

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](mailto: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](mailto:fasare@anu.edu.gh)) |
| *Responsible for:* | **Module Development & Content Development** |
| Co-author/co-contributor | **Ms. Theresa Appiah** |
| *Responsible for:* | **Module 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: | Principles of Marketing | | |
| Under- or Post-graduate? | Undergraduate | Year of study: | 2 |
| 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: | 12 |

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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 Marketing addresses and solves, and to differentiate the perception of marketing from only the selling of goods and services. Thus, the aim of the module is to enable learners understand fundamental marketing concepts, and enable learners to identify evidence of marketing in everyday life and analyse how marketing creates value for the consumer, the company, and society, and apply analytical skills to solve marketing problems. |
| Brief description of module: | The module introduces learners to the key components and levels of products, and the differences between consumer products and business products. The module introduces learners to the characteristics of services as intangible products and the components of the services marketing mix. The module introduces learners to price in marketing, which is the only element in the marketing mix that produces revenue. The module also introduces learners to distribution in marketing and enables learners to identify the key partners in a supply chain, and to differentiate between consumer and business distribution channels. The module also introduces learners to promotion in marketing to enable learners to describe the marketing promotional tools and explain the marketing communication process. The module introduces learners to the marketing environment and identifies the forces in the marketing environment and differentiates between the micro and macro environments. The module introduces learners to consumer and business markets and explores consumer and business buying behaviours. The module introduces learners to consumer, business and international market segmentation and the methods and levels of segmenting consumer markets. Furthermore, the module introduces learners to marketing research, the marketing research process and the marketing information system. And lastly, the module introduces learners to global marketing and enables learners to differentiate between a global firm and a domestic firm and understand the business decision making processes involved in global marketing. |

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| Intended learning outcomes: | *By the end of this* ***module****, you will be able to:*   1. Explain the fundamental marketing concepts 2. Identify evidence of marketing in everyday life 3. Analyse how marketing creates value for the consumer, the company, and society 4. Apply analytical skills to solve marketing problems |
| Indicative content: | This module will cover the following broad topics:   1. Fundamentals of Marketing 2. Product 3. Service 4. Price 5. Place 6. Promotion 7. The Marketing Environment 8. Consumer Markets and Buying Behaviour 9. Businesses Markets and Buying Behaviour 10. Market Segmentation 11. Marketing Research 12. Global Marketing |
| 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 the fundamental marketing concepts | E-tivity 1.1; Activity 1.1; E-tivity 2.1; Activity 2.1; E-tivity 3.1; Activity 3.1; E-tivity 4.1; Activity ;4.1; E-tivity 5.1; Activity 5.1; E-tivity 6.1; Activity 6.1; Activity 6.2; 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 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; E-tivity 4.1; Activity ;4.1; E-tivity 5.1; Activity 5.1; E-tivity 6.1, Activity 6.1; Activity 6.2 E-tivity 7.1; Activity 7.2; Activity 8.1; E-tivity 8.2; 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 marketing creates value for the consumer, the company, and society | E-tivity 1.1; Activity 1.1; E-tivity 4.1; Activity ;4.1; Activity 5.1; Activity 9.1; E-tivity 9.1; Activity 10.1; E-tivity 10.1 E-tivity 12.1; Activity 12.2 |
| 4. Apply analytical skills to solve marketing problems | E-tivity 4.1; Activity 4.1; Activity 6.2; Activity 8.1; E-tivity 8.1; Activity 12.1; E-tivity 12.1; Activity 12.2 |

