method. Explain the pros and cons of Coca Cola using licensing as an international entry method. Post (not more than 200 words) on the discussion forum. Comment on at least one other post. |
| *Where do they do it?* | Online and posting to the LMS discussion board. |
| *By when should they do it?* | By close of day Sunday of the week. |

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| *E-moderator/tutor role* |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarise yourself with the course assessment and expectations. |
| *How does this section link to other sections of the module?* |
| This section helps learners understand the methods of distribution, supply chain and logistics in international marketing. Therefore, this unit is linked to all units in the module. |

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| *= Total number of hours* | 8 |

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| ***Some important questions*** |
| *Which learning resources/ references will scaffold the students’ learning?* | 1. Textbook: International Marketing (2011), Cateora & Gilly (pages 418-451) available at the link [preparatory reading 8.1](https://drive.google.com/file/d/1yLYAmrifARHss_wZeNApMPCOcF6-to9N/view?usp=sharing)
2. YouTube Video: [Market Entry Strategies](https://m.youtube.com/watch?v=_Mgb5jnxcww&t=30s&pp=ygUeaW50ZXJuYXRpb25hbCBlbnRyeSBzdHJhdGVnaWVz)
3. YouTube Video: [Coca Cola’s Distribution Strategy | Case Study](https://www.youtube.com/watch?v=TmWgQPsbQ30)
 |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face time and online discussion forum. |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** | ***9.*** |
| *Topic name:* | **Stages of International Marketing Involvement** |
| *Aim of the topic:* | The aim of this unit is to introduce learners to the different stages of international marketing involvement. |
| *This topic covers:* | The stages of international marketing Involvement  |
| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*1. List and explain the five stages of international marketing involvement
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| *Overview of student activity:* | Read the textbook, watch a video, in class discussions and discuss on the online forum. |

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| ***Constructive alignment of unit level outcomes with module level outcs, learning activities and assessment****(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with**this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this unit, you will be able to:*** |
| 1.List and explain the five stages of international marketing involvement | 1,2,3 | Pre- topic activityActivity 9.1E-tivity 9.1 | 1.Face to face turn in work for formative assessment by tutor 2.Face to face multiple choice  and short essay quiz 3.Online by posting on the discussion forum |

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| *Module-level outcomes addressed:* |
| Unit nine addresses module level outcome 1,2 and 3. |
| *Purpose of the unit/week/section:* |
| The purpose of this unit is to introduce learners to the stages of international marketing involvement. |
| *Over to you: (a description of the process of the section)* |
| The activities in this unit will help you to understand the stages of international marketing involvement. Your tutor will also conduct face-to-face and online discussions to help you understand the content presented in the unit. |
| *Pre-topic activity:* | *Number of hours* | 1.5 |
| 1. International Marketing (2011), Cateora & Gilly (page 19- 21) available at the link [preparatory reading 9.1](https://drive.google.com/file/d/1yLYAmrifARHss_wZeNApMPCOcF6-to9N/view?usp=sharing) and

 1. Watch 9 minutes instructional video on stages of international marketing involvement [here](https://www.youtube.com/watch?v=NlNTvOQesq0&t=394s) and
2. From your reading and video watched, make notes on each of the five stages of stages of international marketing involvement. Your notes will help you in the activities below.
 |
| *Face-to-face time: (if applicable)* | *Number of hours* | 3 |
| Activity 9.1: Learners attend a face-to-face lecture and participate in an in-class group discussion. |
| *Online activity:* | *Number of hours* | 1.5 |
| *What should students do?* | E-tivity 9.1 Identify any three domestic firms of your choice, who are involved in international marketing. Explain, through citing relevant evidence which stage they are involved in international marketing. Post (not more than 200 words) on the discussion forum. Comment on at least one other post. |
| *Where do they do it?* | Online and posting to the LMS discussion board. |
| *By when should they do it?* | By close of day Sunday of the week. |

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| *E-moderator/tutor role* |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarise yourself with the course assessment and expectations. |
| *How does this section link to other sections of the module?* |
| This section It helps learners understand the stages of international marketing involvement, which learners need to understand before they can progress to other topics. Therefore, this unit is linked to all units in the module. |

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| *= Total number of hours* | 8 |

