

## Lesson plan template

<b>Unit/Course</b>				<b>Topic</b>	Sales & Marketing – External Sales Channels
<b>NOTE: Have the activities in the lesson plan been checked against the Unit Descriptor/Objectives for the session?</b>					
<b>Day and date</b>		<b>Venue</b>		<b>Time</b>	
<b>Examples of Learning Outcomes – (see examples on page below, QAA/CBI links)</b>					
<ul style="list-style-type: none"> <li>• Example: Learners should be able to demonstrate knowledge and understanding in the following areas: the different approaches to generate sales (QAA).</li> <li>• Example: Appreciate the different routes to market; single or multi-channel strategies, and how the choice of sales channel influences sales by analysing and evaluating information.</li> </ul>					
<b>Transferable skills developed – (see examples on page below, QAA/CBI links)</b>					
<ul style="list-style-type: none"> <li>• Example: Business and customer awareness - students should be able to show an understanding of key drivers for business success – including the importance of innovation and taking calculate risks – and the need to provide customer satisfaction and build customer loyalty.</li> <li>• Example: Demonstrate how sales channels contribute to business success.</li> <li>• Example: Problem- solving - analysing facts and situations and applying creative thinking to develop appropriate solutions.</li> </ul>					
<b>Plan of activities – These activities be completed in a classroom and/or IT environment</b>					
Time (in minutes)	Teacher Activity	Learner activity (What the students will do?)		Hand-outs, resources & bookings needed	
<i>Prior to session: - Load Apprentice 1 and</i>	<i>Are there spare activities for those who finish early?</i>	<i>Are the students required to do any reading or activity before attending the session?</i>		<i>What hand-outs or resources are needed to be inclusive to all students?</i> <ul style="list-style-type: none"> <li>• Photocopy hard copies if needed.</li> <li>• Book IT suite if needed</li> </ul>	
<b>5 mins</b> e.g. Welcome and recap of topic covered in the previous session	Recap of academic theory and its relevance to Sim Venture.	Listen and ask questions.		Refer students to learning resources/ reading lists.	
<b>5 mins</b> e.g. Introduce the current topic with learning outcomes and expected developmental skills	Establish core learning outcome(s) and transferable skill developmental (see examples above) and provide learners with opportunities to reflect on them before, and after the activity.	Learners should start a journal during the session noting their awareness of the learning outcome(s) and transferable skill development before the activity commences and repeat the exercise once the activity is completed, noting any differences.		Hand out hard copies, set-up on-line or in the journal section of the simulation. Useful evidence for research purposes and learner’s awareness of their development.	
<b>10 mins</b> <i>Break session into bite-size chunks</i> e.g. Give and /or demonstrate necessary information	Load the simulation – Go to Sales & Marketing – Sales Channels.	<ul style="list-style-type: none"> <li>- Establish the range of channels the company is currently using to get the product(s) to market.</li> <li>- Which channels are most effective, not used?</li> </ul>		Students own notes. Spare paper and pens, on-line, journal notes in the simulation.	
<b>15 mins</b> <i>Break session into bite-size chunks</i>	Scenario – The company has been in operation for two years and is growing and needs to re-consider its sales strategy. The board have asked the team to produce a sales channel strategy in order to increase market expose by making the product(s) more widely	<ul style="list-style-type: none"> <li>- Evaluate the current sales channels</li> <li>- Establish your sales channel strategy for the next 3 years</li> <li>- Make any changes necessary in the simulation</li> </ul>		Students own notes. Spare paper and pens, on-line, journal notes in the simulation.	

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e.g. Set activity to reinforce understanding	available to increase sales. The strategy should bear in mind the overall company's performance and future plans.		
<b>10 mins</b> <i>Break session into bite-size chunks</i> e.g. Verify understanding by all students	Example questions that could be asked: Do you know how many sales channels you could use? Do you know which channels will serve your product best? Are you sure you will be using channels which your customers can access? Do you understand the costs of using different sales channels? Is it worth using a new channel to create opportunities in a new market where you have not sold previously? Do you have the same level of control over the way each sales channel operates? Can you supply a channel in sufficient volumes? Do you need more/less human resources? What was the outcome of changing your sales channel strategy on sales?	Learners respond to questions and ask further questions of the tutor. Individual/group work. Reflection and tutor/student discussion on the different types of resources.	Students own notes. Spare paper and pens, on-line, journal notes in the simulation.
<b>5 mins</b> e.g. Wrap-up of learning, go over tasks and gather feedback on how the session went.	Re-cap learning outcomes and transferable skills developed. Obtain before, and after feedback from students.	Learners should have started a journal during the session noting their awareness of the learning outcome(s) and transferable skill development before the activity commences, and repeat the exercise once the activity is completed, noting any differences.	Hand out hard copies, set-up on-line or in the journal section of the simulation. Useful evidence for research purposes and learner's awareness of their development.
<b>Total time = 50 mins</b>			
<b>Longer lesson time suggested activities</b>	Demonstrate a search engine or library search for information related to the topic.	Use the Internet and/or Library services to search for research related to the topic. What external sources can you find? Examples might include: Institute of Sales & Marketing Management – <a href="http://www.ismm.co.uk">www.ismm.co.uk</a> , The Sales Institute – <a href="http://www.salesinstitute.ie">www.salesinstitute.ie</a> , Distribution channels - <a href="http://smallbusiness.chron.com/develop-distribution-channel-strategy-56913.html">http://smallbusiness.chron.com/develop-distribution-channel-strategy-56913.html</a> , Marketing: Distribution Channels - <a href="http://www.tutor2u.net/business/reference/marketing-distribution-channels">http://www.tutor2u.net/business/reference/marketing-distribution-channels</a> . Academic textbooks and journals.	Library log in details. Access to Internet.
<b>Longer lesson time suggested activities</b>	Ask students to discuss the impact their new sales channel strategy on the rest of the business.	Use presentation software present your ideas/decisions back to the class.	Access to a PC
<b>Preparation for next lesson</b>	<b>Gather student feedback to incorporate into actions for the next session</b>		
What learning took place?			