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

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

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| **Non-expert support:** | |
| What **skills** and **prior knowledge** of the subject matter should *facilitators* have **already** mastered before  starting 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/1FAIpQLSffyvnvxEyULSqBtb6goiDrToYNMzyYyYa1bYNOFfbg6Lchnw/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 with  this 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 a  photograph 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 add  a photograph |  | (i) E-tivity 0.2 | i. Online by posting your bio  and 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 different  topic 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 252 - Principles of 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/1FAIpQLSeMQQvC09R6wx2pHsLz9gZ905352lYhcwayUoMOTbU4NqkCwQ/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: [Principles of Marketing (2018), Kotler & Armstrong](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) 2. Textbook 2: [Principles of Marketing (2016), Jobber & Chadwick](https://drive.google.com/file/d/1ssVO4zj3_n0KQzf1Es9nHWgZVlRlUCTP/view?usp=sharing) 3. YouTube video: [Netiquette](https://www.youtube.com/watch?v=80uRE972uQ0) 4. 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 Marketing** | |
| *Aim of the topic:* | This topic is an introduction to the range of questions that marketing addresses, and will help learners understand the difference between marketing perception and selling, the concept of the marketing process, and the marketing mix. | |
| *This topic covers:* | * What Is Marketing? * The difference between marketing perception and selling * The marketing process * The marketing mix | |
| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*   1. Define Marketing and differentiate it from the perception of selling 2. Describe the marketing process 3. Explain the marketing mix | |

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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 marketing and differentiate it from the perception of selling | 1,2 | Pre- topic activity  Activity 1.1 | 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 basic concepts in marketing | 1,2,3 | Pre- topic activity  Activity 1.1  E-tivity 1.1 | 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 task to the discussion board and participating in the online  discussion |

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| *Module-level outcomes addressed:* | | | |
| Unit one addresses module level outcome 1 ,2 and 3. | | | |
| *Purpose of the unit/week/section:* | | | |
| This unit is an introduction to the range of questions that marketing addresses and will help learners understand the difference between marketing and selling, the concept of the marketing process, and the marketing mix. | | | |
| *Over to you: (a description of the process of the section)* | | | |
| The activities in this unit will help learners understand the basic concepts in 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 Principles of Marketing, (2018), Kotler & Armstrong, (pages 29 – 31) available at the link [preparatory reading 1.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) and 2. Watch 6 minutes instructional video on what is marketing [here](https://www.youtube.com/watch?v=NEtH4B4vBWU) and 3. From your reading and video watched, make notes on the definition of marketing and the differences between marketing and selling. Also make notes on the marketing process. 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 11 minutes instructional video on the marketing mix [here](https://www.youtube.com/watch?v=zz1RNy2rYYg&t=96s) and make the following notes, list and explain the four components of the marketing mix and then 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 you to master the basic concepts of marketing which are the building blocks for understanding all the units in this module. 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 29 – 31) available at the link [preparatory reading 1.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) 2. YouTube Video: [What is Marketing?](https://www.youtube.com/watch?v=NEtH4B4vBWU) 3. YouTube Video: [The 4P’s of Marketing Explained](https://www.youtube.com/watch?v=zz1RNy2rYYg&t=96s) |
| *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:* | **Product** | |
| *Aim of the topic:* | The aim of this unit is to introduce learners to the key components and levels of products, and to differentiate between consumer products and business products. | |
| *This topic covers:* | * The definition of product * The three levels of products * The difference between consumer products and business products | |
| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*   1. Define product 2. Describe the three levels of products 3. Differentiate between consumer and business products | |

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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 product and identify its key component parts | 1,2 | Pre- topic activity  Activity 2.1 | 1.Face to face turn in work for formative  assessment by tutor  2.Face to face multiple choice and short essay quiz |
| 2. Describe the three levels of a product | 1,2 | E-tivity 2.1 | 1.Face to face multiple choice and short essay quiz  2.Online by posting on the  discussion forum |
| 3.Differentiate between consumer and business products | 1,2 | E-tivity 2.2 | 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 and 2. | | | |
| *Purpose of the unit/week/section:* | | | |
| This unit is to introduce learners to the key components and levels of products, and to differentiate between consumer products and business products. | | | |
| *Over to you: (a description of the process of the section)* | | | |
| The activities in this unit will help you to understand the basic concepts of products. 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 244 ) available at the link [preparatory reading 2.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) and 2. From your reading, make notes on the definition of product and the key components in the definition of product. 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 7 minutes instructional video on the three levels of products [here](https://www.youtube.com/watch?v=UN6rpHQGVgc) and make notes on the three levels of a product. List and briefly explain each level and post (not more than 100 words) on the discussion forum. Comment on at least one other post.  E-tivity 2.2 Watch 5 minutes instructional video [here](https://www.youtube.com/watch?v=z0RzUo99W1c), make notes on the differences between consumer products and business products, 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 basic concepts of products which is one of the fundamentals in 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, (page 244 ) available at the link [preparatory reading 2.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) 2. YouTube Video: [The Three Levels of a Product Explained](https://www.youtube.com/watch?v=UN6rpHQGVgc) 3. YouTube Video: [Consumer Goods and Industrial Goods](https://www.youtube.com/watch?v=z0RzUo99W1c) |
| *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:* | **Service** | |
| *Aim of the topic:* | The aim of this unit is to introduce learners to the characteristics of services as intangible products and the components of the services marketing mix. | |
| *This topic covers:* | * The definition of service * The characteristics of services * The services marketing mix | |
| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*   1. Define service 2. Describe the characteristics of services 3. Explain the services marketing mix | |

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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 service and describe the characteristics of  services | 1,2 | Pre- topic activity  Activity 3.1 | 1.Face to face turn in work for formative assessment by facilitator  2.Face to face multiple choice and short essay quiz |
| 2. Explain the services marketing mix | 1,2 | Activity 3.1  E-tivity 3.1 | 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 and 2. | | | |
| *Purpose of the unit/week/section:* | | | |
| This unit is to introduce learners to the characteristics of every service as intangible products and the components of the services marketing mix. | | | |
| *Over to you: (a description of the process of the section)* | | | |
| The activities in this unit will help you to understand the concepts of services. 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 258 -259 ) available at the link [preparatory reading 3.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) and 2. From your reading, make notes on the definition of service and the key characteristics of services. 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. | | | |
| *Online activity:* | | *Number of hours* | 1.5 |
| *What should students do?* | E-tivity 3.1 Watch 11 minutes instructional video on the services marketing mix [here](https://www.youtube.com/watch?v=8vzAtjQ90tc) and then list and briefly explain the seven components of the services mix, 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 basic concepts of services which is one of the fundamentals in 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, (pages 258 – 259) available at the link [preparatory reading 3.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) 2. YouTube Video: [Marketing Mix for Services](https://www.youtube.com/watch?v=8vzAtjQ90tc) |
| *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*** | ***4.*** |
| *Topic name:* | **Price** | |
| *Aim of the topic:* | The aim of this unit is to introduce learners to price in marketing, which is the only element in the marketing mix that produces revenue. | |
| *This topic covers:* | * The definition of price * The notion that price is the only element in the marketing mix that produces revenue * Pricing strategies | |
| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*   1. Define price 2. explain why price is the only element in the marketing mix that produces   revenue   1. Describe five pricing strategies | |

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| *Overview of student activity:* | Read the textbook, watch a video, in class discussions and discuss on the 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 price and explain why price is the only element in the marketing mix that produces revenue | 1,2,3,4 | Pre- topic activity  Activity 4.1 | 1.Face to face turn in work for formative assessment by facilitator  2.Face to face multiple choice and short essay quiz |
| 2. Describe five pricing strategies | 1,2,3,4 | Activity 4.1  E-tivity 4.1 | 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 1,2,3 and 4. | | | |
| *Purpose of the unit/week/section:* | | | |
| This unit is to introduce learners to price as the only element in the marketing mix that produces revenue. The unit also introduces learners to different pricing strategies. | | | |
| *Over to you: (a description of the process of the section)* | | | |
| The activities in this unit will help you to understand the concept of price in 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 Principles of Marketing, (2018), Kotler & Armstrong, Chapter 1 (page 308 -311 ) available at the link [preparatory reading 4.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) and 2. From your reading, make notes on the definition of price and explain why price is the only element in the marketing mix that produces revenue, and all other elements produce costs. 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 28 minutes instructional video on pricing strategies [here](https://www.youtube.com/watch?v=YhnvZPVv9jc) . List and explain five pricing strategies and post (no 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 basic concepts in pricing, which is one of the fundamentals in 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, (pages 308 – 311 ) available at the link [preparatory reading 4.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) 2. YouTube Video: [10 Most Practical Pricing Strategies](https://www.youtube.com/watch?v=YhnvZPVv9jc) |
| *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:* | **Place** | |
| *Aim of the topic:* | The aim of this unit is to introduce learners to distribution in marketing and enable learners to identify the key partners in a supply chain, and to differentiate between consumer and business distribution channels. | |
| *This topic covers:* | * The definition of a distribution channel * The key partners in a distribution channel * Consumer and business distribution channels | |
| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*   1. Define distribution 2. Identify the key partners in a distribution channel 3. Differentiate between consumer and business distribution channels | |

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| *Overview of student activity:* | Read the textbook, watch a video, in class discussions and discuss on the 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 distribution and identify the key partners in a distribution channel | 1,2,3 | Pre- topic activity  Activity 5.1 | 1.Face to face turn in work for formative assessment by facilitator  2.Face to face multiple choice and short essay quiz |
| 2.Differentiate between consumer and business distribution channels | 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 two addresses module level outcome 1 ,2 and 3. | | | |
| *Purpose of the unit/week/section:* | | | |
| This unit is to introduce learners to distribution in marketing and enable learners to identify the key partners in a supply chain, and to differentiate between consumer and business distribution channels. | | | |
| *Over to you: (a description of the process of the section)* | | | |
| The activities in this unit will help you to understand the concepts of distribution in 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 Principles of Marketing, (2018), Kotler & Armstrong, Chapter 1 (page 358 -361 ) available at the link [preparatory reading 5.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) and 2. From your reading, make notes on the definition of distribution and the key partners in a distribution channel. 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 Watch 35 minutes instructional video on consumer distribution channels and business distribution channels [here](https://www.youtube.com/watch?v=k-Fa6xLy3vk&list=PLGqT-zAqQhjSPkAcB64Z7yG-N2XXOTN9K&index=14). Explain the differences between the two. 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 basic concepts of distribution in marketing, which is one of the fundamentals in 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, (pages 358 – 361 ) available at the link [preparatory reading 5.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) 2. YouTube Video: [Marketing Channels](https://www.youtube.com/watch?v=k-Fa6xLy3vk&list=PLGqT-zAqQhjSPkAcB64Z7yG-N2XXOTN9K&index=15) |
| *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:* | **Promotion** | |
| *Aim of the topic:* | The aim of this unit is to introduce learners to promotion in marketing and to enable learners to describe the marketing promotional tools and explain the marketing communication process. | |
| *This topic covers:* | * The definition of marketing promotion * The marketing promotional tools * The marketing communication process | |
| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*   1. Define promotion 2. Explain the marketing promotional tools 3. Describe the marketing communication process | |

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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.Define promotion and explain the marketing promotional tools | 1,2 | Pre- topic activity  Activity 6.1 | 1.Face to face turn in work for formative assessment by tutor  2.Face to face multiple choice and short essay quiz |
| 2. Describe the marketing communication process | 1,2,4 | Activity 6.1  E-tivity 6.1  Activity 6.2 | 1.Face to face multiple choice and short essay quiz  2.Online by posting on the discussion forum  3.Face to face assignment submission to facilitator for grading and oral presentation in class |