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| ***Some important questions*** |
| *Which learning resources/ references will scaffold the students’ learning?* | 1. International Marketing (2011), Cateora & Gilly (page 19- 21) available at the link [preparatory reading 9.1](https://drive.google.com/file/d/1yLYAmrifARHss_wZeNApMPCOcF6-to9N/view?usp=sharing)
2. YouTube Video: [Stages of International Marketing Involvement](https://www.youtube.com/watch?v=NlNTvOQesq0&t=394s)
 |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face time and online discussion forum. |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** |  ***10.*** |
| *Topic name:* | **Emerging International Markets**  |
| *Aim of the topic:* | The aim of this unit is to introduce learners to emerging international markets as the drivers in demand for internationally marketed goods and services, and the strategic benefits of emerging markets to marketers. |
| *This topic covers:* | * What are emerging markets?
* The strategic benefits of emerging markets to marketers
 |
| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*1. Identify and describe emerging markets
2. Explain the strategic benefits of emerging markets to marketers
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| *Overview of student activity:* | Read the textbook, watch a video, in class discussions and discuss on the online forum. |

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| ***Constructive alignment of unit level outcomes with module level outcs, learning activities and assessment****(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with**this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this unit, you will be able to:*** |
| 1. Identify and describe emerging markets | 1,2 | Pre- topic activityActivity 10.1 | 1.Face to face turn in work for formative assessment by tutor 2.Face to face multiple choice  and short essay quiz  |
| 2.Explain the strategic benefits of emerging markets to marketers | 1,2,3,4 | Pre- topic activityActivity 10.1E-tivity 10.1 | 1.Face to face turn in work for formative assessment by tutor 2.Face to face multiple choice  and short essay quiz 3.Online by posting on the discussion forum |

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| *Module-level outcomes addressed:* |
| Unit ten addresses module level outcome 1,2,3 and 4. |
| *Purpose of the unit/week/section:* |
| The purpose of this unit is to introduce learners to emerging international markets as the drivers in demand for internationally marketed goods and services, and the strategic benefits of emerging markets to marketers. |
| *Over to you: (a description of the process of the section)* |
| The activities in this unit will help you to understand emerging international markets. Your tutor will also conduct face-to-face and online discussions to help you understand the content presented in the unit. |
| *Pre-topic activity:* | *Number of hours* | 1.5 |
| 1. International Marketing (2011), Cateora & Gilly (page 262) available at the link [preparatory reading 10.1](https://drive.google.com/file/d/1yLYAmrifARHss_wZeNApMPCOcF6-to9N/view?usp=sharing) and

 1. Watch 6 minutes instructional video on emerging markets [here](https://www.youtube.com/watch?v=lHX_56RWtSw) and
2. From your reading and video watched, make notes on the countries that are classified as emerging markets and the characteristics of emerging markets. Your notes will help you in the activities below.
 |
| *Face-to-face time: (if applicable)* | *Number of hours* | 3 |
| Activity 10.1: Learners attend a face-to-face lecture and participate in an in-class group discussion. |
| *Online activity:* | *Number of hours* | 1.5 |
| *What should students do?* | E-tivity 10.1 From your reading and video watched and class discussion, explain the strategic benefits of emerging markets to marketers. Post (not more than 200 words) on the discussion forum. Comment on at least one other post. |
| *Where do they do it?* | Online and posting to the LMS discussion board. |
| *By when should they do it?* | By close of day Sunday of the week. |

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| *E-moderator/tutor role* |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarise yourself with the course assessment and expectations. |
| *How does this section link to other sections of the module?* |
| This section helps learners understand emerging markets which learners need to understand before they can progress to other topics. Therefore, this unit is linked to all units in the module. |

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| *= Total number of hours* | 8 |

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| ***Some important questions*** |
| *Which learning resources/ references will scaffold the students’ learning?* | 1. International Marketing (2011), Cateora & Gilly (page 262) available at the link [preparatory reading 10.1](https://drive.google.com/file/d/1yLYAmrifARHss_wZeNApMPCOcF6-to9N/view?usp=sharing)
2. YouTube Video: [What is an Emerging Market?](https://www.youtube.com/watch?v=lHX_56RWtSw)
 |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face time and online discussion forum. |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** |  ***11.*** |
| *Topic name:* | **Multinational Co-operation Groups**  |
| *Aim of the topic:* | The aim of this unit is to introduce learners to multinational co-operation groups, and their different patterns, as opportunities for the international marketer. |
| *This topic covers:* | * What are multinational co-operation groups?
* Patterns of multinational co-operation groups
 |
| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*1. Identify and describe multinational co-operation groups
2. Explain the different patterns of multinational co-operation groups
3. Analyse how free trade can affect international marketing across Africa
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| *Overview of student activity:* | Read the textbook, watch a video, in class discussions and discuss on the online forum. |