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Which aspects of lesson went well?	
Which aspects could be improved upon?	
Actions for the future based on feedback	

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**Generic Learning outcomes examples.**

QAA Benchmark documents

Foundation Degree qualification benchmark May 2010

<http://www.qaa.ac.uk/en/Publications/Documents/Foundation-Degree-qualification-benchmark-May-2010.pdf>

Foundation Degree Characteristics December 2014 (Draft for consultation)

<http://www.qaa.ac.uk/en/Publications/Documents/Foundation-Degree-Characteristics.pdf>

Subject Benchmark Statement – Business and Management February 2015

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf>

Master's degrees in business and management 2007

<http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Masters-degrees-in-business-and-management.pdf>

Subject knowledge, understanding & skills	Foundation year	1 <sup>st</sup> year studies	2 <sup>nd</sup> year studies	3 <sup>rd</sup> year studies	Post-graduate & professional studies
<b>Knowledge &amp; understanding</b>	See Foundation Degree Characteristics December 2014 (Draft for consultation) - QAA statement 4.	See QAA Subject Benchmark Statement 3 – Business and Management February 2015: Research: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making. Specifically, Operations: the management of resources and procurement.			See QAA Subject Benchmark statement 3 - Master's degrees in business and management 2007
<b>Example of a learning outcome</b>	Demonstrate an understanding of the principles, terms, concepts, theories and practices within the subject.	Explore and evaluate information from a wide range of sources.	Explore and evaluate information from an extensive range of sources including primary sources.	Explore and critique information from a comprehensive range of sources (primary & secondary), many at the forefront of knowledge/practice.	Engages with a comprehensive range of new knowledge, practice or methods and generates a contribution to new knowledge.
<b>Skills &amp; practice (cognitive skills)</b>	See Foundation Degree Characteristics qualification benchmark QAA statement 4.	See QAA Subject Benchmark statements 3.7, 3.8 & 3.9 – Business and Management February 2015			See QAA Subject Benchmark statement 3 - Master's degrees in business and management 2007
<b>Example of a learning outcome</b>	Demonstrates ability to apply learning in less familiar contexts/situations.	Demonstrate judgement in selection, analysis and evaluation of information and application of learning to different contexts.	Demonstrate critical judgement in the analysis, evaluation and reformatting of information and the application of prior learning in different contexts.	Demonstrate critical judgement in the analysis, evaluation, synthesis and application/transformation of prior knowledge to differing contexts.	Critical ability in analysis, synthesis and evaluation.
<b>Skills of particular relevance to business and management</b>	See Foundation Degree Characteristics qualification benchmark QAA statement 4.	See QAA Subject Benchmark statements 3.7, 3.8 & 3.9 – Business and Management February 2015			See QAA Subject Benchmark statement 3 - Master's degrees in business and management 2007
<b>Example of a learning outcome</b>	Demonstrates work-related and scholarly tasks.	Students should be able to competence in research skills and how they are used in business.	Students should be able to show consistent competence in research skills and how they are used in business.	Students should be able to show a high-level of competence in research skills and how they are used in business.	Students should be able to show mastery in research skills and how they are used in business.
<b>Other generic skills and attributes</b>	See Foundation Degree Characteristics qualification benchmark QAA statement 4.	See QAA Subject Benchmark statements 3.7, 3.8 & 3.9 – Business and Management February 2015			
<b>Example of a learning outcome</b>	Demonstrate clear and accurate presentation of information and data.	Demonstrate excellent presentation and organisation of work with fluid communications in all contexts.	Demonstrate excellent presentation and organisation of their work with fluid communications in all contexts.	Demonstrate excellent presentation and organisation of their work with fluid communications in all contexts.	Academic or professional communications confidently display advanced professional competence.