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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 promotion in marketing and to enable learners to explain the marketing promotional tools and describe the marketing communication process. | | | |
| *Over to you: (a description of the process of the section)* | | | |
| The activities in this unit will help you to understand the concepts of promotion in 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 Principles of Marketing, (2018), Kotler & Armstrong, (page 425 ) available at the link [preparatory reading 6.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) and 2. From your reading, make notes on the definition of promotion and five marketing promotional tools. Your notes will help you complete the tasks 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.  Activity 6.2: In their respective groups, learners are to create the communication process model of one promotional message of their choice as an assignment. Learners are to identify the strengths and weakness of that promotional message and recommend improvements. The assignment should be 500 words and must contain a diagram. | | | |
| *Online activity:* | | *Number of hours* | 1.5 |
| *What should students do?* | E-tivity 6.1 Watch 25 minutes instructional video on the communication process model [here](https://www.youtube.com/watch?v=AzBAicGgPws), draw the diagram and list its eight components in order of occurrence. 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 basic concepts of promotion in marketing, which is one of the fundamentals in 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, (pages 425 ) available at the link [preparatory reading 6.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) 2. YouTube Video: [The Communication Process Explained](https://www.youtube.com/watch?v=AzBAicGgPws) |
| *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, assignment group work and oral in class presentation. |
| *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:* | **The Marketing Environment** | |
| *Aim of the topic:* | The aim of this unit is to introduce learners to the marketing environment and to identify the forces in the marketing environment and to differentiate between the micro and macro environments. | |
| *This topic covers:* | * The definition of marketing environment * The macro and macro marketing environments * The forces present in the marketing environment | |
| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*   1. Define the marketing environment 2. Differentiate between the micro and macro marketing environment 3. Explain the forces present in the marketing environment | |

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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 the marketing environment and differentiate between the micro and macro environments | 1,2, | Pre- topic activity  Activity 7.1 | 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 forces present in the internal and external marketing environment | 1,2, | Activity 7.1  E-tivity 7.1 | 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 and 2. | | | |
| *Purpose of the unit/week/section:* | | | |
| This unit is to introduce learners to the marketing environment, the forces present in the marketing environment and differences between the micro and macro environments 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 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. Read Principles of Marketing, (2018), Kotler & Armstrong, (page 92 - 106 ) available at the link [preparatory reading 7.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) and 2. From your reading, make notes on the differences between the micro and macro marketing environments. Your notes will help you complete the tasks 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 35 minutes instructional video on the internal and external marketing environments [here](https://www.youtube.com/watch?v=kqHYEJs02yY) .List all the forces in the internal and external marketing environment, and briefly explain each force. 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 marketing environment, which is one of the fundamentals in 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, (page 92 -106 ) available at the link [preparatory reading 7.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) 2. YouTube Video: [Evaluating the Business' Internal & External Environments](https://www.youtube.com/watch?v=kqHYEJs02yY) |
| *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:* | **Consumer Markets and Buying Behaviour** | |
| *Aim of the topic:* | The aim of this unit is to introduce learners to consumer markets and consumer buying behaviour and its characteristics, and the decisions consumers go through before making purchases. | |
| *This topic covers:* | * The definition of a consumer market and buying behaviour * The consumer buying decision making process * The characteristics affecting the consumer buying decision making process | |
| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*   1. Define consumer market and buying behaviour 2. Explain the consumer buying decision making process 3. Identify the characteristics affecting the consumer buying decision making   process | |

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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 consumer market and buying behaviour | 1,2, | Pre- topic activity  Activity 8.1 | 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 consumer buying decision making process | 1,2,3,4 | Activity 8.1  E-tivity 8.1 | 1.Face to face multiple choice and short essay quiz  2.Online by posting on the discussion forum |
| 3.Identify the characteristics affecting the consumer buying decision making process | 1,2,3,4 | Pre- topic activity  Activity 8.1 | 1.Face to face turn in work for formative assessment by tutor  2.Face to face multiple choice and short essay quiz |

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| *Module-level outcomes addressed:* | | | |
| Unit two addresses module level outcome 1 ,2 ,3 and 4. | | | |
| *Purpose of the unit/week/section:* | | | |
| This unit introduces learners to consumer markets and consumer buying behaviour and its characteristics, and the decisions consumers go through before making purchases. | | | |
| *Over to you: (a description of the process of the section)* | | | |
| The activities in this unit will help you to understand consumer markets and buying behaviour. 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 158 - 169 ) available at the link [preparatory reading 8.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) and 2. From your reading, make notes on the definition of consumer market and consumer buying behaviour. List all the characteristics affecting the consumer buying decision making process. 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 6 minutes instructional video on the consumer buying decision making process [here](https://www.youtube.com/watch?v=AjZrhWVTM3U) and list and briefly describe each step of the process. 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 consumer market and consumer buying behaviour, which is one of the fundamentals in 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, (page 158 -169) available at the link [preparatory reading 8.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) 2. YouTube Video: [The Consumer Decision Making Process](https://www.youtube.com/watch?v=AjZrhWVTM3U) |
| *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:* | **Business Markets and Buying Behaviour** | |
| *Aim of the topic:* | The aim of this unit is to introduce learners to business markets and business buying behaviour, and the steps businesses go through before making purchases. | |
| *This topic covers:* | * The definition of a business market and business buying behaviour * The business buying decision making process | |
| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*   1. Define business market and business buying behaviour 2. Explain the business buying decision making process | |

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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 business market and buying behaviour | 1,2,3 | Pre- topic activity  Activity 9.1 | 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 business buying decision making process | 1,2,3, | Pre- topic activity  Activity 9.1  E-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 two addresses module level outcome 1 ,2 and 3. | | | |
| *Purpose of the unit/week/section:* | | | |
| This unit introduces learners to business markets and business buying behaviour, and the decisions businesses go through before making purchases. | | | |
| *Over to you: (a description of the process of the section)* | | | |
| The activities in this unit will help you to understand business market and business buying behaviour. 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 188 - 197 ) available at the link [preparatory reading 9.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) and 2. From your reading, make notes on the definition of business market and business buying behaviour. List all the steps in the business buying decision making process. Your notes will help you complete the tasks 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 Watch 38 minutes instructional video on the business buyer decision making process [here](https://www.youtube.com/watch?v=YDw1MocJpWE) and list and briefly explain each step involved in the business buyer decision making process. 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 business market and business buying behaviour, which is one of the fundamentals in 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, (page 188 -197) available at the link [preparatory reading 9.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) 2. YouTube Video: [Business Markets and Business Buyer Behaviour](https://www.youtube.com/watch?v=YDw1MocJpWE) |
| *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:* | **Market Segmentation** | |
| *Aim of the topic:* | The aim of this unit is to introduce learners to consumer, business and international market segmentation and the methods and levels of segmenting consumer markets. | |
| *This topic covers:* | * The definitions of consumer, business and international market segmentation * The methods of segmenting consumer markets * The levels of segmenting consumer markets | |
| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*   1. Define consumer, business and international market segmentation 2. Describe the methods and levels of segmenting 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 consumer, business and international market segmentation | 1,2, | Pre- topic activity  Activity 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. Describe the methods and levels of segmenting consumer markets | 1,2,3 | Pre- topic activity  Activity 10.1  E-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 two 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 consumer markets. | | | |
| *Over to you: (a description of the process of the section)* | | | |
| The activities in this unit will help you understand market segmentation. 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 10.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) and 2. 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. | | | |
| *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 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 market segmentation 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 consumer, business and international market segmentation, which is one of the fundamentals in 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, (page 213 -219) available at the link [preparatory reading 10.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.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*** | ***11.*** |
| *Topic name:* | **Marketing Research** | |
| *Aim of the topic:* | The aim of this unit is to introduce learners to market marketing research, the marketing research process and the marketing information system. | |
| *This topic covers:* | * The definition of marketing research * The marketing research process * The marketing information system | |
| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*   1. Define marketing research 2. Explain the marketing research process 3. List and explain the component parts of a marketing information system | |

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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 marketing research and explain the marketing research process | 1,2, | Pre- topic activity  Activity 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. List and explain the component parts of a marketing information system | 1,2, | Activity 11.1    E-tivity 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.Online by posting on the discussion forum |

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| *Module-level outcomes addressed:* | | | |
| Unit two addresses module level outcome 1 and 2. | | | |
| *Purpose of the unit/week/section:* | | | |
| The purpose of this unit is to introduces learners to marketing research, the marketing research process and the marketing information system. | | | |
| *Over to you: (a description of the process of the section)* | | | |
| The activities in this unit will help you understand marketing 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 Principles of Marketing, (2018), Kotler & Armstrong, (page 130 - 140 ) available at the link [preparatory reading 11.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) and 2. Watch 11 minutes instructional video on the market research process [here](https://www.youtube.com/watch?v=V5kGgU7bVuU) and 3. From your reading and video watched, make notes on the definition of marketing research and the steps involved in the marketing research process. Your notes will help you complete the tasks 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 Watch 11 minutes instructional video on the marketing information system [here](https://www.youtube.com/watch?v=HPR16wa5pDY) and list and explain the component parts of a marketing information system. 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 marketing research, which is one of the fundamentals in 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, (page 130 -104) available at the link [preparatory reading 11.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) 2. YouTube Video: [Components of a Marketing Information System](https://www.youtube.com/watch?v=HPR16wa5pDY) 3. YouTube Video: [The Marketing Research Process](https://www.youtube.com/watch?v=V5kGgU7bVuU) |
| *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:* | **Global Marketing** | |
| *Aim of the topic:* | The aim of this unit is to introduce learners to global marketing and enable learners differentiate between a global firm and a domestic firm, and understand the business decision making processes involved in global marketing. | |
| *This topic covers:* | * The differences between global and domestic marketing * The global business decision making process | |
| *Intended learning outcomes:* | *By the end of this* ***topic****, you will be able to:*   1. Differentiate between global marketing and domestic marketing 2. List and explain the global business decision making process | |

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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.Differentiate between global marketing and domestic marketing | 1,2 | Pre- topic activity  Activity 12.1 | 1.Face to face turn in work for formative assessment by tutor  2.Face to face multiple choice and short essay quiz |
| 2.List and explain the global business decision making process | 1,2,3,4 | Activity 12.1  E-tivity 12.1  Activity 12.2 | 1.Face to face turn in work for formative assessment by tutor  2. Online by posting on the discussion forum  3.Face to face assignment submission to facilitator for grading |

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| *Module-level outcomes addressed:* | | | |
| Unit two addresses module level outcome 1,2,3 and 4. | | | |
| *Purpose of the unit/week/section:* | | | |
| The purpose of this is to introduce learners to global marketing and enable learners differentiate between a global firm and a domestic firm, and understand the business decision making processes involved in global marketing. | | | |
| *Over to you: (a description of the process of the section)* | | | |
| The activities in this unit will help you understand global 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 Principles of Marketing, (2018), Kotler & Armstrong, (page 568 -570 ) available at the link [preparatory reading 12.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) and 2. 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, make notes on the differences between a global firm and a domestic firm. Your notes will help you complete the tasks 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.  Activity 12.2 Assignment – Group work. Create an international marketing plan for a selected company entering a new international market. Assignment should be 500 words. | | | |
| *Online activity:* | | *Number of hours* | 1.5 |
| *What should students do?* | E-tivity 12.1 watch the 23 minutes instructional video on global marketing [here](https://www.youtube.com/watch?v=HxtQJ5puaEU&list=PLGqT-zAqQhjSPkAcB64Z7yG-N2XXOTN9K&index=19) .List and explain the six-business decision making processes in global marketing. 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 global 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: Principles of Marketing, (2018), Kotler & Armstrong, (page 130 -104) available at the link [preparatory reading 12.1](https://opac.atmaluhur.ac.id/uploaded_files/temporary/DigitalCollection/ODljY2E4ODIyODViZjFkODgzNDUxYWZlNWFhZmY2MGE5MDc0ZDVmYw==.pdf) 2. YouTube Video: [Differences Between International and Domestic Business](https://www.youtube.com/watch?v=H2mTMlJ6tkM) 3. YouTube Video: [Global Business Discission Making Process](https://www.youtube.com/watch?v=HxtQJ5puaEU&list=PLGqT-zAqQhjSPkAcB64Z7yG-N2XXOTN9K&index=19) |
| *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