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| ***Constructive alignment of unit level outcomes with module level outcs, learning activities and assessment****(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with**this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this unit, you will be able to:*** |
| 1.Identify and describe multinational co-operationgroups | 1,2 | Pre- topic activityActivity 11.1 | 1.Face to face turn in work for formative assessment by tutor 2.Face to face multiple choice  and short essay quiz  |
| 2.Explain the different patterns of multinationalco-operation groups | 1,2 | Pre- topic activityActivity 11.1 | 1.Face to face turn in work for formative assessment by tutor 2.Face to face multiple choice  and short essay quiz  |
| 3.Analyse how free trade can affect international marketing across Africa | 1,2,3,4 | Activity 11.1E-tivity 11.1 | 1.Face to face multiple choice  and short essay quiz 2.Online by posting on the discussion forum |

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| *Module-level outcomes addressed:* |
| Unit eleven addresses module level outcome 1,2,3 and 4. |
| *Purpose of the unit/week/section:* |
| The aim of this unit is to introduce learners to multinational co-operation groups, and their different patterns, as opportunities for the international marketer. |
| *Over to you: (a description of the process of the section)* |
| The activities in this unit will help you to understand multinational co-operation groups. Your tutor will also conduct face-to-face and online discussions to help you understand the content presented in the unit. |
| *Pre-topic activity:* | *Number of hours* | 1.5 |
| 1. International Marketing (2011), Cateora & Gilly (page 279) available at the link [preparatory reading 11.1](https://drive.google.com/file/d/1yLYAmrifARHss_wZeNApMPCOcF6-to9N/view?usp=sharing) and

 1. Watch 12 minutes instructional video on multinational co-operations [here](https://www.youtube.com/watch?v=uTzq0DxZgyE&t=266s) and
2. From your reading and video watched, make notes on the five patterns of multinational co-operations, and the names of the different groups, and their member countries. Your notes will help you in the activities below.
 |
| *Face-to-face time: (if applicable)* | *Number of hours* | 3 |
| Activity 11.1: Learners attend a face-to-face lecture and participate in an in-class group discussion. |
| *Online activity:* | *Number of hours* | 1.5 |
| *What should students do?* | E-tivity 11.1 Read the article on the African Continental Free Trade Area (AfCFTA) [here](https://qz.com/1951523/what-is-the-african-continental-free-trade-area-afcfta/) . From your reading and video watched and class discussion, what advantages in your opinion will the AfCFTA bring to free trade in Africa? Post (not more than 200 words) on the discussion forum. Comment on at least one other post. |
| *Where do they do it?* | Online and posting to the LMS discussion board. |
| *By when should they do it?* | By close of day Sunday of the week. |

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| *E-moderator/tutor role* |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarise yourself with the course assessment and expectations. |
| *How does this section link to other sections of the module?* |
| This section helps learners understand multinational co-operation groups which learners need to understand before they can progress to other topics. Therefore, this unit is linked to all units in the module. |

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| *= Total number of hours* | 8 |

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| ***Some important questions*** |
| *Which learning resources/ references will scaffold the students’ learning?* | 1. International Marketing (2011), Cateora & Gilly (page 262) available at the link [preparatory reading 11.1](https://drive.google.com/file/d/1yLYAmrifARHss_wZeNApMPCOcF6-to9N/view?usp=sharing)
2. YouTube Video: [Regional Economic Integration](https://www.youtube.com/watch?v=uTzq0DxZgyE&t=266s)
3. Website: Shendruk, A. (2023, August 8)[What is the African Continental Free Trade Area (AfCFTA)?](https://qz.com/1951523/what-is-the-african-continental-free-trade-area-afcfta)
 |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face time and online discussion forum. |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| ***Unit-level overview*** | ***Unit/week/section*** |  ***12.*** |
| *Topic name:* | **The Benefits and Challenges of International Marketing**  |
| *Aim of the topic:* | The aim of this unit is to introduce learners to the benefits and challenges of international marketing. |
| *This topic covers:* | * The benefits of international marketing
* The challenges of international marketing

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| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*1. Identify and describe the benefits of international marketing
2. Explain the challenges of international marketing
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| *Overview of student activity:* | Read the textbook, watch a video, in class discussions and discuss on the online forum. |

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| ***Constructive alignment of unit level outcomes with module level outcs, learning activities and assessment****(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* |
| *Intended unit learning outcomes:* | *No of module- level outcome* | *Activity where students engage with**this outcome* | *Where and how is this outcome assessed?* |
| ***At the end of this unit, you will be able to:*** |
| 1.Identify and describe the benefits of international marketing | 1,2,3 | Pre- topic activityActivity 12.1E-tivity 12.1 | 1.Face to face turn in work for formative assessment by tutor 2.Face to face multiple choice  and short essay quiz 3.Online by posting on the discussion forum |
| 2.Explain the challenges of international marketing  | 1,2,3 | Pre- topic activityActivity 12.1E-tivity 12.1 | 1.Face to face turn in work for formative assessment by tutor 2.Face to face multiple choice  and short essay quiz 3.Online by posting on the discussion forum |

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| *Module-level outcomes addressed:* |
| Unit twelve addresses module level outcome 1,2 and 3. |
| *Purpose of the unit/week/section:* |
| The purpose of this unit is to introduce learners to the benefits and challenges of international marketing. |
| *Over to you: (a description of the process of the section)* |
| The activities in this unit will help you to understand the benefits and challenges of international marketing. Your tutor will also conduct face-to-face and online discussions to help you understand the content presented in the unit. |
| *Pre-topic activity:* | *Number of hours* | 1.5 |
| 1. International Marketing (2011), Doole & Lowe (page 4) available at the link [preparatory reading 12.1](https://drive.google.com/file/d/1yc05Tv28RS5sFtJeI8l2Ad682qLHn78H/view?usp=sharing) and

 1. Watch 8 minutes instructional video on the benefits and challenges of international marketing [here](https://www.youtube.com/watch?v=ch9OjWY6hjE) and
2. From your reading and video watched, make notes on the benefits and challenges of international marketing. Your notes will help you in the activities below.
 |
| *Face-to-face time: (if applicable)* | *Number of hours* | 3 |
| Activity 12.1: Learners attend a face-to-face lecture and participate in an in-class group discussion. |
| *Online activity:* | *Number of hours* | 1.5 |
| *What should students do?* | E-tivity 12. From your reading and video watched and class discussion, what in your opinion are the most important benefit and challenge facing international marketing in this present time? Post (not more than 200 words) on the discussion forum. Comment on at least one other post. |
| *Where do they do it?* | Online and posting to the LMS discussion board. |
| *By when should they do it?* | By close of day Sunday of the week. |

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| *E-moderator/tutor role* |
| Your tutor will guide you through the activities to ensure you actively participate, lead class discussions and provide feedback on the LMS through e-moderation. |
| *How are the learning outcomes in this unit assessed?* | *Number of hours* | 2 |
| Learning outcomes will be assessed using the rubric in [Rubric Assessment Template](https://drive.google.com/file/d/1d6_WPTiqS-MZ2axPqFQE13Wy9KBbnLgG/view?usp=sharing) . Read through the criteria to familiarise yourself with the course assessment and expectations. |
| *How does this section link to other sections of the module?* |
| This section It helps learners understand the benefits and challenges of international marketing, which learners need to understand, because this unit is a summary of all other units. Therefore, this unit is linked to all units in the module. |

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| *= Total number of hours* | 8 |

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| ***Some important questions*** |
| *Which learning resources/ references will scaffold the students’ learning?* | 1. International Marketing (2011), Doole & Lowe (page 4) available at the link [preparatory reading 12.1](https://drive.google.com/file/d/1yc05Tv28RS5sFtJeI8l2Ad682qLHn78H/view?usp=sharing)
2. YouTube Video: [International Marketing - Concept, Features, Benefits, Examples, and Challenges](https://www.youtube.com/watch?v=ch9OjWY6hjE)
 |
| *How are students enabled to access the resources?* | Students were trained during Unit 0 on how to access and navigate the LMS. Students are also provided with links to the learning material on the Moodle platform to enable them to access the learning resources. |
| *Where in this unit are students expected to work collaboratively?* | Face-to-Face time and online discussion forum. |
| *How has an inclusive approach been incorporated in this unit?* | The unit caters for inclusivity by the provision of learning material and video. The module uses MS Word which is easily accessible. The module is not location specific. |
| *How will feedback on unit be obtained from students?* | Feedback form and students are encouraged to share their views and concerns on the LMS discussion board. |
| *How will student feedback be used to improve unit?* | Incorporating comments and feedback that have been analysed and found to be relevant into updating course material and course delivery. |
| *At which point(s) will students receive formative feedback on the work they have done in the unit?* | Immediate during face-to-face session and within 24 hours for online activity. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE