

# Tutor support

Edexcel Diplomas

To support the Edexcel Level 3 Principal Learning in  
Business, Administration and Finance to be taught from  
September 2009

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# Introduction

This publication supports delivery of the Edexcel Level 3 Principal Learning in Business, Administration and Finance. It must be read in conjunction with relevant sections of the published specification (Publications code DP020775).

All Edexcel Level 1, Level 2 and Level 3 Principal Learning units contain sections relating to guidance for delivering and assessing each unit.

Each unit identifies the guided learning hours (GLH) required for delivery and assessment. Centres should allocate this amount of time within the timetable for delivery and assessment. Edexcel has identified within each internally assessed unit the GLH that will probably be required to meet the assessment requirements of the unit. This may, for example, include time spent in experiential learning, practising skills, research activities and undertaking summative assessment activities. (See sections relating to *Internal assessment* and *Programme design and delivery* in the generic introductory part of the *Specification* document.)

The tutor support materials in this publication are designed to supplement the guidance given in the units. For each internally-assessed unit there will be an exemplar assignment that covers the whole unit. For externally-assessed units, links are provided that show where the sample external assessment materials can be found.

For all units, guidance is given on co-teaching opportunities where they may exist as well as exemplar schemes of work and other subject-specific materials.

The assignments provided are not prescriptive: guidance is given in the *Variations on activities given to learners* sections on how they can be adapted to meet the assessment requirements of the unit.

Tutors may feel that the unit can be delivered and assessed more effectively in a different way. This may be because of the way the qualification is organised within their centre or after taking into consideration their learners and their learning styles and prior learning. For centres wishing to devise their own assignments for internally assessed units *Annexe A: Internal Assessment of Principal Learning Units: Controls for Task Setting, Task Taking and Task Marking* contains the procedures centres must follow to ensure that these are developed and managed correctly.

# Structure and aims of Level 3 Principal Learning in Business, Administration and Finance

## The Edexcel Diplomas in Business, Administration and Finance: Principal Learning

The Edexcel Level 3 Principal Learning in Business, Administration and Finance aims to:

- allow learners to develop a range of skills that will be useful both in the workplace and for future learning
- provide learners with detailed business knowledge that will help them to enter the workplace
- be practical and motivating, allowing learners to apply knowledge and skills in relevant meaningful learning and assessment activities
- provide learners with the skills and theoretical knowledge to progress into higher education
- promote the development of personal, learning and thinking skills.

## The structure of the Edexcel Level 3 Principal Learning in Business, Administration and Finance

All units are compulsory.

Unit number	Title	GLH	Assessment
1	Business Enterprise	90	Internal
2	Business Administration and Events	60	Internal
3	Personal Finance and Financial Services	60	External
4	Business Finance and Accounting	60	External
5	Marketing and Sales in Business	60	Internal
6	Customer Service in Business	60	Internal
7	Teams and Communication in Business	60	Internal
8	Responding to Change in Business	30	External
9	Corporate Social Responsibility	30	External
10	Careers and Employment in Business	30	Internal

# Further information

For further information please call Customer Services on 0844 576 0028 (calls may be recorded for training purposes) or visit our website at [www.edexcel.com](http://www.edexcel.com).

## Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications

Adamsway

Mansfield

Nottinghamshire NG18 4FN

Telephone: 01623 467 467

Fax: 01623 450 481

Email: [publications@linneydirect.com](mailto:publications@linneydirect.com)

Related information and publications include:

- *Accreditation of Prior Learning* available on our website: [www.edexcel.com](http://www.edexcel.com)
- *Guidance for Centres Offering Edexcel/BTEC NQF Accredited Programmes* (Edexcel, distributed to centres annually)
- *Operating Rules for Component and Diploma Awarding Bodies* (QCA, 2007)
- *The Diploma Structure and Standards, Version 2* (QCA, 2007)
- *The Statutory Regulation of External Qualifications in England, Wales and Northern Ireland* (QCA, 2004)
- *What is a Diploma?* (DfES and QCA, 2007)
- the ASL catalogue on the National Database of Accredited Qualifications (NDAQ) website: [www.ndaq.org.uk](http://www.ndaq.org.uk)
- the current Edexcel publications catalogue and update catalogue
- the latest news on the Diploma from QCA available on their website: [www.qca.org.uk/diploma](http://www.qca.org.uk/diploma)
- the latest news on Edexcel Diplomas available on our website: [www.edexcel.com/quals/diploma](http://www.edexcel.com/quals/diploma)

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

# Professional development and training

Edexcel supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building key skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

The Diploma	0844 576 0028
BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

# Level 3



# Unit 1: Business Enterprise

**NQF Level 3**

**Learning hours: 90**

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## About this unit

All businesses aim to succeed, but the difference between business success and failure can be small. A single unforeseen event or economic conditions over which the business has no control can make all the difference. Learners will find out about these factors, which will make them better prepared when planning and running their own enterprise. They will learn about what makes a good idea for a business, and what makes an idea innovative.

Learners will come up with an idea for a business and prepare a business plan, drawing on skills and knowledge from other units to identify the resources that they need, produce forecasts, and plan how it will be marketed. They will present the idea to potential investors and then structure the business, identifying team members' roles.

Finally, learners will set up, run and close down the company. At the end, they will need to reflect on what has happened, so that next time they run a business enterprise they are able to learn from these experiences.

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## Learning outcomes

On completing this unit, a learner should:

- LO.1 Know the factors that impact on the chances of business success
- LO.2 Be able to develop a viable business idea
- LO.3 Be able to produce a business plan
- LO.4 Be able to present a business idea
- LO.5 Be able to structure a business
- LO.6 Be able to run and review a business.

## How learners will be assessed

This unit will be assessed by a single assignment connected to developing and implementing a business idea.

Learners will need to:

- Decide on an idea for a product or service, develop it and use this to create a written business plan, including a risk analysis [LO.2, LO.3]
- Create and give a presentation, based on the business plan, to potential investors [LO.4]
- Develop a structure for the business: a diagram showing the organisational structure of the business enterprise; a job description and person specification for their own job role [LO.5]
- Put the business idea into practice and then write up: what decisions were taken and any changes made from the plan; how successful the business was, what they have learned from this (including about your own abilities) and what they would do differently next time [LO.6]; what problems they faced (or might face if the business were to continue), and what they did or would do about them [LO.1].

## Co-learning opportunities

There are opportunities to link this unit to the learning and assessment of other Level 3 units, particularly *Unit 2: Business Administration and Events*, *Unit 4: Business Finance and Accounting*, *Unit 5: Marketing and Sales in Business* and *Unit 7: Teams and Communication in Business*. Parts of those units can be contextualised within the enterprise that the learners are working on in this unit. For example, the teamworking activity that learners carry out in *Unit 7: Teams and Communication in Business* could relate to an activity connected to planning or running their business enterprise, and the event that learners organise in *Unit 2: Business Administration and Events* could be an event at which the learners will promote their enterprise. *Unit 5: Marketing and Sales in Business* could be linked to this unit at several stages: learners could carry out market research on their business idea from this unit; they could also use it to learn and then demonstrate their personal selling skills.

Similarly, it would be beneficial to link the forecasting and financial planning that is required in LO.3 to *Unit 4: Business Finance and Accounting* and the marketing aspects within their business plan to these aspects of *Unit 5 Marketing and Sales in Business*. However, if that is not possible, these topics could be dealt with in isolation so that learners know enough for the purposes of this unit. This knowledge can then be developed further once the other units are delivered.

There are also opportunities to link this unit to the delivery of *Unit 1: Business Enterprise* at Level 2.

## Outline scheme of work

The following is a suggested outline scheme of work. Each session, unless stated otherwise, is expected to be two hours long.

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
1	<p><b>LO.1 Know the factors that impact on the chance of business success</b></p> <p>General introduction to the unit; business failure</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>unit objectives, scheme of work, assessment strategy and practical nature of an enterprise</li> <li>factors that can affect the success of a business.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>tutor-led discussion on reasons for business failure.</li> </ul> <p>Pair work:</p> <ul style="list-style-type: none"> <li>investigation into business failure.</li> </ul>	Classroom facilities, eg smart board, whiteboard, PowerPoint. Computers with internet access List of business failures
2	<p><b>LO.1 Know the factors that impact on the chance of business success</b></p> <p>Illegal activities</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>illegal activities by staff.</li> </ul> <p>Small group activity:</p> <ul style="list-style-type: none"> <li>investigation into types of illegal activities by customers and members of the public.</li> </ul> <p>Small group activity:</p> <ul style="list-style-type: none"> <li>discussion on counter measures to illegal activities, drawing on experience of learners with part time jobs.</li> </ul>	Classroom facilities as before Computers with internet access
3	<p><b>LO.1 Know the factors that impact on the chance of business success</b></p> <p>Illegal activities</p>	<p>Whole class activity:</p> <ul style="list-style-type: none"> <li>guest speaker to give presentation on illegal activities faced and counter measures taken in a retail business, followed by question and answer session</li> <li>guest speaker to give presentation on illegal activities faced and counter measures taken in an internet-based business, followed by question and answer session.</li> </ul>	Classroom facilities as before Suitable guest speakers

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
4	<p><b>LO.2 Be able to develop a viable business idea</b></p> <p>Features and benefits of entrepreneurship</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>• tutor-led discussion on key features of entrepreneurship.</li> </ul> <p>Pair work:</p> <ul style="list-style-type: none"> <li>• learners research local entrepreneurs, their businesses and reasons for success.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>• benefits of entrepreneurship to the person, society and the economy.</li> </ul>	<p>Classroom facilities as before</p> <p>Computers with internet access</p>
5	<p><b>LO.2 Be able to develop a viable business idea</b></p> <p>Developing a business idea</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>• introduction to ways of generating ideas: brainstorming.</li> </ul> <p>Small group activity:</p> <ul style="list-style-type: none"> <li>• brainstorming, recorded on Post-it notes on flipcharts, potential solutions to a range of problems, one case study per group.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>• why products and services change over time</li> <li>• creativity, invention and innovation.</li> </ul> <p>Group activity:</p> <ul style="list-style-type: none"> <li>• research into the changes that have occurred in one of the following over last 25 years: music entertainment players; computers; music storage media; mobile phones.</li> </ul>	<p>Classroom facilities as before</p> <p>Flipcharts and Post-it notes</p> <p>Case studies</p> <p>Computers with internet access</p>

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
6	<b>LO.2 Be able to develop a viable business idea</b> Developing a business idea	Group work activity: <ul style="list-style-type: none"> <li>identification of 'problems' faced each day by learners, recorded on Post-it notes and place on flipcharts</li> <li>group Post-it notes put into similar groupings and review problem areas.</li> </ul> Group work activity: <ul style="list-style-type: none"> <li>brainstorming answers/solutions to problems record on Post-it notes and place on flipcharts.</li> </ul> Whole class teaching: <ul style="list-style-type: none"> <li>innovation, creativity and USPs.</li> </ul> Group work activity: <ul style="list-style-type: none"> <li>assessing answers/solutions from last exercise in terms of creativity, how new they are, difference to alternatives, USPs etc.</li> </ul>	Classroom facilities as before Flipcharts and Post-it notes
7	<b>LO.2 Be able to develop a viable business idea</b> Realism and viability	Whole class teaching: <ul style="list-style-type: none"> <li>what makes ideas realistic: markets, resources, skills and knowledge available; laws, regulations, other obstacles.</li> </ul> Individual activity: <ul style="list-style-type: none"> <li>research into products that looked to be successful but proved to be flawed eg mini discs, electric cars.</li> </ul> Whole class teaching: <ul style="list-style-type: none"> <li>tutor-led discussion on why the products/services were unsuccessful.</li> </ul>	Classroom facilities as before Computers with internet access

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
8	<p><b>LO.2 Be able to develop a viable business idea</b></p> <p>How to choose a business idea</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>identification of group/groups for enterprise activity (depending on class size there may be 'competing' enterprises).</li> </ul> <p>Group work activity:</p> <ul style="list-style-type: none"> <li>brainstorm ideas for products/services recorded on Post-it notes on flipcharts</li> <li>discussion on group skills and resources and which ideas are realistic</li> <li>reasons why each may be successful in a school/college market.</li> </ul>	Classroom facilities as before Flipcharts and Post-it notes
9	<p><b>LO.2 Be able to develop a viable business idea</b></p> <p>How to choose a business idea <i>(continued)</i></p> <p><b>LO.3 Be able to produce a business plan</b></p> <p>Forms of business trading</p>	<p>Group work activity:</p> <ul style="list-style-type: none"> <li>discussion ideas from session 8</li> <li>reasons why each may be successful in a school market.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>different forms of trading.</li> </ul> <p>Individual work:</p> <ul style="list-style-type: none"> <li>identification of two businesses, one local and one national for each of: sole trader; partnerships; limited companies; charities.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>key factors influencing choice.</li> </ul> <p>Individual work:</p> <ul style="list-style-type: none"> <li>suggesting key factors influencing choice for each example chosen in last activity.</li> </ul>	Classroom facilities as before Flipcharts and Post-it notes

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
10	<b>LO.3 Be able to produce a business plan</b> Aims and objectives	Whole class teaching: <ul style="list-style-type: none"> <li>business plans, aims and objectives of businesses in different sectors.</li> </ul> Pair work: <ul style="list-style-type: none"> <li>internet research for mission statements of five different companies and comment on how successful these are in explaining what the business does.</li> </ul> Group work activity: <ul style="list-style-type: none"> <li>review of business plan pro-formas, both blank and completed</li> <li>practice at setting business aims and objectives.</li> </ul>	Classroom facilities as before Computers with internet access Business plan pro-formas, both completed and blank
11	<b>LO.3 Be able to produce a business plan</b> Resource requirements	Whole class teaching: <ul style="list-style-type: none"> <li>how to identify target markets</li> <li>resource requirements: human and physical.</li> </ul> Group work activity: <ul style="list-style-type: none"> <li>essential features of product/service</li> <li>physical resource requirements.</li> </ul> Whole class teaching: <ul style="list-style-type: none"> <li>review of budgets and financial statements (taught in Unit 4)</li> <li>sources of finance, loans and savings for enterprise activities.</li> </ul> Group work activity: <ul style="list-style-type: none"> <li>research and plan for enterprise: start-up and running costs; sources of finance; projected share issue.</li> </ul>	Classroom facilities as before Example budgets and statements Computers with internet access

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
12	<b>LO.3 Be able to produce a business plan</b> Finance	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>projected profit and loss.</li> </ul> <p>Individual activity:</p> <ul style="list-style-type: none"> <li>completion of projected profit and loss exercises.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>cash flow.</li> </ul> <p>Individual activity:</p> <ul style="list-style-type: none"> <li>completion of cash flow exercises.</li> </ul>	Classroom facilities as before  Projected profit and loss and cash flow exercises
13	<b>LO.3 Be able to produce a business plan</b> Risk management	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>possible risks.</li> </ul> <p>Group work activity:</p> <ul style="list-style-type: none"> <li>identification of possible risks to enterprise activity.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>assessing seriousness of risks</li> <li>identification of preventative measures.</li> </ul> <p>Group work activity:</p> <ul style="list-style-type: none"> <li>review of completed risk assessments</li> <li>producing risk assessment for enterprise.</li> </ul>	Classroom facilities as before  Computers with internet access  Completed risk assessments
14	<b>Assessment – Activity 1</b>	See assignment brief.	See assignment brief
15	<b>Assessment – Activity 1</b>	See assignment brief.	See assignment brief
16	<b>Assessment – Activity 1</b>	See assignment brief.	See assignment brief

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
17	<b>LO.4 Be able to present a business idea</b> Making a presentation	Whole class teaching: <ul style="list-style-type: none"> <li>preparing information for a presentation</li> <li>making a presentation</li> <li>communication skills.</li> </ul> Group work activity: <ul style="list-style-type: none"> <li>preparing presentation on skills and experience of each group member</li> <li>groups make presentations to class.</li> </ul> Whole class teaching: <ul style="list-style-type: none"> <li>use of software and handouts.</li> </ul>	Classroom facilities as before Computers with presentation software
18	<b>LO.4 Be able to present a business idea</b> Developing a presentation	Whole class teaching: <ul style="list-style-type: none"> <li>review of information to be presented</li> <li>confirmation of external business people attending and resource requirements of each group</li> <li>confirmation of running order of group presentations.</li> </ul>	Classroom facilities as before
	<b>Assessment – Activity 2</b>	See assignment brief.	See assignment brief
19	<b>Assessment – Activity 2</b>	See assignment brief.	See assignment brief
20	<b>Assessment – Activity 2</b>	See assignment brief.	See assignment brief

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
21	<b>LO.5 Be able to structure a business</b> Functional area	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>functional areas and their activities.</li> </ul> <p>Individual activity:</p> <ul style="list-style-type: none"> <li>research into functional areas of different organisations.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>impact of size on functions; organisational structures.</li> </ul> <p>Individual activity:</p> <ul style="list-style-type: none"> <li>research into structures of different organisations</li> <li>classification of structures into hierarchical, flat, matrix.</li> </ul>	Classroom facilities as before  Computers with internet access
22	<b>LO.5 Be able to structure a business</b> Job descriptions and person specifications	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>job descriptions: duties and responsibilities.</li> </ul> <p>Individual activity:</p> <ul style="list-style-type: none"> <li>review of job descriptions and completion of a job description for given job role.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>person specifications.</li> </ul> <p>Individual activities:</p> <ul style="list-style-type: none"> <li>review of person specifications and completion of a person specification for a given job role</li> <li>matching 'anonymous' job descriptions and person specifications.</li> </ul>	Classroom facilities as before  Computers with internet access  Job descriptions, person specifications and exercises on job roles  'Anonymous' job descriptions and person specifications
23	<b>Assessment – Activity 3</b>	See assignment brief.	See assignment brief.

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
24	<p><b>LO.6 Be able to run and review a business</b></p> <p>Putting plans into action; monitoring quality and quantity</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>• putting plans into action: decisions and planning.</li> </ul> <p>Group work activity:</p> <ul style="list-style-type: none"> <li>• review of business plan developed for enterprise: any required changes.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>• monitoring quality and quantity and putting problems right.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>• deciding upon methods for monitoring.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>• success measures, both quantitative and subjective.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>• confirmation of group's aims and objectives, and measures for success that the group will use.</li> </ul>	<p>Classroom facilities as before</p> <p>Computers with internet access</p>

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
25	<b>LO.6 Be able to run and review a business</b>  Legislation and regulations	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>• overview of consumer legislation.</li> </ul> <p>Individual activity:</p> <ul style="list-style-type: none"> <li>• complete case study exercises on consumer legislation.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>• tutor-led discussion on answers to case studies</li> <li>• outline of health and safety legislation</li> <li>• environmental legislation, regulations and best practice.</li> </ul> <p>Group work activity:</p> <ul style="list-style-type: none"> <li>• discussions on how to comply with health and safety legislation and how the enterprise will take into account environmental issues.</li> </ul>	Classroom facilities as before  Computers with internet access  Case studies relating to consumer legislation

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
26	<b>LO.6 Be able to run and review a business</b>  Legislation and regulations; company documentation	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>company documentation.</li> </ul> <p>Group activity:</p> <ul style="list-style-type: none"> <li>completion of memorandum and articles of association.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>overview of laws and regulations relating to record keeping.</li> </ul> <p>Group activity:</p> <ul style="list-style-type: none"> <li>devising recording sheets for enterprise, eg share register, financial records, customer records.</li> </ul>	Classroom facilities as before  Computers with internet access  Examples of memorandum of association, articles of association, share certificates
27	<b>LO.6 Be able to run and review a business</b>  Winding up a company	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>closing down a business</li> <li>preparation of final accounts (review of information taught in Unit 4).</li> </ul> <p>Individual activity:</p> <ul style="list-style-type: none"> <li>completion of final accounts exercises.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>distribution of assets.</li> </ul>	Classroom facilities as before  Computers with internet access  Final accounts exercises

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
28	<b>LO.6 Be able to run and review a business</b> Promotions	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>promotional methods (review of information taught in Unit 5)</li> <li>preparation for practical promotion.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>completion/development of promotional materials</li> <li>practical activity, putting up posters in school/college</li> <li>display of other promotional materials.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>confirmation of assessment requirements for the enterprise activities.</li> </ul>	Classroom facilities as before Poster paper and, markers Computing and printing facilities
29	<b>LO.6 Be able to run and review a business</b> Running the enterprise	Group work: <ul style="list-style-type: none"> <li>running the enterprise activity.</li> </ul>	As required by each enterprise activity
30	<b>LO.6 Be able to run and review a business</b> Running the enterprise	Group work: <ul style="list-style-type: none"> <li>running the enterprise activity.</li> </ul>	As required by each enterprise activity
31	<b>LO.6 Be able to run and review a business</b> Running the enterprise	Group work: <ul style="list-style-type: none"> <li>running the enterprise activity.</li> </ul>	As required by each enterprise activity
32	<b>LO.6 Be able to run and review a business</b> Running the enterprise	Group work: <ul style="list-style-type: none"> <li>running the enterprise activity.</li> </ul>	As required by each enterprise activity
33	<b>LO.6 Be able to run and review a business</b> Running the enterprise	Group work: <ul style="list-style-type: none"> <li>running the enterprise activity.</li> </ul>	As required by each enterprise activity
34	<b>LO.6 Be able to run and review a business</b> Running the enterprise	Group work: <ul style="list-style-type: none"> <li>running the enterprise activity.</li> </ul>	As required by each enterprise activity
35	<b>LO.6 Be able to run and review a business</b> Running the enterprise	Group work: <ul style="list-style-type: none"> <li>running the enterprise activity.</li> </ul>	As required by each enterprise activity

<b>Possible outline scheme of work</b>			
<b>Session number</b>	<b>Content</b>	<b>Possible activities</b>	<b>Resources</b>
36	<b>LO.6 Be able to run and review a business</b> Running the enterprise	Group work: <ul style="list-style-type: none"><li>running the enterprise activity.</li></ul>	As required by each enterprise activity
37	<b>LO.6 Be able to run and review a business</b> Running the enterprise	Group work: <ul style="list-style-type: none"><li>running the enterprise activity.</li></ul>	As required by each enterprise activity
38	<b>LO.6 Be able to run and review a business</b> Running the enterprise	Group work: <ul style="list-style-type: none"><li>running the enterprise activity.</li></ul>	As required by each enterprise activity
39	<b>LO.6 Be able to run and review a business</b> Running the enterprise	Group work: <ul style="list-style-type: none"><li>running the enterprise activity.</li></ul>	As required by each enterprise activity
40	<b>LO.6 Be able to run and review a business</b> Running the enterprise	Group work: <ul style="list-style-type: none"><li>running the enterprise activity.</li></ul>	As required by each enterprise activity
41	<b>LO.6 Be able to run and review a business</b> Winding up	Whole class teaching: <ul style="list-style-type: none"><li>review of enterprise activities.</li></ul> Group work: <ul style="list-style-type: none"><li>winding up the enterprise.</li></ul> Whole class teaching: <ul style="list-style-type: none"><li>review of success factors.</li></ul> Group work: <ul style="list-style-type: none"><li>discussion of positive and negative features of the business enterprise.</li></ul>	Classroom facilities as before Computers with internet access
42	<b>Assessment – Activity 4</b>	See assignment brief.	See assignment brief
43	<b>Assessment – Activity 4</b>	See assignment brief.	See assignment brief
44	<b>Assessment – Activity 4</b>	See assignment brief.	See assignment brief
45	<b>Conclusion</b>	Individual feedback and whole class discussion Unit evaluation and close.	Evaluation sheets

## Reference material

### Books

Bridge S – *Understanding Enterprise, Entrepreneurship and Small Business, 2nd edition* (Palgrave Macmillan, 2003) ISBN 0333984659

Burke R – *Entrepreneur's Toolkit* (Burke Publishing, 2006) ISBN 0958239442

Burke R – *Small Business Entrepreneur* (Burke Publishing, 2006) ISBN 0958239442

Parks S – *Start your Business: week by week* (Prentice Hall, 2004) ISBN 0273694472

Pinson L and Jinnett J – *Steps to Small Business start up* (Kaplan Business, 2006) ISBN 141953727

### Websites

<a href="http://www.businesslink.gov.uk">www.businesslink.gov.uk</a>	Government site offering information and advice on starting up and running a business
<a href="http://entrepreneurs.bankofscotland.co.uk/social/index.html">http://entrepreneurs.bankofscotland.co.uk/ social/index.html</a>	Bank of Scotland's Entrepreneur Challenge
<a href="http://www.hsbcsmereedbusiness.co.uk">www.hsbcsmereedbusiness.co.uk</a>	Service offering resources for small business
<a href="http://www.nfte.co.uk">www.nfte.co.uk</a>	Network for Teaching Entrepreneurship
<a href="http://www.scottberkun.com">www.scottberkun.com</a>	Essays on various topics, including innovation and creativity
<a href="http://twkg.net">http://twkg.net</a>	The Working Knowledge Group/Ride the Wave
<a href="http://www.young-enterprise.org.uk">www.young-enterprise.org.uk</a>	Young Enterprise

## Sample Assessment Material

### Assignment

Below is a sample assessment activity which is based around a business enterprise activity.

Centres are encouraged to take a holistic approach when designing assessment instruments in order to minimise the number of activities required.

It is recommended that assessment takes place in different stages (business plan; group presentation; structuring of business; implementation) after the relevant learning has taken place. Assessment of Activity 3 (structuring of the business and job role) could be done at the same time as that for Activity 1b (business plan) and before the presentation.

Information about the evidence required is shown in the table on page 31.

### Duration

The suggested guided learning hours (GLH) needed to complete this assignment is 18 hours per learner. Centres can structure this time as they see fit. For Activity 4 (LO.6), the suggested GLH only includes time spent writing up individual accounts, not time spent running the business. Centres should note that the total class assessment time may need to be greater to allow time for separate group presentations in Activity 2.

## Assignment brief

### Scenario

You are going to have to come up with ideas for a product or service that your group could put into practice. This could be a brand new idea, or it could be one which is adapted from an existing idea (for example selling the same product in a new location or at a different price).

The business needs to be up and running within a month. The product/service must be one is suitable to be sold on and off the college premises over a two-month period.

The business must be run as a company with capital raised by the sale of shares and any additional capital raised as loans to the company.

### Activity 1a – developing an idea

- 1) Work in your groups of between five and eight people to come up with as many ideas for possible products/services as you can in 30 minutes. One person needs to record all of the ideas.
- 2) Now go through all the ideas you've listed in your groups and try to choose the three best ones. Indicate these clearly on your list. Make sure that the three ideas are realistic in terms of:
  - time available
  - money and resources that will be available to you
  - your group's knowledge and skills
  - laws and regulations related to sale and production
  - the USP of the product or service
  - whether you think people will want to buy it
  - whether it is an idea which can be sustained over the two-month period.
- 3) Now check this list with your tutor. Your tutor will tell you if any of these three ideas are not possible.
- 4) For each of the three ideas, discuss them again, and try to come up with:
  - what you like about them
  - what you don't like about them
  - which ones are new, better or different in terms of their USP than what is already available.
- 5) Finally, agree one of the ideas for your group's business.

## Activity 1b – business planning

Having agreed your product, you must now develop the business plan. Your business will be run and organised as a company.

- 1) Discuss your chosen product/service in order to further develop and agree on:
  - what it is and its USP
  - potential target market
  - the physical, IT and human resources required for production, distribution and sales
  - marketing, advertising and other promotional activity
  - pricing strategies
  - financial resources: the amount and type of your share capital and how you will sell shares, any additional sources of finance, cash flow and profit projections
  - risk management: identifying risks; deciding which are most serious; suggesting preventative measures.

Keep a record of your discussions to help you when writing up your business plan.

2) Now, each person needs to draw up a business plan for your company.

Using an appropriate format, your business plan must include:

- a) An executive summary
- b) Company name
- c) Ownership: legal form and requirements
- d) Product/service details, including USP
- e) Location
- f) Aims and objectives
- g) Market analysis
  - target market
  - competition
- h) Pricing and distribution strategies
- i) Resources (physical)
  - premises
  - equipment, fixtures and fittings
  - IT
  - transport
  - materials/consumables

(financial) – start-up costs

  - running costs
  - sources of finance
  - financial forecasting and monitoring – cash flow
    - profit and loss
- j) Risk management

### **Activity 2a – preparing for the presentation**

You will present your business plan to a panel of ‘potential investors’. Check with your tutor who these people will be.

The presentation must cover the information contained in the plan and why you think the idea will be successful and worth investing in.

- 1) Work in groups to decide:
  - what information you are going to include
  - how to order the information
  - who is going to present which part – each person will have to take responsibility for one part
  - how you are going to present it (for example slides, drawings, handouts, real examples of the product).
- 2) Work on your own to write your part of the presentation, including any notes, slides, etc that you will need.
- 3) Work together to put the presentation together.
- 4) Make sure you practise the presentation both as a group and on your own. Try to predict possible questions you may be asked.

### **Activity 2b – giving the presentation**

- 1) Make sure you have all the materials and equipment that you need.
- 2) With your group, make your presentation. Your tutor will write a learner observation record covering:
  - how well you present the idea (structuring of information, audibility, use of supporting materials)
  - your ability to explain positive and relevant features of the idea
  - how confident and fluent you appear
  - how well you deal with any questions from the audience.

LO.4

### Activity 3a – business structure

The next stage is to develop a structure for your business. To begin with you will need to agree as a group to agree:

- who is going to do what – each person must have a different role, for example managing director, company secretary, finance director, production manager, etc.

Then, working individually, draw a diagram that shows who will do what. Make sure that the diagram includes:

- names of all the people involved
- job roles or functional areas.

LO.5.(1)

### Activity 3b – job role

Now, to show that you know what role you will play in the business, you need to create:

- a job description
- a person specification.

You can use the following templates to help you or you can create your own.

Job description
Job title:
Job purpose:
Main duties and responsibilities:

<b>Person specification</b>		
Job title:		
<b>Attributes</b>	<b>Essential</b>	<b>Desirable</b>
Knowledge		
Skills and abilities		
Experience		

LO.5(2)

## Activity 4 – implementation

Now you are going to implement your business idea. You will need to start it up, run and close it down as a company.

Your tutor will observe this activity and some marks will be awarded based on your contribution to the business, how well you work with others, and how much initiative, commitment and perseverance you show.

LO.6(.1)

- 1) You have two months in which to run your business. You need to put your plan from Activity 1b into action, making any necessary changes.

You will need as a group to agree the following:

- How to put your plan into practice.
- How to adapt your plan if necessary.
- What else needs to be done that is not in your plan, for example ways of ensuring quality.
- How you will measure success (for example against original aims, units sold, money taken, quality, customer satisfaction).
- Who will create the different documentation:
  - memorandum and articles of association for your company
  - records of share certificates sold/shareholder listing
  - minutes of company meetings
  - records of any shareholder voting
  - accounts and financial statements
  - records of liquidation/distribution of any assets
  - records of any dividends and other returns to shareholders
  - records of repayment of any loans.

- 2) While you are running your business, keep a diary of what happened each day, day-to-day decisions that you took, what went well and what didn't go so well.
- 3) After you have finished, using your notes, diary and company records, you need to write up an individual account (approximately 3000-6000 words) which includes the following.
  - A summary of what happened, including what decisions were taken and why
  - Any changes you made from your plan from Activity 2, and why.
  - How successful you think the business enterprise was, and why you think this.
  - What you have learned from being involved in this enterprise (including your own skills and abilities), how successful you think your own contribution to the business was and why, and what you would do differently next time.

LO.6(.2, .3)

- **Either** what problems you faced and what you did to overcome them **or** what problems you *might* face if you were to continue and what you would do to overcome them.

LO.1

### What you need to submit

<b>Activity</b>	<b>Evidence</b>
1	Your business plan.
2	The learner observation record from your tutor of your presentation, together with any slides, handouts, etc.
3	The business structure, job description and person specification.
4	<ul style="list-style-type: none"><li>a) The learner observation record of your contribution to the business.</li><li>b) Your account written after the enterprise has finished.</li></ul>

## Information for tutors

### Evidence structure

Learning outcome	Marking grid	Activity/section	Evidence
LO.2, LO.3	A	Business plan	Written evidence: business plan
LO.4	B	Group presentation	Learner observation record, supported by hard copies of any slides, notes, handouts, etc.
LO.5	A	Developing a structure for the business	Written evidence: organisational structure, job description and person specification
LO.6(2, 3)	A	Implementation and review of business idea	Written evidence: decisions taken, assessment of success of business
LO.1	A		Written evidence: problems and ways of dealing with them
LO.6(1)	B		Learner observation record of learner's contribution to the business.

## Notes for the tutor

### Activity 1a

This activity is not assessed directly, but is a necessary pre-requisite for the business plan in Activity 1b, which *is* assessed. The ideas that learners come up with need not be for brand new products or services; they could be improvements or adaptations of existing ideas or simply taking an existing idea used in one context or location to another, a different price, etc. At some stage the tutor should check that the ideas chosen are feasible and guide learners if necessary. In the current assignment brief, it is suggested that this occurs when learners have narrowed down the original list to three ideas. Tutors can prompt learners with questions that help to stimulate ideas but should not suggest actual business ideas to them.

### Activity 1b

Learners will have to collaborate in creating the business plan. The group will contribute to discussion of the business plan and risk analysis, but each person must write up a plan. They can continue to discuss the plan while they are writing it up, using each other as a resource, but tutors must take care to ensure that they are not simply copying from each other. The plan must include information about all the different categories listed in the *What you need to learn* section of the unit.

This part of the assignment could be integrated with delivery and/or assessment of *Unit 5: Marketing and Sales in Business* and *Unit 4: Business Finance and Accounting*.

Centres could give learners pro-formas for them to use.

## Activity 2

The preparatory activities in Activity 1a are not assessed, but some form of preparation must be carried out if Activity 1b is to succeed. Learners will have to collaborate in collating the information together into a single presentation. Each learner must take responsibility for presenting one part of the presentation. Learners must be awarded individual marks for their own part of the task. Tutors must apply the relevant sections of the Marking grid for each individual learner, and award marks to the individual, not to the group. This means that is possible for one group member to score highly on their part of the presentation while another scores less well on their part.

Local employers and other business experts could provide advice and guidance whilst the learners are developing their business plans. Business experts can be used to provide realistic advice on the product/service, resourcing, finance, operations and marketing.

For the presentation, the ‘potential investors’ should preferably involve people external to the centre, such as a local employer and, if possible, a local bank manager. It is not envisaged that each learner would have to talk for more than about 5-7 minutes. Potential investors should have the opportunity to ask questions to each learner. The investors could also include centre staff and selected learners. Panels consisting entirely of learners should only be used as a last resort. It could be given added purpose by being set within a scenario such as BBC’s *Dragons Den*; if so, it would help if the panel are provided with money (real or imaginary) to invest.

## Activity 3

For assessment of the third part of the assignment, learners must indicate the business structure and roles that they have allocated and draw up a person specification and job description. This should be for their own job. The person specification should relate to the qualities of the ideal job holder, and so it may go beyond their own current qualities. Learners should make use of their business plan completed in Activity 1, with each learner having a clearly defined role in the running of the business. As mentioned above, an alternative approach would be to carry out this activity at the same time as the business planning in Activity 1.

## Activity 4

Although work that *leads up to* the creation of assessment evidence in this activity will be done as part of a group, the learner must produce their own evidence for assessment.

The company documentation should be completed so as to give learners valuable experience of normal company procedures – work can be shared out among group members, preferably in ways that relate to the role within the group. The company documentation is not itself assessed, but could be submitted as an annex to their individual accounts as supporting information. Centres can provide learners with templates or exemplars to help them.

When it comes to implementing their business idea, each learner should have a distinct role, and groups should attempt to follow their plan. However, it is quite likely that plans will have to be altered as soon as learners are faced with practicalities. If circumstances change or unforeseen problems arise, the original plan may need to be abandoned and a new one put into action. This does not mean that learners will have to complete another implementation plan. Credit should be given for learners’ ability to show why they had to make changes rather than sticking rigidly to a plan that is not working. The evidence for decisions taken should be in writing, but could be in any appropriate format. When it comes to judging success, learners should go further than merely holistic judgements about the overall success or otherwise, and should aim to comment on how well they did at different stages and in different ways, both individually and as a group. They should be encouraged to consider quantitative and qualitative measures. The issue of ‘problems’ could focus either on actual problems faced or what they predict might happen if the enterprise were to continue over a longer period – there is no need for learners to do both.

Marks are awarded not only for the written evidence submitted by the learners (*Marking grid A*) but also for the contribution they made to the running of the business, as observed by the tutor (*Marking grid B*). Tutors do not need to be present at all stages, nor to observe every activity, but must take a holistic view based on what they see throughout the process rather than, say, at the beginning or end only. When assessing the contributions made, tutors must remember that even if the business has only limited success in meeting its objectives, it is possible for any (or even all) individual team members to make a significant and sustained contribution to the running of the business.

## Variations on activities given to learners

Centres might want to define the type of business activities that learners can come up with in Activity 1 through the use of a more restricted scenario which places greater constraints on what is required. A scenario might, for example, specify a client that has commissioned learners to create a product or service. However, care must be taken not to place too many restrictions on this, otherwise it might inhibit learners' ability to come up with their own ideas and may also make the unit less motivating and purposeful.

It is suggested that implementing the business idea in Activity 4 is carried out over two or three months, which can be done within the 90 GLH of the unit. However, centres may wish to extend this enterprise activity over a longer period with more hours allowed. This may make particular sense if centres are contextualising the delivery or assessment of other units within the learners' business enterprise. In this case the enterprise activity can also make use of hours allocated to those units.



## Unit 2: Business Administration and Events

**NQF Level 3**

**Learning hours: 60**

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### About this unit

Think about the thousands of people who attend an event such as a conference or exhibition. What would happen if the organiser didn't know how many people were coming? Or if the equipment didn't work? Or if there wasn't enough food to go around? Arranging an event is a complex and demanding task, and requires good project management skills – something that learners will find out about in this unit.

Just like event management, almost all businesses rely on effective and efficient administration to support their day-to-day activities as learners will discover, and these skills are transferable to a range of different job roles – in the modern world, even at senior positions, administrative skills are normally required. An administrative task that is common across many organisations is organising and supporting meetings, which is something learners will practise doing in this unit. Staying healthy and safe in the workplace is in everyone's interests and is something that everyone shares responsibility for, so they will learn more about the risks and hazards and what to do about them.

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### Learning outcomes

On completing this unit, a learner should:

- LO.1 Understand the importance of effective administration and information management
- LO.2 Be able to use project management skills to plan a business event
- LO.3 Be able to organise and support a meeting
- LO.4 Be able to assess risks to health and safety.

## How learners will be assessed

This unit will be assessed by an assignment based on planning a business event.

Learners will need to:

- Plan the event. This will involve:
  - using project management skills to plan the event [LO.2]
  - organising and supporting a meeting connected to planning the event, including setting meeting objectives and carrying out follow-up activities [LO.3(.1, .2, .3)]
  - carrying out a risk assessment prior to the event, making recommendations for improvements [LO.4].
- Review the meeting and the event planning. This will cover: how successful they were at organising and supporting the meeting, along with ideas for improvements [LO.3(.4)]; what constitutes effective administration and information management in an organisation and why it is important both for the organisation's overall effectiveness and when organising meetings and events [LO.1].

## Co-learning opportunities

There are opportunities to link this unit to the learning and assessment of other Level 3 units, particularly *Unit 1: Business Enterprise*. For example, the event that the learners organise could be linked to their business idea, so that the event in Unit 2 is used to sell the product or service that they have been working on in Unit 1. Links can also be made to the learning and assessment of *Unit 7: Teams and Communication in Business* as teamworking and communication skills are integral to many of the administrative tasks covered in Unit 2. Also, Unit 7 covers written business communication which links with record keeping for meetings and production of event plans.

There are also opportunities to link this unit to the delivery of *Unit 2: Business Administration* at Level 2.

## Outline scheme of work

The following is a suggested outline scheme of work. Each session, unless stated otherwise, is expected to be two hours long.

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
1	<p><b>LO.1 Understand the importance of effective administration and information management</b></p> <p>General introduction to unit and overview of administration; different job roles</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>unit aims, scheme of work and assessment strategy</li> <li>different jobs that require admin skills.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>activity on skills and functions required for administrative job roles for local, national and global organisations.</li> </ul>	<p>Classroom facilities eg smart/whiteboard, PowerPoint, OHP, flipcharts</p> <p>Newspapers and/or internet access to research admin job roles</p>
2	<p><b>LO.1 Understand the importance of effective administration and information management</b></p> <p>Admin processes that need to be undertaken in a business</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>functional areas</li> <li>learners visit organisation to investigate links between different administrative tasks carried out and the skills required.</li> </ul> <p>Individual work:</p> <ul style="list-style-type: none"> <li>preparing a questionnaire.</li> </ul>	<p>Classroom facilities as before</p> <p>Suitable organisations to visit</p>
3	<p><b>LO.1 Understand the importance of effective administration and information management</b></p> <p>The importance of efficient admin skills</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>feedback on how administrative jobs differ between large and small organisations</li> <li>discussion on career pathways.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>discussion on importance of effective admin and produce a wallchart.</li> </ul>	<p>Classroom facilities as before</p>

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
4	<b>LO.1 Understand the importance of effective administration and information management</b> Dealing with visitors, providing information to internal/external customers	Whole class teaching: <ul style="list-style-type: none"> <li>comparison of administrative skills needed for different jobs</li> <li>how to deal with visitors, create the right image and meet their needs</li> <li>procedure for using telephone systems, to make, receive and transfer calls.</li> </ul> Pair work: <ul style="list-style-type: none"> <li>activities to take accurate messages and pass them on.</li> </ul> Individual work: <ul style="list-style-type: none"> <li>practising using telephone system to transfer calls.</li> </ul> Pair work: <ul style="list-style-type: none"> <li>practising dealing with visitors.</li> </ul>	Classroom facilities as before Role play exercises for dealing with visitors and answering the phone Suitable telephone system for transferring calls
5	<b>LO.1 Understand the importance of effective administration and information management</b> Organising business travel and accommodation	Whole class teaching: <ul style="list-style-type: none"> <li>procedures for organising business trips and preparing itineraries.</li> </ul> Pair work: <ul style="list-style-type: none"> <li>making arrangements for an overseas business trip.</li> </ul>	Classroom facilities as before Exercises to arrange business trip internet access
6	<b>LO.1 Understand the importance of effective administration and information management</b> Managing time, using diaries	Whole class teaching: <ul style="list-style-type: none"> <li>importance and methods of time management</li> <li>key features of electronic and manual diaries.</li> </ul> Individual work: <ul style="list-style-type: none"> <li>practising using diaries for self and other people.</li> </ul> Group work: <ul style="list-style-type: none"> <li>advantages and disadvantages of both methods.</li> </ul>	Classroom facilities as before Computer access for electronic diary Example of manual diary

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
7	<b>LO.1 Understand the importance of effective administration and information management</b> Managing manual and electronic information	Whole class teaching: <ul style="list-style-type: none"> <li>• alphabetic, numerical and chronological filing systems</li> <li>• importance of security and confidentiality</li> <li>• visit to centre's library or admin office to look at filing systems.</li> </ul> Pair work: <ul style="list-style-type: none"> <li>• filing activities</li> <li>• advantages and disadvantages of different filing systems</li> <li>• importance of maintaining and updating systems.</li> </ul>	Classroom facilities as before Filing exercises
8	<b>LO.1 Understand the importance of effective administration and information management</b> Managing routine financial transactions	Whole class teaching: <ul style="list-style-type: none"> <li>• purpose of different documentation for financial transactions</li> <li>• how to complete documents for financial transactions.</li> </ul> Individual activity: <ul style="list-style-type: none"> <li>• completing documents for processing orders, invoices, expenses</li> <li>• advantages and disadvantages of different filing systems.</li> </ul>	Financial transaction exercises

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
9	<p><b>LO.1 Understand the importance of effective administration and information management</b></p> <p>Managing information, types of information used, different systems, incomplete or inaccurate information, data protection</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>discussion on types of information that goes in, around and out of a business.</li> </ul> <p>Whole class activity:</p> <ul style="list-style-type: none"> <li>visit to a suitable business to observe their information systems.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>research on data protection</li> <li>producing a leaflet on the consequences of non-compliance.</li> </ul>	Information about a suitable business Internet access
10	<p><b>LO.2 Be able to use project management skills to plan a business event</b></p> <p>Different types of event and their purpose</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>tutor-led discussion on types of event attended by learners, identifying good and bad points</li> <li>types and purposes of events</li> <li>guest speaker explains the role of an event organiser and the skills needed.</li> </ul>	Classroom facilities as before
11	<p><b>LO.2 Be able to use project management skills to plan a business event</b></p> <p>Visiting a business event</p>	<p>Whole class activity:</p> <ul style="list-style-type: none"> <li>visit to a business event as delegates to observe the range of activities which need planning.</li> </ul>	A suitable business event
12	<p><b>LO.2 Be able to use project management skills to plan a business event</b></p> <p>Principles of project management, project balance model, project life cycle, dealing with risk</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>explanation of basic principles of project management using micro projects.</li> </ul> <p>Pair work:</p> <ul style="list-style-type: none"> <li>activities on the lifecycle of well-known products.</li> </ul>	Classroom facilities as before Examples of Gantt chart, critical path analysis, work breakdown structure

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
13	<b>LO.2 Be able to use project management skills to plan a business event</b>  Defining and agreeing project outcomes, planning tasks	Whole class teaching: <ul style="list-style-type: none"> <li>how project management relates to planning an event.</li> </ul> Group work: <ul style="list-style-type: none"> <li>agreeing tasks for a simple event using project management skills.</li> </ul>	Classroom facilities as before  Example of checklist for event
14	<b>LO.2 Be able to use project management skills to plan a business event</b>  Planning time and resources	Whole class teaching: <ul style="list-style-type: none"> <li>how project management relates to planning an event.</li> </ul> Group work: <ul style="list-style-type: none"> <li>activities on planning.</li> </ul>	Classroom facilities as before  Example of checklist for event
15	<b>LO.2 Be able to use project management skills to plan a business event</b>  Contingency planning	Whole class teaching: <ul style="list-style-type: none"> <li>how project management relates to planning an event</li> <li>importance of contingency planning.</li> </ul> Group work: <ul style="list-style-type: none"> <li>preparing hints and tips leaflet on potential problems and how to prepare for them.</li> </ul>	Classroom facilities as before
16	<b>LO.3 Be able to organise and support a meeting</b>  Types and purposes of meeting, setting objectives, meeting documentation	Whole class teaching: <ul style="list-style-type: none"> <li>different types and purposes of meeting.</li> </ul> Group work: <ul style="list-style-type: none"> <li>potential problems and solutions when arranging meetings.</li> </ul> Individual work: <ul style="list-style-type: none"> <li>preparing an agenda.</li> </ul>	Classroom facilities as before  Examples of agendas Computer access
17	<b>LO.3 Be able to organise and support a meeting</b>  Meetings preparation	Whole class teaching: <ul style="list-style-type: none"> <li>steps for preparing for a meeting.</li> </ul> Group work: <ul style="list-style-type: none"> <li>producing a checklist for preparing an internal and external meeting.</li> </ul>	Classroom facilities as before  Example of a meetings checklist

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
18	<b>LO.3 Be able to organise and support a meeting</b> Supporting meetings	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>• tasks involved when supporting a meeting</li> <li>• discussion on which activities are related to health, safety and security</li> <li>• meeting documentation.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>• researching policies and procedures for formal meetings in different organisations.</li> </ul>	Classroom facilities as before Internet access
19	<b>LO.3 Be able to organise and support a meeting</b> Follow-up activities	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>• what follow-up tasks are needed</li> <li>• how to prepare an accurate record.</li> </ul> <p>Individual work:</p> <ul style="list-style-type: none"> <li>• practice at taking records of a meeting and preparing minutes.</li> </ul>	Classroom facilities as before Examples of minutes Computer access
20	<b>LO.3 Be able to organise and support a meeting</b> Practice meeting skills	<p>Group work:</p> <ul style="list-style-type: none"> <li>• practising meeting skills using role play scenarios.</li> </ul> <p>Individual work:</p> <ul style="list-style-type: none"> <li>• reviewing success of the meeting.</li> </ul>	Role play activities

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
21	<b>LO.4 Be able to assess risks to health and safety</b> Role and responsibility of employers and employees, legislation and regulations	Whole class teaching: <ul style="list-style-type: none"> <li>• tutor-led discussion on hazards in a workplace, showing clips from DVD</li> <li>• role and responsibilities of employers and employees with reference to legislation: Health and Safety at Work Act; Workplace (Health, Safety and Welfare) regulations; RIDDOR; COSHH.</li> </ul> Group work: <ul style="list-style-type: none"> <li>• case studies of hazards in the workplace</li> <li>• researching employee and employer roles and responsibilities in relation to health and safety legislation.</li> </ul>	Classroom facilities as before DVD of health and safety hazards Case studies of hazard situations Internet access
22	<b>LO.4 Be able to assess risks to health and safety</b> Using office equipment safely, legislation and regulations	Whole class teaching: <ul style="list-style-type: none"> <li>• correct positioning at the computer</li> <li>• Manual Handling Regulations.</li> </ul> Group work: <ul style="list-style-type: none"> <li>• researching Display Screen Equipment Regulations.</li> </ul> Group work: <ul style="list-style-type: none"> <li>• preparing a wallchart to show how health and safety legislation and regulations affect those working in a business environment.</li> </ul>	Classroom facilities as before Computer, printer and computer chair Video/DVD on safe lifting techniques Internet access
23	<b>LO.4 Be able to assess risks to health and safety</b> Risk assessment	Whole class teaching: <ul style="list-style-type: none"> <li>• parts and purpose of risk assessment.</li> </ul> Group work: <ul style="list-style-type: none"> <li>• carrying out a risk assessment of an admin work area and making recommendations.</li> </ul>	Classroom facilities as before HSE risk assessment template

<b>Possible outline scheme of work</b>			
<b>Session number</b>	<b>Content</b>	<b>Possible activities</b>	<b>Resources</b>
24	<b>Assessment – Activity 1</b>	See assignment brief.	See assignment brief
25	<b>Assessment – Activity 1</b>	See assignment brief.	See assignment brief
26	<b>Assessment – Activity 1</b>	See assignment brief.	See assignment brief
27	<b>Assessment – Activity 1</b>	See assignment brief.	See assignment brief
28	<b>Assessment – Activity 1</b>	See assignment brief.	See assignment brief
29	<b>Assessment – Activities 1, 2</b>	See assignment brief.	See assignment brief
30	<b>Conclusion</b>	Individual feedback and whole class discussion. Unit evaluation and close.	Classroom facilities Evaluation sheets

### **Specialist resources**

Centres need to have access to a range of office equipment and systems for learners to practise and develop their administrative skills, which may be in the form of a model office comprising a desk, computer, printer, telephone. However, centres do not need more specialist types of equipment, such as scanners, binders, which may well be available in the centre's administration office or through a visit to a local business.

## Reference material

### Books

Ashley V and Ashley S – *Student Handbook Level 3 (Business and Administration Standards)* (Council for Administration, 2006) ISBN 0955092053

Gutman J – *Taking Minutes at Meetings* (Kogan Page, 2004) ISBN 074943564

Health and Safety Executive – *Successful Health and Safety Management, 2nd edition* (HSE, 1997) ISBN 07117612767

Horine G – *Absolute Beginners' Guide to Project Management* (Que Publishing, 2005) ISBN 0789731955

### Websites

[www.cfa.uk.com](http://www.cfa.uk.com)

The Council for Administration

[www.hse.gov.uk](http://www.hse.gov.uk)

Health and Safety Executive: information on health and safety practice in the workplace

## Sample Assessment Material

### Assignment

Below is a sample assessment activity based on an event planning scenario.

Different learners will play different roles during the different stages of Activity 1 as they take their turn at chairing, participating in, and organising/supporting a meeting. Each of the sub-activities therefore indicates in parentheses *who* it is relevant for: either everyone or the meeting organiser. Information for the chair is contained within the tasks that are relevant for everyone.

Centres are encouraged to take a holistic approach when designing assessment instruments in order to minimise the number of activities required.

Information about the evidence required is shown in the table on page 53.

### Duration

The suggested guided learning hours (GLH) needed to complete this assignment is 12 hours per learner. Centres can structure this time as they see fit. Centres should note that the total class assessment time will need to be higher to allow time for each individual to take a turn at organising and supporting a meeting.

## Assignment brief

### Scenario

You will need to work in groups of three to five. You work as administrator for an events organisation company. As part of the staff development programme, you have been given the opportunity to work with other staff to organise an event.

You are going to organise a promotional event for a local business. *Dairy World* is a small delicatessen business in the high street with six staff, selling high-quality dairy products, and wants to promote a range of meal ideas using locally-sourced produce. If the idea takes off then *Dairy World* would like to expand the business by adding a small café, and in order to determine the feasibility of this idea they want to hold a tasting event next month to attract potential customers. You will be involved in planning the activities for the event, such as producing publicity material for the event and the business itself. You will need to agree the aims, objectives and outcomes of the event, and sources of finance to fund the activities. You have been given a £300 budget from *Dairy World* but may need additional sources of finance (such as sponsorship, ticket sales etc).

During Activity 1 you will take it in turns in your group to organise and support a meeting. The purpose of the meetings is to plan the event. The initial planning will take place during the first group meeting. Subsequent meetings will be used for additional planning, progress updates, etc. Event planning can also take place outside the meetings if necessary.

Before, during and after the meetings, your tutor will observe you and write a learner observation record which covers how well you organise and support the meeting. It is vital that your tutor is kept fully informed of your activities and so you must copy them into all emails, and provide them with a hard copy of every documents you produce.

LO.3(.1, .2, .3)

### Activity 1a – before the meetings begin (everyone)

The first meeting will need to take place next week, and then there will be one meeting a week for the next three weeks.

In your group, you need to decide:

- who is going to organise which meeting
- who will chair each meeting (you will each need to take a turn at this).

### Activity 1b – before the meeting (meeting organiser)

This activity is relevant when it is your turn to be the meeting organiser.

You will need to make the necessary arrangements for the meeting. In each case you need to print out **one** copy of every document that you create, email sent and received, etc to submit as assessment evidence.

In your written communication, make sure that you use language that is appropriate for the workplace.

The tasks below are not in order – **you** have to decide what order to do them in and whether there are other things you need to do.

- Book the venue and anything else you have decided to arrange.
- Confirm the meeting details by email to the rest of your group.
- Write an agenda.
- Set objectives for the meeting – what do you want to achieve in the time available?
- Email relevant documents to the group before the meeting.
- Make sure spare copies of all documentation are available for the meeting
- Make sure the room is ready before the meeting starts.

### Activity 1c – the event plan (everyone)

This task is relevant to everyone.

You will need to use the meetings to help you plan the event (additional planning can take place outside the meetings). Use the information in the box below as a guide to what needs to be done, but you can adapt the list to suit the requirements of your own event. By the end of this unit, you will need to have written this up into a single document.

The final event plan can contain activities that need to be done (ie planned activities that have not yet taken place), as well as things that have already been decided.

- Defining and agreeing project outcomes:
  - type and purpose of event
  - when it is to take place
  - key features that the event will require and expectations of attendees.
- Planning tasks:
  - what needs to be done
  - the order in which they need to be done
  - prioritising tasks according to importance and urgency.
- Planning time:
  - setting milestones and agreeing deadlines
  - estimating how long tasks will take and when they need to happen
  - building extra time into schedule for contingencies
  - entering activities into a calendar.
- Planning resources that need to be organised:
  - physical resources, eg venue, catering, equipment, documentation, publicity
  - human resources, eg numbers, roles
  - ensuring health and safety requirements are met.
- Contingency planning
  - identifying potential problems
  - being prepared for them.

LO.2

### Activity 1d – during the meetings (everyone)

This task is relevant to everyone.

During the meetings, as a group you will need to:

- discuss the different aspects of the event (see Activity 1c, above)
- plan what needs to be done
- allocate tasks to be done before the next meeting
- check progress since the previous meeting, amending plans as necessary.

The chair will go through the items on the agenda.

The meeting organiser's job is to record the meeting accurately, taking minutes and recording action points, including what is to be done, when and by whom.

The meeting organiser could record these action points as an annex to the minutes, for example:

Task	Person responsible	Comments	Target date	Actual date
Find suitable venue	Jasmine	Jasmine to check availability of the possible venues	23/10	

### Activity 1e – after the meeting (meeting organiser)

This activity is relevant when it is your turn to be the meeting organiser.

You need to produce minutes of the meeting and send them round to the group by email at least one day before the next meeting. Either before or at the next meeting, you need to check with the other group members that the records are correct and make any necessary changes that are required.

### **Activity 1f – risk assessment**

Once you have chosen a venue for the event, you will need to carry out a risk assessment. This can be done while your meetings are still taking place or afterwards, but you should do this before you write up the final event plan. You can carry this out as a group and discuss any issues, but you must complete an individual risk assessment.

You will need to provide a completed risk assessment (approximately 750-1000 words) for all the people who might attend the event, eg public, contractors, staff members, in which you:

- identify hazards and areas of good practice
- identify ways of managing the hazards and make recommendations for improvements, justifying and prioritising them.

You should try to refer to relevant health and safety legislation, where appropriate.

LO.4

**Activity 2 – review of effective administration**

For this activity you will need to work on your own.

*Professional Events*, a local events management company, is taking on a number of trainees on work experience. They are expecting a lot of applicants and so they want to take on people who have some understanding of business and administration.

They know about the event you planned and have asked you to provide information on your experiences.

Write a short report (approximately 750-1250 words) which answers the following questions. For (a) and (b) try to give examples, where possible, from an organisation that you have visited while studying this unit.

1a) Why is effective administration and information management important:

- for an organisation's overall effectiveness in general?
- when organising meetings and events?

1b) What are the consequences of poor administration and information management in both cases?

LO.1

2) For the meeting that you organised and supported:

- how well did the meeting go?
- how well did you do at both organising and supporting it?
- what would you do differently next time and why?

LO.3(4)

### What you need to submit

<b>Activity</b>	<b>Evidence</b>
1b/d/e	<ul style="list-style-type: none"><li>a) A learner observation record confirming your ability to organise and support the meeting.</li><li>b) As supporting evidence, hard copies of: the agenda, minutes, emails sent and received (as meeting organiser) and the objectives you set for the meeting.</li></ul>
1c	Your final event plan.
1f	Your risk assessment of the event venue.
2	The report on effective administration/information management and your experiences of organising and supporting a meeting.

## Information for tutors

### Evidence structure

Learning outcome	Marking grid	Activity/section	Evidence
LO.2	A	Planning the event	Written evidence: final event plan
LO.3(.1, .2, .3)	B	Organising and supporting a meeting	Learner observation record: organisation, support and follow up for a meeting (supported by copies of emails, documents produced, other records kept and objectives for the meeting)
LO.4	A	Risk assessment	Written evidence: risk assessment
LO.1, LO.3(.4)	A	Review	Written evidence: effective organisation and information management; review of meeting success and ideas for improvements

## Notes for the tutor

### Activity 1

Although the evidence structure above shows LO.2, LO.3 and LO.4 in separate rows, assessment for all three learning outcomes will overlap: the meetings (LO.3) and risk assessment (LO.4) will inevitably feed into the planning (LO.2) which will take place over a more extended period of time. It is inevitable that the plans for the event will develop during this process.

It is recommended that groups contain between three and five learners. A uniform number will make it easier to plan for assessment since sufficient time must be allowed for each learner to organise and support one meeting. The number of meetings will have to be adjusted if there are different group sizes.

Learners must be reminded that the activity is business-related and that they need to think of each others as colleagues in this. This means that the style of written communication required between them should follow normal business protocols.

Although observation by the tutor plays an important role in Activity 1 (testifying to learners' ability to organise and support the meetings), supporting evidence for this learning outcome will be provided by the documentation produced (copies of emails, agendas, minutes, etc). This will also enable tutors to be aware of the timescales used by the meeting organiser when distributing documents. Tutors do need to be present for most of the tasks and must take a holistic view based on what they see throughout the process rather than, say, at the beginning or end only. Tutors will not need to be present for the duration of the meetings, but should see at least part of each one.

Evidence for learners' ability to use project management skills to plan a business event (learning outcome 2) comes from their planning of the activities needed, eg lists of tasks, ordering and estimated time required). The event does not need to actually take place, but this would give the task added purpose. The plan needs to consider each of the main bullet points in the *What you need to learn* section of the unit. The final event plan can contain activities that will need to be carried out (ie planned activities that have not yet taken place) as well as things that have already been decided, and should be written up individually after all of the meetings have finished.

Learning outcome 4 assesses learners' ability to carry out a risk assessment. The risk assessment may be undertaken as a group activity but the findings must be written up individually.

## Activity 2

Learners will need to work on their own for this activity. They should prepare a written review judging the success of the meeting and their own performance. 'Success' should be interpreted as learners judging not only how well the meeting went in terms of its objectives, but also how well they were able to organise and support it overall. In addition, learners need to outline the importance of different administrative and information management activities carried out in an organisation.

## Variations on activities given to learners

An alternative to the scenario used above could be using an approach based on the learner's own business enterprise, or it could be based on the event requirements of a local business (real or fictional) being fulfilled.

In the current sample assignment, the meetings take place once a week. Spreading them out in this way makes the task of organising and supporting meetings more realistic, and allows time for the chair to produce their own documentation. If this unit is being delivered intensively, the meetings could be held more frequently, for example two or three meetings per week. It is possible for the organisation and arrangement making for the meetings (but not the meetings themselves) to be done by learners working simultaneously, in other words having everyone plan their own meetings at the same time.

The final event plan in Activity 1c can be in any suitable format(s), but must be done in writing.

If learners do not have suitable experience of visiting an organisation for the review in Activity 2, they can use any other sources of information that they have, for example case study materials that they have studied.

The assignment brief must indicate clearly which outcome(s) is/are being assessed in which part of the assignment.

# Unit 3: Personal Finance and Financial Services

**NQF Level 3**

**Learning hours: 60**

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## About this unit

*'Money is better than poverty, if only for financial reasons'* – Woody Allen.

Financial matters affect us every day, both in our personal lives and when we are at work, and learners' financial needs today may be different from their needs in the future. It is important for them to manage their personal finances efficiently and to take responsibility for it, and this unit will show them how to do this.

In this unit learners will find out about the purpose, properties and sources of money, and the providers and types of banking, insurance and other financial products and services, including internet-based ones. They will consider the nature of personal financial decisions and the factors influencing these, such as the influence of the personal life cycle, and they will study and assess the suitability of the main sources of financial advice.

The unit also considers how individual attitudes and different cultures and values influence personal financial planning. Learners will examine the importance of planning for expenditure to avoid getting into debt, study how to cope with debt, and learn about the main ways in which consumers of financial products are protected. The knowledge they gain will help them to make appropriate decisions about financial transactions, whether buying, earning, saving, borrowing or selling.

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## Learning outcomes

On completing this unit, a learner should:

- LO.1 Understand how to make the most of personal financial transactions
- LO.2 Understand the key influences on personal finance and financial services
- LO.3 Understand the relevance and value of sources of financial information and advice
- LO.4 Be able to make appropriate personal financial decisions.

## How learners will be assessed

This unit will be assessed by an examination lasting one and a half hours, containing a range of questions. The mark that learners achieve for this examination will be their mark for the unit.

## Co-learning opportunities

There are opportunities to link this unit to the delivery of *Unit 3: Personal Finance and Financial Services* at Level 2.

## Outline scheme of work

The following is a suggested outline scheme of work. Each session, unless stated otherwise, is expected to be two hours long.

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
1	<b>Personal Finance and Financial Services</b>  General introduction to unit	Whole class teaching: <ul style="list-style-type: none"><li>unit aims, scheme of work and assessment strategy</li><li>introduction to personal finance and why the topic is relevant.</li></ul>	Classroom facilities eg smart/whiteboard, PowerPoint, OHP, flipcharts
2	<b>LO.1 Understand how to make the most of personal financial transactions</b>  Concept, purpose, properties of money	Whole class teaching: <ul style="list-style-type: none"><li>tutor presentation, concept of money.</li></ul> Group work: <ul style="list-style-type: none"><li>small groups identify own uses of money, and derive purpose and properties.</li></ul>	Classroom facilities as before  Flipcharts  Examples of money
3	<b>LO.1 Understand how to make the most of personal financial transactions</b>  Use of money in everyday transactions	Individual activity: <ul style="list-style-type: none"><li>learners study case studies on uses of money in everyday transactions.</li></ul> Whole class activity: <ul style="list-style-type: none"><li>tutor presentation: taxes and hidden charges.</li></ul> Group work: <ul style="list-style-type: none"><li>small groups discuss experiences of selling methods and costs.</li></ul>	Classroom facilities as before  Flipcharts  Case studies of personal transactions
4	<b>LO.1 Understand how to make the most of personal financial transactions</b>  Sources of money, providers of financial products and services	Group work: <ul style="list-style-type: none"><li>discussion on personal sources of money.</li></ul> Whole class teaching: <ul style="list-style-type: none"><li>tutor presentation: sources and providers.</li></ul>	Classroom facilities as before

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
5	<p><b>LO.1 Understand how to make the most of personal financial transactions</b></p> <p>Different financial products and services: current and savings accounts; mortgages</p>	<p>Whole class activity:</p> <ul style="list-style-type: none"> <li>visit to bank or building society to identify products and services.</li> </ul>	
6	<p><b>LO.1 Understand how to make the most of personal financial transactions</b></p> <p>Different financial products and services: types and benefits of insurance; methods of spending/borrowing</p>	<p>Group work:</p> <ul style="list-style-type: none"> <li>notes from leaflets/information collected from visit.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>tutor presentation: products and services.</li> </ul>	Classroom facilities as before Leaflets on financial products and services
7	<p><b>LO.1 Understand how to make the most of personal financial transactions</b></p> <p>Suitability of financial products/services: assessing suitability</p>	<p>Individual activity:</p> <ul style="list-style-type: none"> <li>role play of people with individual financial needs.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>tutor presentation: obligations.</li> </ul>	Role-play exercise Classroom facilities as before
8	<p><b>LO.1 Understand how to make the most of personal financial transactions</b></p> <p>Suitability of financial products/services: risk and reward</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>tutor presentation: risks and rewards.</li> </ul> <p>Individual activity:</p> <ul style="list-style-type: none"> <li>use of case studies of risk/reward situations for stock market, property and other investments, report back.</li> </ul>	Classroom facilities as before Case studies of risk and reward situations
9	<p><b>LO.1 Understand how to make the most of personal financial transactions</b></p> <p>Benefits and limitations of using the internet</p>	<p>Individual activity:</p> <ul style="list-style-type: none"> <li>use of internet to discover nature of internet banking and available financial products.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>tutor summary of findings.</li> </ul>	Computer and classroom facilities

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
10	<b>LO.1 Understand how to make the most of personal financial transactions</b>  Foreign currency	Group activity: <ul style="list-style-type: none"><li>group tasks on researching currencies and denominations of countries.</li></ul> Whole class teaching: <ul style="list-style-type: none"><li>individuals share experiences of using money abroad.</li></ul>	Computer facilities
11	<b>LO.1 Understand how to make the most of personal financial transactions</b>  Foreign currency	Whole class teaching: <ul style="list-style-type: none"><li>tutor presentation: exchange rates and calculations.</li></ul> Individual activity: <ul style="list-style-type: none"><li>exercises to calculate rates, transactions and costs.</li></ul>	Classroom facilities as before  Exercises on exchange rates and currency conversion
12	<b>LO.3 Understand the relevance and value of sources of financial information and advice</b>  Sources of information/advice	Whole class activity: <ul style="list-style-type: none"><li>guest speaker to outline sources.</li></ul> Group work: <ul style="list-style-type: none"><li>discussion of value and relevance of sources in given situations.</li></ul>	Classroom facilities as before  Guest speaker
13	<b>LO.3 Understand the relevance and value of sources of financial information and advice</b>  Sources of information/advice	Group activity: <ul style="list-style-type: none"><li>groups to research internet and provided published sources</li><li>groups to research websites of selected organisations and to report back.</li></ul>	Computer and classroom facilities as before
14	<b>LO.3 Understand the relevance and value of sources of financial information and advice</b>  Advice published or online (pros/cons)	Group activity: <ul style="list-style-type: none"><li>groups to research advice offered by selected websites and published sources, reporting on how reliable/impartial they are.</li></ul> Whole class teaching: <ul style="list-style-type: none"><li>tutor summary of sources.</li></ul>	Computer and classroom facilities as before

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
15	<b>LO.3 Understand the relevance and value of sources of financial information and advice</b>  Advice provided in person (pros/cons)	Pair work: <ul style="list-style-type: none"><li>role play advice to be given in range of financial situations.</li></ul> Whole class teaching: <ul style="list-style-type: none"><li>tutor summary of personal advice.</li></ul>	Computer and classroom facilities as before  Role plays of situations involving advice
16	<b>LO.1 Understand how to make the most of personal financial transactions</b>  Protection for consumers	Group activity: <ul style="list-style-type: none"><li>groups to outline role of FSA based on previous research.</li></ul> Whole class teaching: <ul style="list-style-type: none"><li>tutor presentation: personal cover available.</li></ul>	Classroom facilities as before
17	<b>Revision/progress test</b>	Individual activity, group work and whole class teaching: <ul style="list-style-type: none"><li>revision topics.</li></ul>	Classroom facilities as before  Progress test
18	<b>LO.2 Understand the key influences on personal finance and financial services</b>  Personal/cultural attitudes	Group work: <ul style="list-style-type: none"><li>group discussions of personal and cultural attitudes and experiences, and case studies of personal influences.</li></ul> Whole class teaching: <ul style="list-style-type: none"><li>tutor summary of key points.</li></ul>	Classroom facilities as before  Case studies of personal and cultural attitudes
19	<b>LO.2 Understand the key influences on personal finance and financial services</b>  The personal life cycle	Whole class teaching: <ul style="list-style-type: none"><li>tutor presentation: life cycle</li></ul> Group work: <ul style="list-style-type: none"><li>discussion of case studies illustrating financial situations at various life cycle stages.</li></ul>	Classroom facilities as before  Case studies of life cycle situation
20	<b>LO.2 Understand the key influences on personal finance and financial services</b>  External influences/trends and the finance-related effects	Group work: <ul style="list-style-type: none"><li>exercises based on case studies showing social and economic external influences.</li></ul>	Classroom facilities as before  Case studies of life cycle situation

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
21	<b>LO.2 Understand the key influences on personal finance and financial services</b>  External influences/trends and the finance-related effects	Group work: <ul style="list-style-type: none"><li>use of published information to illustrate technological, environmental and political influences.</li></ul> Whole class teaching: <ul style="list-style-type: none"><li>tutor presentation and summary: external influences.</li></ul>	Classroom facilities as before Case studies Newspaper articles to illustrate influences
22	<b>LO.4 Be able to make appropriate personal financial decisions</b>  Why to plan expenditure	Pair work: <ul style="list-style-type: none"><li>discussing given situations, identifying pros and cons of planning expenditure.</li></ul> Whole class teaching: <ul style="list-style-type: none"><li>tutor presentation: why to plan.</li></ul>	Classroom facilities as before Case studies of situations where planning could be beneficial
23	<b>LO.4 Be able to make appropriate personal financial decisions</b>  Short- to medium-term personal financial planning: goal setting	Individual activity: <ul style="list-style-type: none"><li>role play based on setting goals, identify possible goals.</li></ul> Whole class teaching: <ul style="list-style-type: none"><li>tutor summary, goal setting.</li></ul>	Classroom facilities as before Role play of situation involving setting goals
24	<b>LO.4 Be able to make appropriate personal financial decisions</b>  Short- to medium-term personal financial planning: factors	Group work: <ul style="list-style-type: none"><li>groups use case studies to assess individual factors affecting planning.</li></ul> Whole class teaching: <ul style="list-style-type: none"><li>tutor summary: personal factors.</li></ul>	Classroom facilities as before Case studies
25	<b>LO.4 Be able to make appropriate personal financial decisions</b>  Short- to medium-term personal financial planning: taking action	Individual activity: <ul style="list-style-type: none"><li>use of case studies to assess choice of investment and to calculate costs; comparison of results.</li></ul>	Classroom facilities as before Case studies on investing

<b>Possible outline scheme of work</b>			
<b>Session number</b>	<b>Content</b>	<b>Possible activities</b>	<b>Resources</b>
26	<b>LO.4 Be able to make appropriate personal financial decisions</b> Short- to medium-term personal financial planning: review; role of a financial adviser	Whole class teaching: <ul style="list-style-type: none"> <li>• tutor presentation: reviewing financial decisions.</li> </ul> Guest speaker: <ul style="list-style-type: none"> <li>• role of a financial adviser.</li> </ul>	Classroom facilities Guest speaker
27	<b>Revision</b>	Individual activity, group work and whole class teaching: <ul style="list-style-type: none"> <li>• revision topics.</li> </ul>	Classroom facilities as before
28	<b>Revision</b>	Individual activity, group work and whole class teaching: <ul style="list-style-type: none"> <li>• revision topics.</li> </ul>	Classroom facilities as before
29	<b>Revision and Conclusion</b>	Individual activity, group work and whole class teaching: <ul style="list-style-type: none"> <li>• revision topics by request.</li> </ul> Individual feedback and whole class discussion: <ul style="list-style-type: none"> <li>• unit evaluation and close.</li> </ul>	Classroom facilities as before Evaluation sheets
30	<b>Examination</b>	Examination.	Assessment facilities

## Reference material

### Books

Bajtelsmit V L and Rastelli L G – *Personal Finance* (Wiley Pathways, 2007) ISBN 0470111232

Beckett M I H – *How the Stock Market Works, 2nd edition* (Kogan Page, 2004)  
ISBN 0749441909

Faerber E E – *The Personal Finance Calculator* (McGraw-Hill, 2003) ISBN 0071393900

Fisher S Y and Shelly S – *The Complete Idiot's Guide to Personal Finance in Your 20s and 30s, 3rd Edition* (Alpha Books, 2005) ISBN 1592573320

Gorham J – *Mastering Personal Finance* (Palgrave Study Guides, 2007) ISBN 023055301X

Harrison D – *Personal Financial Planning: Theory and Practice* (Financial Times/Prentice Hall, 2004) ISBN 027368101X

Keown A – *Turning Money into Wealth and Student Workbook* (Pearson, 2006)  
ISBN 0131742817

### Websites

www.adviceonline.co.uk	Advice Online: independent financial advice
www.astute-investor.co.uk	Astute Investor: independent financial advice
www.firsttrustbank.co.uk	First Trust Bank (personal finance)
www.fool.co.uk	The Motley Fool: financial advice and information
www.ft.com/yourmoney	Financial Times
www.getsafeonline.org	Get Safe Online: government-sponsored site
www.home.co.uk/finance	Home.co.uk: information about financial products
www.moneyfacts.co.uk	Moneyfacts Group
www.moneymadeclear.fsa.gov.uk	Financial Services Authority
www.moneysavingexpert.com	Martin Lewis
www.nationaldebtline.co.uk	National Debtline
www.pfeg.org	Educational charity
www.uk250.co.uk/Bank/index.html	UK bank websites
www.unbiased.co.uk	Independent Financial Advice Promotion Ltd

## Sample Assessment Material

A sample examination paper and mark scheme can be found on the Edexcel website:  
[www.edexcel.com/quals/diploma/baf](http://www.edexcel.com/quals/diploma/baf)

# Unit 4: Business Finance and Accounting

**NQF Level 3**

**Learning hours: 60**

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## About this unit

Finance and accounting have been described as either the ‘language’ or the ‘lifeblood’ of business. All businesses must obtain and control their finances efficiently, or else they are likely to fail. People who can help businesses do this are valued highly and often rewarded well.

In this unit learners will find out about the nature and purpose of business finance and accounting, and they will see the differences that exist between finance in business and our personal finances. They will explore business finance and accounting roles, and discover the range of sources of finance that are available to business.

This unit also considers how businesses use financial information to make appropriate financial decisions. Information and communications technology plays a major role in modern economies, and learners will therefore learn how financial software is used to make the business finance and accounting functions more efficient.

One of the key functions of accounting is to prepare, present and analyse financial information to assist business decision-making. Learners will be shown how to prepare and interpret financial documents and to construct and interpret the financial forecasting techniques of business budgeting and break-even analysis.

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## Learning outcomes

On completing this unit, a learner should:

- LO.1 Know the nature and purpose of business finance and accounting
- LO.2 Know how financial information is used in business and the factors that influence this
- LO.3 Be able to prepare and interpret financial statements
- LO.4 Be able to construct and interpret forecasts.

## How learners will be assessed

This unit will be assessed by an examination lasting one and a half hours, containing a range of questions. The tasks will require learners to use information relating to financial situations in business. The mark that learners achieve for this examination will be their mark for the unit.

## Co-learning opportunities

Accounting and finance involve communication and administrative skills, which link to *Unit 7: Teams and Communication in Business* and *Unit 2: Business Administration and Events*. There are close links with *Unit 1: Business Enterprise* at the stage of forecasting and budgets for their business plan. Delivery of this unit should be made in such a way as to make use of the knowledge and understanding gained by learners from their study of the *Business Enterprise* unit – wherever possible, therefore, this unit should be delivered in the context of a business enterprise. Learning outcome 2 can also be linked with *Unit 5: Marketing and Sales in Business*, for example when analysing the relationship between size of profit margin, price, market segment and advertising.

Further details are given in the *Delivery guidance* section for Unit 4 in the specification document.

There are also opportunities to link this unit to the delivery of *Unit 4: Business Finance and Accounting* at Level 2.

## Outline scheme of work

The following is a suggested outline scheme of work. Each session, unless stated otherwise, is expected to be two hours long.

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
1	<b>General introduction to unit</b>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>unit outcomes, scheme of work and assessment strategy</li> <li>relationship between ‘finance’ and ‘accounting’.</li> </ul>	Classroom facilities eg smart/whiteboard, PowerPoint, OHP, flipcharts
2	<b>LO.1 Know the nature and purpose of business finance and accounting</b> The purpose of accounting	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>tutor presentation on purposes.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>groups study job adverts to identify potential purposes.</li> </ul>	Classroom facilities as before Job adverts
3	<b>LO.1 Know the nature and purpose of business finance and accounting</b> Roles within accounting and business finance	<p>Pair work:</p> <ul style="list-style-type: none"> <li>learners outline own experience of finance/accounting roles and relate to personal activities eg pay from weekend work.</li> </ul> <p>Whole class teaching, individual activity:</p> <ul style="list-style-type: none"> <li>guest speaker from finance department, learners summarise key points.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>summary of roles.</li> </ul>	Classroom facilities as before Guest speaker
4	<b>LO.2 Know how financial information is used in business and the factors that influence this</b> The nature of financial information available to a business	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>presentation on financial transactions and documents.</li> </ul> <p>Individual work:</p> <ul style="list-style-type: none"> <li>study of documents and completion of document chart.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>tutor presentation of profitability and liquidity.</li> </ul>	Classroom facilities as before Financial documents Chart showing documents used in trading with ‘buyer’ and ‘seller’ columns

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
5	<b>LO.2 Know how financial information is used in business and the factors that influence this</b> How businesses use financial information	Group work: <ul style="list-style-type: none"> <li>studying simple examples on business forecasts and financial reports.</li> </ul> Whole class teaching: <ul style="list-style-type: none"> <li>member of finance department staff on interpretation of liquidity, profitability and use of information within the centre.</li> </ul>	Classroom facilities as before Examples of business forecasts and financial reports Guest speaker
6	<b>LO.1 Know the nature and purpose of business finance and accounting</b> External sources of business finance	Group work: <ul style="list-style-type: none"> <li>small groups study and report back on content of resources.</li> </ul> Whole class teaching: <ul style="list-style-type: none"> <li>summary of external sources.</li> </ul>	Classroom facilities as before Newspaper adverts, printouts, leaflets exemplifying external sources
7	<b>LO.1 Know the nature and purpose of business finance and accounting</b> Internal sources of business finance	Group work: <ul style="list-style-type: none"> <li>small groups study resources and report back.</li> </ul> Whole class teaching: <ul style="list-style-type: none"> <li>summary of internal sources.</li> </ul>	Classroom facilities as before Simplified accounts showing internal source categories Case study of centre's own sources
8	<b>LO.1 Know the nature and purpose of business finance and accounting</b> The influence of business type and other factors on financing	Pair work: <ul style="list-style-type: none"> <li>learners identify types of finance being used in given business situations and report back to class.</li> </ul> Whole class teaching: <ul style="list-style-type: none"> <li>sources of finance and influences.</li> </ul> Whole class teaching: <ul style="list-style-type: none"> <li>business types and other factors.</li> </ul>	Classroom facilities as before Examples of businesses with information on type and finance being used

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
9	<b>LO.2 Know how financial information is used in business and the factors that influence this</b>  The influence of taxation and auditing on businesses	Whole class teaching: <ul style="list-style-type: none"><li>• tutor presentation on taxation and auditing.</li></ul> Group work: <ul style="list-style-type: none"><li>• learners identify and report on references to tax and auditing in simplified published financial information.</li></ul>	Classroom facilities as before  Examples of published financial information containing tax and auditing statements
10	<b>LO.3 Be able to prepare and interpret financial statements</b>  Income statements	Whole class teaching: <ul style="list-style-type: none"><li>• tutor presentation on income statements.</li></ul> Group work: <ul style="list-style-type: none"><li>• discussion of simplified revenue accounts of real businesses.</li></ul> Individual work: <ul style="list-style-type: none"><li>• exercises on revenue statements and profit calculations.</li></ul>	Classroom facilities as before  Examples of simplified actual revenue accounts  Exercises based on revenue statements
11	<b>LO.3 Be able to prepare and interpret financial statements</b>  Balance sheets	Whole class teaching: <ul style="list-style-type: none"><li>• tutor presentation on balance sheets.</li></ul> Group work: <ul style="list-style-type: none"><li>• discussion of simplified balance sheets of real businesses.</li></ul> Individual work: <ul style="list-style-type: none"><li>• exercises on balance sheets.</li></ul>	Classroom facilities as before  Examples of simplified balance sheets  Exercises based on balance sheets
12	<b>LO.3 Be able to prepare and interpret financial statements</b>  Cash flow statements	Whole class teaching, individual work: <ul style="list-style-type: none"><li>• tutor presentation on cash flow statements followed by individual exercises.</li></ul> Group work: <ul style="list-style-type: none"><li>• studying cash flow statements.</li></ul> Whole class teaching: <ul style="list-style-type: none"><li>• speaker from local business on role/nature of final accounts.</li></ul>	Classroom facilities as before  Exercises based on cash-flow statements  Examples of cash-flow statements  Guest speaker

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
13	<b>LO.3 Be able to prepare and interpret financial statements</b> Interpretation of profitability ratios	Whole class teaching: <ul style="list-style-type: none"> <li>• tutor presentation on profitability ratios.</li> </ul> Individual activity: <ul style="list-style-type: none"> <li>• use of previously prepared final accounts to calculate profitability ratios.</li> </ul>	Classroom facilities as before Exercises based on previously constructed final accounts
14	<b>LO.3 Be able to prepare and interpret financial statements</b> Interpretation of liquidity and efficiency ratios	Whole class teaching: <ul style="list-style-type: none"> <li>• tutor presentation on liquidity ratios.</li> </ul> Individual activity: <ul style="list-style-type: none"> <li>• use of previously prepared final accounts to calculate liquidity and efficiency ratios.</li> </ul>	Classroom facilities as before Exercises based on previously constructed final accounts
15	<b>LO.3 Be able to prepare and interpret financial statements</b> Interpretation of financial performance; calculating VAT and corporation tax	Whole class teaching: <ul style="list-style-type: none"> <li>• tutor presentation on capital gearing.</li> </ul> Individual activity: <ul style="list-style-type: none"> <li>• use of previously prepared final accounts to calculate limited company ratios, including gearing.</li> </ul> Individual activity: <ul style="list-style-type: none"> <li>• exercises on calculating VAT and corporation tax.</li> </ul>	Classroom facilities as before Exercises based on limited company final accounts and on tax calculations
16	<b>Revision/progress test</b>	Individual activity, group work and whole class teaching: <ul style="list-style-type: none"> <li>• revision topics.</li> </ul>	Classroom facilities as before
17	<b>LO.2 Know how financial information is used in business and the factors that influence this</b> Generic software: spreadsheets and word processing	Whole class teaching: <ul style="list-style-type: none"> <li>• functions of financial software.</li> </ul> Individual activity: <ul style="list-style-type: none"> <li>• learners complete practice exercises on computer.</li> </ul>	Computer facilities with spreadsheet software eg Excel Exercises to practise use of software

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
18	<b>LO.2 Know how financial information is used in business and the factors that influence this</b>  Generic software: databases; specialist software	Whole class activity: <ul style="list-style-type: none"><li>visit to organisation to see use of accounting software.</li></ul> Whole class teaching: <ul style="list-style-type: none"><li>tutor summary of how software supports finance and accounting.</li></ul>	Computer facilities as before; accounting packages, eg Pegasus
19	<b>LO.4 Be able to construct and interpret forecasts</b>  Budgeting and budgetary control: concept, purpose, importance and ways	Group work: <ul style="list-style-type: none"><li>small group discussions of experiences of personal budgeting.</li></ul> Whole class teaching: <ul style="list-style-type: none"><li>tutor presentation on purpose and importance of budgeting.</li></ul>	Classroom facilities as before
20	<b>LO.4 Be able to construct and interpret forecasts</b>  Budgetary statements for small businesses: types	Pair work: <ul style="list-style-type: none"><li>setting simple budgets for (a) own centre and (b) given business examples.</li></ul> Whole class teaching and individual activity: <ul style="list-style-type: none"><li>guest speaker on budgets used in a local business; individual summaries of key points made.</li></ul>	Classroom facilities as before  Exercises based on setting simple budgets  Guest speaker
21	<b>LO.4 Be able to construct and interpret forecasts</b>  Preparing simple budgets	Individual activity: <ul style="list-style-type: none"><li>exercises on constructing budgets.</li></ul>	Classroom facilities as before  Exercises on budget construction
22	<b>LO.4 Be able to construct and interpret forecasts</b>  Variances and reasons for	Whole class teaching: <ul style="list-style-type: none"><li>tutor presentation on variances.</li></ul> Individual activity: <ul style="list-style-type: none"><li>exercises on calculating variances and suggesting likely reasons.</li></ul>	Classroom facilities as before  Exercises based on variance calculations

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
23	<b>LO.4 Be able to construct and interpret forecasts</b>  Average and marginal costs	Whole class teaching: <ul style="list-style-type: none"><li>• tutor presentation on average and marginal costs.</li></ul> Individual activity: <ul style="list-style-type: none"><li>• exercises on average and marginal costs.</li></ul>	Classroom facilities as before  Exercises on average and marginal costs
24	<b>LO.4 Be able to construct and interpret forecasts</b>  Role of cost analysis in decision-making	Whole class teaching and individual work: <ul style="list-style-type: none"><li>• guest speaker from local business on decision making; individual summaries of key points made.</li></ul> Pair work: <ul style="list-style-type: none"><li>• one person argues the case for using average cost, the other the case for marginal cost, based on calculations and case study.</li></ul>	Classroom facilities as before  Guest speaker  Case study allowing examination on both average and marginal cost
25	<b>LO.4 Be able to construct and interpret forecasts</b>  Breakeven analysis: construction of charts, calculation of breakeven point, margin of safety, contribution	Whole class teaching: <ul style="list-style-type: none"><li>• tutor presentation of nature, construction and calculation.</li></ul> Individual activity: <ul style="list-style-type: none"><li>• individual construction and calculation.</li></ul>	Classroom facilities as before  Exercises on construction and calculation of breakeven
26	<b>LO.4 Be able to construct and interpret forecasts</b>  Breakeven analysis: Use and limitations in decision making	Whole class teaching: <ul style="list-style-type: none"><li>• tutor presentation of use and limitations.</li></ul> Group work: <ul style="list-style-type: none"><li>• small group discussions on case study of how breakeven is used by a business.</li></ul>	Classroom facilities as before  Case study of how breakeven used by a business
27	<b>Revision</b>	Individual activity, group work and whole class teaching: <ul style="list-style-type: none"><li>• revision topics.</li></ul>	Classroom facilities as before
28	<b>Revision</b>	Individual activity, group work and whole class teaching: <ul style="list-style-type: none"><li>• revision topics.</li></ul>	Classroom facilities as before

<b>Possible outline scheme of work</b>			
<b>Session number</b>	<b>Content</b>	<b>Possible activities</b>	<b>Resources</b>
29	<b>Revision and conclusion</b>	Individual activity, group work and whole class teaching: <ul style="list-style-type: none"><li>• revision topics by request.</li></ul> Individual feedback and whole class discussion: <ul style="list-style-type: none"><li>• unit evaluation and close.</li></ul>	Classroom facilities as before Evaluation sheets
30	<b>Examination</b>	Examination.	Assessment facilities

### **Specialist resources**

Access to the following generic packages is required so that learners can appreciate their role in displaying, calculating and interpreting finance in business:

- internet
- word processing software
- spreadsheet software
- database software.

Access to specialist accounting software is not required for this unit, although centres might consider providing access in order for learners to experience, at first hand, how this software supports business finance and accounting.

## Reference material

### Books

Barrow P – *The Bottom Line: Business Finance Your Questions Answered (Virgin Business Guides)* (Virgin Books, 2005) ISBN 0753509989

Cinnamon B and Helweg-Larsen B – *How to Understand Business Finance (Creating Success series)* (Kogan Page, 2006) ISBN 0749446684

Day J et al – *An Introduction to Accounting and Finance in Business* (Open University, 2006) ISBN 0749213132

Meckin D – *Naked Finance: Business Finance Pure and Simple* (Nicholas Breasley, 2007) ISBN 1857883942

### Websites

[www.bized.co.uk](http://www.bized.co.uk)

Educational website including information about business finance and accounting, use of relevant software, break-even analysis

[www.blandon.co.uk/finance/topic2/t2tut1.htm](http://www.blandon.co.uk/finance/topic2/t2tut1.htm)

Tutorial on accounting ratios

[www.carol.co.uk](http://www.carol.co.uk)

Online company reports website

[www.companieshouse.gov.uk](http://www.companieshouse.gov.uk)

Companies House

[www.osbornebooks.co.uk/files/layouts\\_and\\_ratios\\_2\\_1.pdf](http://www.osbornebooks.co.uk/files/layouts_and_ratios_2_1.pdf)

Guide to accounting layouts and ratios

## Sample Assessment Material

A sample examination paper and mark scheme can be found on the Edexcel website:  
[www.edexcel.com/quals/diploma/baf](http://www.edexcel.com/quals/diploma/baf)



# Unit 5: Marketing and Sales in Business

**NQF Level 3**

**Learning hours: 60**

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## About this unit

Marketing is about satisfying customers with the right product, at the right price, at the right time to meet customer needs – whilst at the same time making sure that the profitability of the business is maintained. It can be one of the most creative functions as marketing responsibilities often include developing and setting specifications for product design and for the promotion of the business, using advertising and other high-profile communication techniques. The marketing function would not be able to operate effectively without up-to-date market research. In this unit learners will find out about different ways of collecting research data to help plan marketing activity.

The sales function is all about helping customers through the buying process and is the lifeblood of any business. It's a fast-paced and exciting environment in which to work in which the results of your efforts are immediately visible in terms of sales achieved. In this unit learners will find out about common strategies, techniques and skills to sell a product or service and about some of the more advanced sales techniques that add value, such as up-selling and cross-selling.

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## Learning outcomes

On completing this unit, a learner should:

- LO.1 Know the principles of marketing
- LO.2 Be able to plan the marketing of a product or service
- LO.3 Be able to carry out market research
- LO.4 Be able to market a business online
- LO.5 Be able to apply sales techniques and skills.

## How learners will be assessed

This unit will be assessed by an assignment based on the marketing and sale of a product or service.

Learners will need to:

- Produce a marketing plan which includes:
  - an outline of what the product/service is
  - an analysis of the current market which the product/service must enter
  - proposed marketing mix covering each of the 4 Ps and marketing objectives, with a justification for each recommendation [LO.1, LO.2]
- Provide market research findings which support the marketing plan: choice of methods and why; sampling plan for primary research; how research was carried out; results, analysis and conclusions [LO.3]
- Produce recommendations for how to market the product/service or business online [LO.4]
- Demonstrate their sales skills and preparation in the following situations: face-to-face, telesales, to a group of people; then assess their own performance using the AIDA model [LO.5].

## Co-learning opportunities

There are opportunities to link this unit to the learning and assessment of other Level 3 units, particularly *Unit 1: Business Enterprise*. For example, the sales and marketing activities in the assessment of this unit could be linked to the business enterprise activity from Unit 1, and the marketing principles in Unit 5 will be useful when the learners are producing a business plan in Unit 1.

There are also opportunities to link this unit to the delivery of *Unit 5: Marketing, Sales and Customer Service in Business* at Level 2.

## Outline scheme of work

The following is a suggested outline scheme of work. Each session, unless stated otherwise, is expected to be two hours long.

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
1	<p><b>Introduction</b></p> <p><b>LO.1 Know the principles of marketing</b></p> <p>Introduction to the marketing mix</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>unit objectives, scheme of work and assessment strategy</li> <li>discussion to explore learners' understanding of the relationship between 'marketing' and 'sales'.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>introduction to marketing mix, the four Ps, and how used by businesses</li> <li>how the marketing mix is used to position products in a market.</li> </ul>	<p>Classroom facilities eg smart/whiteboard, PowerPoint, flipcharts</p> <p>Case studies or research facilities</p>
2	<p><b>LO.1 Know the principles of marketing</b></p> <p>The marketing mix: product and place</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>outline of different product strategies</li> <li>different place strategies and factors affecting choice.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>learners look at exemplar products/services to identify product and place strategies and decisions that were made before it was brought to market, then report back to class.</li> </ul>	<p>Classroom facilities as before</p> <p>Exemplar products or case studies</p>

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
3	<b>LO.1 Know the principles of marketing</b> The marketing mix: price	Whole class teaching: <ul style="list-style-type: none"> <li>outline of different pricing strategies</li> <li>factors that affect pricing decisions.</li> </ul> Group work: <ul style="list-style-type: none"> <li>learners look at exemplar products to identify pricing strategy and decisions that have been made about the pricing, then report back to class.</li> </ul>	Classroom facilities as before Exemplar products
4	<b>LO.1 Know the principles of marketing</b> The marketing mix: focus on promotion	Whole class teaching: <ul style="list-style-type: none"> <li>summary of different methods of promotion</li> <li>factors that affect decisions about promotion method and media.</li> </ul> Group work: <ul style="list-style-type: none"> <li>learners look at exemplar promotions to identify methods use and factors that have affected choice of method and media.</li> </ul>	Classroom facilities as before Exemplar products Case studies

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
5	<b>LO.1 Know the principles of marketing</b>  Market segmentation and new product development	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>introduction to the concepts of market segmentation and new product development</li> <li>discussion about new product strategies such as 'when is a product really new?', what makes a 'new product' etc.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>learners investigate ways of segmenting their own class</li> <li>learners look at examples of how market segmentation has been used and identify how and why this was done</li> <li>learners analyse new product developments and identify the impact that they have had on products and markets.</li> </ul>	Classroom facilities as before  Case studies or research facilities
6	<b>LO.1 Know the principles of marketing</b>  Branding and USPs	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>branding: what it is and why it is important, what brands mean to learners</li> <li>concept of USPs.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>learners draw up a list of branded items that they each buy or use – giving reasons why they have chosen each brand</li> <li>learners look at products/services to identify USPs.</li> </ul>	Classroom facilities as before  Exemplar products  Case studies
7	<b>LO.2 Be able to plan the marketing of a product or service</b>  Using a marketing plan	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>marketing plans: what they are and why they are used.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>learners outline a marketing plan for an imaginary product/service re-launch.</li> </ul>	Classroom facilities as before  Example of marketing plan

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
8	<b>LO.2 Be able to plan the marketing of a product or service</b>  Analysing the market	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>• how and why businesses analyse markets</li> <li>• analytical tools: SWOT analysis.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>• learners practise carrying out SWOT analysis.</li> </ul>	Classroom facilities as before  Handouts and diagrams showing different analytical tools
9	<b>LO.2 Be able to plan the marketing of a product or service</b>  Analysing the market	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>• how different analytical tools are used: product life cycle, Ansoff, BCG Matrix, PESTEL.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>• learners practise using tools, then compare and discuss.</li> </ul>	Classroom facilities as before  Handouts on different tools
10	<b>LO.3 Be able to carry out market research</b>  Introduction to market research	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>• discussion on what learners understand by market research, examples they have seen or been involved in</li> <li>• the process of carrying out market research.</li> </ul> <p>Group activity:</p> <ul style="list-style-type: none"> <li>• learners analyse case study examples of market research: who carried it out, why it was carried out, how it was used, how valid are findings or conclusions.</li> </ul>	Classroom facilities as before  Case studies

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
11	<b>LO.3 Be able to carry out market research</b> Primary and secondary research	Whole class teaching: <ul style="list-style-type: none"> <li>primary research: what it is, why it is used, quantitative methods, qualitative methods</li> <li>secondary research: what is it, why it is used; sources; limitations.</li> </ul> Group work: <ul style="list-style-type: none"> <li>learners compare main features, advantages and disadvantages of primary and secondary methods, then report back to class</li> <li>groups analyse newspapers/magazines and identify examples of primary research, how and why it has been used.</li> </ul>	Classroom facilities as before Case studies Exemplar market research data and reports Selection of newspapers or magazines containing examples of primary research
12	<b>LO.3 Be able to carry out market research</b> The market research process	Whole class teaching: <ul style="list-style-type: none"> <li>research process and how organisations plan market research surveys</li> <li>how to choose the best method, use of sampling plan; different ways of analysing data</li> <li>importance of professional standards when conducting market research.</li> </ul> Group work: <ul style="list-style-type: none"> <li>learners begin to sketch out research plan to answer an agreed question.</li> </ul>	Classroom facilities as before

<b>Possible outline scheme of work</b>			
<b>Session number</b>	<b>Content</b>	<b>Possible activities</b>	<b>Resources</b>
13	<b>LO.3 Be able to carry out market research</b> The market research process	Group work: <ul style="list-style-type: none"> <li>learners continue with research plan, designing research instruments and sampling plan.</li> </ul> Whole class teaching: <ul style="list-style-type: none"> <li>analysis and presentation of data</li> <li>learners practise analysing data sets provided by tutor and decide how results would be best presented.</li> </ul>	Data sets for learners to analyse
14	<b>Assessment – Activity 1</b>	See assignment brief.	See assignment brief.
15	<b>Research</b>	Group activity: <ul style="list-style-type: none"> <li>conducting research to use in assignment.</li> </ul>	
16	<b>Assessment – Activity 1 (continued)</b>	See assignment brief.	See assignment brief.
17	<b>Assessment – Activity 1</b>	See assignment brief.	See assignment brief.
18	<b>Assessment – Activity 1</b>	See assignment brief.	See assignment brief.

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
19	<b>LO.4 Be able to market a business online</b>  Why businesses market themselves online	<p>Whole class activity:</p> <ul style="list-style-type: none"> <li>class discussion about reasons why a business may choose to market itself and its products online, facilitated by tutor.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>learners identify technical resource requirements, findings reported back to class</li> <li>learners identify website content and ideas for website design, feedback to whole class</li> <li>learners review their assignment and identify what preparation they need to do for Activity 2.</li> </ul>	Classroom facilities as before  Case studies of exemplar organisations that market their business and products online  Internet access  Assignment brief
20	<b>LO.4 Be able to market a business online</b>  Website management and security	<p>Whole class activity:</p> <ul style="list-style-type: none"> <li>good practice and legal requirements for marketing a business online.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>learners investigate and identify issues that could apply to marketing their business online, report back to whole group.</li> </ul>	Classroom facilities as before  Internet access
21	<b>Assessment – Activity 2</b>	See assignment brief.	Assignment brief.
22	<b>Assessment – Activity 2</b>	See assignment brief.	Assignment brief.
23	<b>Assessment – Activity 2</b>  <b>LO.5 Be able to apply sales techniques and skills</b>  Personal selling	<p>See assignment brief.</p> <p>Whole class activity:</p> <ul style="list-style-type: none"> <li>basic principles of personal selling: face-to-face, telesales, selling to a group of people.</li> </ul>	Assignment brief.  Case studies of exemplar organisations using different sales techniques

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
24	<b>LO.5 Be able to apply sales techniques and skills</b>  Steps in making a sale	<p>Group work:</p> <ul style="list-style-type: none"> <li>learners discuss personal selling and identify different requirements of different sales techniques</li> <li>planning for selling, running through the basic steps in making a sale.</li> </ul> <p>Whole class activity:</p> <ul style="list-style-type: none"> <li>basic steps in making a sale</li> <li>the AIDA model.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>learners research selling situations, and practise applying AIDA model to them.</li> </ul>	Classroom facilities as before
25	<b>LO.5 Be able to apply sales techniques and skills</b>  Communication skills, identifying customers and overcoming objections to buying	<p>Whole class activity:</p> <ul style="list-style-type: none"> <li>importance of communication skills in sales process and how to communicate the right attitude to make customers feel comfortable and willing to buy</li> <li>how to identify customers; objections that customers may have.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>groups identify the target customers for products</li> <li>role plays, overcoming common types of objections.</li> </ul>	Classroom facilities as before  Flash cards for role plays, with a range of common objections customer with different needs
26	<b>LO.5 Be able to apply sales techniques and skills</b>  Sales presentations	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>elements in sales presentations.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>practising planning and making short presentations to each other.</li> </ul>	Classroom facilities as before
27	<b>LO.5 Be able to apply sales techniques and skills</b>  Making a sale and closing a sale	<p>Whole class activity:</p> <ul style="list-style-type: none"> <li>guest speaker who is involved in selling as part of their job and followed by Q&amp;A session.</li> </ul>	Guest speaker

<b>Possible outline scheme of work</b>			
<b>Session number</b>	<b>Content</b>	<b>Possible activities</b>	<b>Resources</b>
28	<b>Assessment – Activity 3</b>	See assignment brief.	See assignment brief
29	<b>Assessment – Activity 3</b>  <b>Consolidation</b>	See assignment brief.	See assignment brief
		Learners either waiting to be, or having been, assessed complete revision/consolidation exercises.	Revision/consolidation activities
30	<b>Assessment – Activity 3</b>  <b>Conclusion</b>	See assignment brief.	See assignment brief
		Learners either waiting to be, or having been, assessed complete course evaluation forms.	Evaluation forms

## Reference material

### Books

Evans-Pritchard J, Hancock M, Jones R, Mansfield A and Gray D – *AS level Applied Business for Edexcel Double Award*, (Causeway Press, 2005) ISBN 1405821159

Evans-Pritchard J, Hancock M, Jones R, Mansfield A and Gray D – *A2 level Applied Business for Edexcel Single and Double Awards*, (Causeway Press, 2006) ISBN 1405821167

### Websites

[www.businesslink.gov.uk](http://www.businesslink.gov.uk)

Business Link: advice and information for local businesses

[www.marketingteacher.com](http://www.marketingteacher.com)

Marketing resources for tutors and learners

[www.mrs.org.uk](http://www.mrs.org.uk)

The Market Research Society, professional body supporting the market research industry

[www.skillsmartretail.com](http://www.skillsmartretail.com)

The Sector Skills Council for Retail

[www.tradingstandards.gov.uk](http://www.tradingstandards.gov.uk)

Trading Standards Central: consumer protection information, supported and maintained by the Trading Standards Institute

## Sample Assessment Material

### Assignment

Below is a sample assessment activity based on the marketing and sale of the product or service that they worked on in *Unit 1: Business Enterprise*.

Centres are encouraged to take a holistic approach when designing assessment instruments in order to minimise the number of activities required.

The three activities could all be carried out at the end of the unit in succession or in three stages during the delivery of the unit after the relevant learning has taken place.

Information about the evidence required is shown in the table on page 95.

### Duration

The suggested guided learning hours (GLH) needed to complete this assignment is 16 hours per learner. Centres can structure assessment time as they see fit. This does not include time spent collecting market research data in Activity 1. Centres should note that the total class assessment time may need to be greater to allow time for separate observations of individuals in Activity 3.

## Assignment brief

### Scenario

This assignment covers the production of a marketing plan for the launch of a new product or service into an existing market, together with market research findings that support your plan, for how to market it online, and confirmation that you have demonstrated your sales skills.

You need to imagine that you work in the marketing and sales department of a company. Your job will be first to come up with a marketing plan for a product or service, then recommendations for marketing it online, and finally sell it.

You can either use the product/service from *Unit 1: Business Enterprise* or one that improves upon it.

### Activity 1a – marketing ideas

For this activity you need to work in groups.

You should already have a good idea about what your product or service is, but details of its marketing mix will not yet be finalised. Discuss in groups your ideas for:

- essential facts about the product/service
- the current market: the market that is being targeted; how the market is segmented; and who your competition is
- the marketing mix you will use
- your marketing objectives (for example market share, revenue, sales figures).

### Activity 1b - planning and carrying out market research

For (1) and (2) you need to work in groups. For (3) you need to work on your own.

You are going to carry out primary and secondary market research to help you develop your ideas from Activity 1a. You can focus on one or more of the areas you discussed.

1) You need to:

- decide what you want to find out
- decide whether the data needs to be quantitative or qualitative
- agree what method(s) of market research you are going to use
- agree a sampling plan
- write questions that will give you the information you want to find out (each person must write at least one question)
- decide who you are going to ask and which sources to use for your secondary research
- decide where and when you will collect your data, including how long it will take you
- decide what to do with the data collected.

- 2) Now you will need to collect your data. You can work in groups but you must each collect some of the group's data.
- 3) Then on your own, you need to write up your results (approximately 1000-2000 words), which will go with your marketing plan (see Activity 1c). Your write up must include:
  - the information you wanted to find out and questions asked
  - the methods used and why
  - your sampling plan for the primary research

LO.3 (.1)

  - the data collected
  - results, analysis and conclusions.

LO.3(.2, .3)

### **Activity 1c – the marketing plan**

For (1) you need to work in groups. For (2) you need to work on your own.

- 1) Discuss your final decision about how your product or service is to be positioned, using the four elements of the marketing mix:
  - product
  - price
  - place
  - promotion.
- 2) Now you need to write up your marketing plan for your line manager (approximately 1500-2500 words). You can use the information you have found in your market research and any other sources that you need.

Your marketing plan must include:

- an introduction which outlines the product/service
- an analysis of the market
- which market the product/service is targeted at and how the market is segmented
- a SWOT analysis of the competition
- any relevant local/national/international issues
- the proposed marketing mix
- marketing objectives
- justification for the proposed marketing plan, with reference to the market research.

You can include any other analytical tools if you think they are appropriate and useful.

LO.1, LO.2

**Activity 2 – recommending how to market your product/service online**

You now need to produce recommendations for how to market your product/service online.

You should use the same product/service that you have been working on in Activity 1.

- 1) You need to look at how businesses market their products/services online. In your groups, look at the websites of businesses which market products/service similar to yours, and note:
  - any similarities in look or style
  - any common technical or security features
  - any common customer services
  - common legal issues that they address
  - what you think they do well
  - what you think they do not do so well.
- 2) You now need to produce recommendations for marketing your product/service online. This must cover:
  - content
  - design
  - security features
  - maintenance.

Your recommendations can include drawings or graphics and you should try to write 800-1500 words. (You do **not** need to produce a working website.)

LO.4

### Activity 3a – preparing for sales

For this activity you can work in groups or on your own and prepare to sell your product/service.

- 1) Make sure that you are familiar with your product/service. Be sure that you know and can answer questions on:
  - what it is
  - what it does
  - how customers and consumers use or experience it
  - features and benefits
  - pricing
  - distribution method
  - any after-sales support and services.
- 2) Agree with your tutor where your *face-to-face* customer interactions will take place. If customers will be coming to you, make sure that you have prepared the physical environment to maximise your chances of making a sale.  
Your tutor will tell you where and when the *telephone* interactions will take place.
- 3) Agree with your tutor where and when your *sales presentation* will be. Make sure that you know:
  - who you will be presenting to
  - what information you want to tell them and in what order
  - how to begin and end your presentation
  - how you are going to present it (for example materials, drawings, samples)
  - what sort of questions people might have.
- 4) Look back at the unit and make sure you know:
  - the steps involved in making a sale
  - who your customers are, what they are looking for, and how to approach them
  - the common objections you may face and how to overcome them
  - the skills/attributes required when making a sale.

### Activity 3b – demonstrating your sales skills

For this activity you will be working together as colleagues in a single sales team, but each person will have to demonstrate their own ability to interact with customers.

You will each need to demonstrate your sales skills with customers in the following situations:

- face-to-face
- over the telephone
- in a 5-10 minute sales presentation to a group of people.

Your tutor will observe you and write a learner observation record which confirms:

- how well prepared you were LO.5(.1)
- whether you displayed a positive attitude and your general communication skills
- your ability to communicate the product/service's features and benefits
- your ability to overcome objections and close a sale. LO.5(.2, .3)

### Activity 3c – assessing own performance

For this activity you need to work on your own.

Write a review of your performance when demonstrating your sales skills (400-500 words). You should assess how well you dealt with each situation: face-to-face, telephone and sales presentation, with reference to the steps in the AIDA model

LO.5(.4)

### What you need to submit

Activity	<b>Evidence</b>
1	a) A marketing plan for the launch of your product/service, incorporating: <ul style="list-style-type: none"><li>• an outline of the product/service</li><li>• an analysis of the current market</li><li>• a proposed marketing mix and objectives.</li></ul> b) Your market research to accompany the plan.
2	Written recommendations for how to market the product online.
3	a) A learner observation record confirming your sales skills: face-to-face, on the telephone and to a group of people. b) Your written assessment of your own performance.

## Information for tutors

### Evidence structure

Learning outcome	Marking grid	Activity/section	Evidence
LO.1, LO.2	A	Marketing plan	Written evidence: marketing plan (product outline, marketing mix, market analysis)
LO.3	A	Market research	Written evidence: choice of method, sampling plan, what was done, data and analysis
LO.4	A	Online marketing	Written evidence: recommendations for how to market the product/service or business online
LO.5(.1, .2, .3)	B	Sales interactions	Learner observation record: preparation and sales skills
LO.5(.4)	A		Written evidence: assessment of own performance

### Notes for the tutor

This sample assignment is based on learners' own product/service. For alternative approaches, see *Variations on activities given to learners* on page 97.

The three activities could all be done at the end of the unit in succession or in three stages during the delivery of the unit after the relevant learning has taken place.

It is recommended that tutors agree with learners the product/service that they are planning to use for the assignment in order to make sure that it is suitable in terms of scope, scale and access to information. Tutors should refer to the *Guidance for assessment* section within the specification for further information.

### Activity 1

Activity 1a is not assessed directly, but is intended to focus learners on the areas which their marketing plan will need to address. This will allow them to work out what they need to find out from their market research in Activity 1b.

The aim of their market research in Activity 1b is to produce data that can inform their development of the marketing plan. Learners are not expected to become professional market researchers overnight. However, they should conduct their market research in ways that reflect professional methods and standards. The market research can be used to find out, or confirm, information that can go into any part of the marketing plan. The market research does not need to support the plan in its entirety – it is more likely to focus on particular aspects of a plan where information is lacking or where support needs to be confirmed.

Although learners can work in groups (as in the current sample assignment) on the primary and secondary market research activity, the tutor must ensure that each learner collects some of the group's data, writes it up individually and draws their own individual conclusions.

The marketing plan must cover: an outline of the product/service; an analysis of the current state of the market; an outline of the proposed marketing mix and the marketing objectives; and a justification for the proposed marketing activity. Although it would result in a more comprehensive marketing plan, their marketing plan does **not** need to include the other aspects of marketing plans taught in the *What you need to learn* (costs/budgets, timing, outcome measurement, and downside analysis).

The analysis of the current state of the market must contain as a minimum a SWOT analysis of the competition, plus details of which market is being targeted and how that market is segmented. They may also use other analytical tools but they should work out for themselves which ones are appropriate. The choice of analytical tool would depend upon whether the product/service in question was a new launch or a re-launch: if it is a *new* product/service, it could also include use of Ansoff's matrix to determine marketing strategy; if it is for a *re-launch*, then it could include product lifecycle, or the use of Boston (BCG) Matrix to locate it currently and to identify how it should move across the matrix as a result of the re-launch. A PESTEL analysis could be used in either situation if the learner finds it a useful way to help identify the impact of the launch, and to identify if their marketing plan needs to be changed or adapted accordingly.

## Activity 2

For the recommendations for online marketing, learners may work in groups to agree on the overall management of the website and to identify legal requirements. Each learner must write their recommendations individually for:

- content
- design
- security features
- maintenance.

This sounds very interesting, and this view should be encouraged as it is likely to result in a better piece of work from the learner. However, guidance may be necessary to avoid learners getting sidetracked and spending too much time on the graphics for their planned website that should be devoted to planning the content. Learners should also treat seriously the security issues associated with websites, failure to do so could have serious and costly results. The emphasis here should be on protecting the business and customers. The plan may include drawn or graphic elements. While keen learners may wish to produce a working website, this is not a requirement.

## Activity 3

The preparation for selling should be relatively straightforward if (as in the current sample assignment) the product/service is the one which learners worked on in the first part of the assignment. At this stage, they may, however, need to decide on additional information that was not included previously, such as firming up information about pricing, or opportunities for up-selling or cross-selling, etc.

For alternative approaches, see *Variations on activities given to learners* on page 97.

Learners' preparation will not be assessed directly, but rather during the demonstration of their sales skills. In other words, it should be clear how well prepared they are through the way they perform. Learners may find it helpful to use and practise with a sales script, but this should be one that the learner has developed and prepared themselves.

Evidence of learners' sales skills could be gathered during one or several sessions.

In the current sample assignment, it is envisaged that:

- face-to-face interactions will take place with real customers (which could include other learners at the centre, but not those in the same class)
- telephone sales can take place as a role play with other learners given cards outlining their requirements (these are not included with this assignment)
- the sales presentation can take place either for real or as a role play, with other learners, staff or people from outside the centre as the ‘buyers’. No scenario has been suggested because this will depend on the product or service. For example, if it is a physical product, the audience could play the role of buyers at a trade fair or local retailers. Learners should aim for their presentations to last between about 5 and 10 minutes.

The sales skills that should be assessed at this level include the ability to overcome objections to buying. Common types of objections that learners could have to deal with include: price (too high); timing (not available soon enough or when the customer wants it); features of the product itself (performance, colour, shape, size etc.); brand or manufacturer (customer has a preference for products with a particular brand or from a particular manufacturer). Learners may have to deal with customers who do **not** have objections, but they should not be assessed on those interactions. If objections do not arise naturally, then the tutor should be ready to play the role of customer – learners will need to be forewarned that this may happen.

## Variations on activities given to learners

This assignment is based on launching a new product/service that learners have been working on in *Unit 1: Business Enterprise*. One alternative approach would be to base it on the re-launch of an existing product/service or the launch of new product/service for which a brief is supplied. In either case, the product/service could be chosen by the centre or learners. The product/service could be one that is sold on (or by) the centre, or by a local business that is working with the centre to support delivery of the Business, Administration and Finance Diploma or some other product/service that interests learners. Centres should refer to the Unit specification for more information about products/services that are suitable to use for an assignment.

Several activities in this sample assignment brief incorporate stages which prepare learners for the parts where they are creating evidence that is assessed directly. Centres are free to choose different ways of preparing learners.

It is possible to separate Activities 1 and 2 from Activity 3, so that the marketing plan and market research are based on one product/service, the online marketing features a second one, and the demonstration of sales skills uses a third – but this is likely to create an additional and potentially confusing workload for the learner.

If the demonstration of sales skills in Activity 3 is not linked to the marketing activities in Activity 1, then a scenario could be developed by the centre and assessed through a role play based on either a real or imaginary business, in which case, the ‘customers’ should preferably not be learners in the same class. Centres could also use other real selling activities, including courses, qualifications, tuition services, membership to the library/sports clubs, food in the canteen, stationery, tickets for an event, extra curricular activities, support for fundraising activities, musical recordings, items produced by other courses eg artwork, food, gifts, etc.

Either of these approaches would, however, mean additional work for learners at the sales preparation stage; the product or service will need to be one about which there is clear information available, and learners will either need to be given this information or find it for themselves.

A third alternative is for Activity 3 to be done in a real workplace, for example through a part-time job or on work experience. *Annexe A* in the specification gives further guidance and information about this type of assessment.



# Unit 6: Customer Service in Business

**NQF Level 3**

**Learning hours: 60**

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## About this unit

*'There is only one boss. The customer. And he can fire everybody in the company from the chairman on down, simply by spending his money somewhere else.'* Sam Walton, founder of Wal-Mart.

All jobs include an element of customer service, whether dealing with internal, external customers or both. Whenever you are dealing with people – you are dealing with customers. In this unit learners will find out how to understand customers and their behaviour, and how organisations provide customer services to meet the needs of their customers and maintain their standards. They will be introduced to the challenges faced by organisations when providing customer services online.

Customer service has become one of the most important functions in any business or organisation. It is how you are judged and evaluated by your customers. The better the customer service the better the organisation will fare in the competitive marketplace. But dealing with customers isn't always easy – certain transactions and can customers present quite a challenge. This unit will give learners the chance to learn how to do this.

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## Learning outcomes

On completing this unit, a learner should:

- LO.1 Understand the benefits of customer satisfaction
- LO.2 Know the factors that impact on the customer experience
- LO.3 Understand how customer service standards are maintained
- LO.4 Know the challenges of providing customer service online
- LO.5 Be able to handle challenging customer service transactions.

## How learners will be assessed

This unit will be assessed by an assignment on customer service.

Learners will need to:

- Carry out an investigation into the service provided to customers by an organisation. This will involve:
  - understanding the organisation: identifying the factors that affect the customer experience, the ways in which its customers' needs and expectations vary and how it would, or does already, benefit from outsourcing its customer services operations, as well as any potential disadvantages [LO.2]
  - the benefits: explaining the benefits of providing effective customer service to its internal and external customers [LO.1]
  - online customer service: describing the particular challenges that the organisation would have, or has already, in providing customer service online [LO.4]
  - assessment and recommendations: describing what steps it takes to maintain customer service standards; assessing the service provided to customers by this organisation; and recommending ways in which the organisation can improve the standard of service it provides [LO.3]
- Demonstrate how to handle challenging verbal and written customer service situations [LO.5].

## Co-learning opportunities

This unit has links with *Unit 5: Marketing and Sales in Business* in that providing customer service is a key component of sales and considering customer needs is integral to marketing. The subject of internal customer service could also be linked to the topic of administration in *Unit 2: Business Administration and Events*.

There are also opportunities to link this unit to the delivery of *Unit 5: Marketing, Sales and Customer Service in Business* at Level 2.

## Outline scheme of work

The following is a suggested outline scheme of work. Each session, unless stated otherwise, is expected to be two hours long.

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
1	<b>Introduction to unit</b>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>unit outcomes, scheme of work and assessment strategy</li> <li>class discussion on how and why businesses provide a range of services for their customers.</li> </ul>	Classroom facilities eg smart/whiteboard, PowerPoint, flipcharts
2	<b>LO.1 Understand the benefits of customer satisfaction</b> Internal customers and external customers	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>learners introduced to concepts of internal and external customers.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>learners identify internal and external customers in a range of different business types, producing displays to represent the interrelationships.</li> </ul>	Classroom facilities as before
3	<b>LO.1 Understand the benefits of customer satisfaction</b> Benefits of satisfying external customers	<p>Whole class activity:</p> <ul style="list-style-type: none"> <li>benefits of satisfying external customers.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>learners identify benefits of satisfying external customers for a range of customer service scenarios, then report back to whole class.</li> </ul>	Classroom facilities as before Case studies from exemplar organisations and/or research facilities
4	<b>LO.1 Understand the benefits of customer satisfaction</b> Benefits of satisfying internal customers	<p>Group work:</p> <ul style="list-style-type: none"> <li>learners use case studies to identify benefits of satisfying internal customers for organisations</li> <li>learners interview members of centre staff to investigate links between service for internal and external customers, then present to the group.</li> </ul>	Classroom facilities as before Case studies of exemplar organisations as before

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
5	<b>LO.2 Know the factors that impact on the customer experience</b> Factors that impact on customer experience	Whole class activity: <ul style="list-style-type: none"> <li>learners discuss how their own experience as customers has been affected by the way organisations have provided services.</li> </ul> Group work: <ul style="list-style-type: none"> <li>learners identify how the customer experience could be improved, based on their own experiences as customers, followed by feedback to class.</li> </ul>	Classroom facilities as before Case studies from exemplar organisations
6	<b>LO.2 Know the factors that impact on the customer experience</b> How customer needs and expectations can vary	Whole class activity: <ul style="list-style-type: none"> <li>how needs vary for different groups of customers</li> <li>how and why expectations can vary.</li> </ul> Group work: <ul style="list-style-type: none"> <li>learners predict how expectations will vary for two organisations in same sector, eg one offering basic service and one a deluxe service</li> <li>learners discuss how their own needs and expectations as customers vary.</li> </ul>	Classroom facilities as before Case studies from exemplar organisations
7	<b>LO.2 Know the factors that impact on the customer experience</b> The effects of global and economic factors on the provision of services to customers	Whole class activity: <ul style="list-style-type: none"> <li>thought shower and class discussion on the effects of global and economic factors on the provision of services to customers.</li> </ul> Group work: <ul style="list-style-type: none"> <li>learners use case studies or research organisations that have outsourced customer services, identifying advantages and disadvantages.</li> </ul>	Classroom facilities as before Case studies or research facilities

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
8	<b>LO.2 Know the factors that impact on the customer experience</b>  Consolidation	<p>Whole class activity:</p> <ul style="list-style-type: none"> <li>guest speaker to talk about the range of services customers want and about differing customer needs and expectations, followed by question and answer session.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>learners produce a poster to summarise what guest speaker has said.</li> </ul>	Guest speaker
9	<b>LO.3 Understand how customer service standards are maintained</b>  Obligations towards customers	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>why customer service standards need to be maintained, and tutor-led discussion on how this can be achieved</li> <li>introduction to 'obligations': learners share examples of when they have been unsure of their rights as consumers.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>learners study scenarios where organisations are not complying with the law. They research key pieces of consumer legislation and identify which one relates to which scenario.</li> </ul>	Classroom facilities as before  Case studies and links to different sources of consumer law
10	<b>LO.3 Understand how customer service standards are maintained</b>  Policies and procedures	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>what customer service policies usually contain</li> <li>importance of having well-established procedures for dealing with customers.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>learners research different organisations' policies available on the web, comparing different organisations.</li> </ul> <p>Whole class activity:</p> <ul style="list-style-type: none"> <li>discussion on policies found: pros and cons, etc.</li> </ul>	Classroom facilities as before  Internet access

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
11	<b>LO.3 Understand how customer service standards are maintained</b> Measuring and monitoring customer service	Whole class activity: <ul style="list-style-type: none"> <li>methods used for measuring and monitoring customer service standards</li> <li>using data, tutor-led discussion on what conclusions can be drawn.</li> </ul> Group work: <ul style="list-style-type: none"> <li>learners analyse pros and cons of different methods</li> <li>learners look at different scenarios and recommend an appropriate method for each.</li> </ul>	Classroom facilities as before Customer service data Sample information from different monitoring methods
12	<b>LO.3 Understand how customer service standards are maintained</b> Measuring and monitoring customer service	Group work: <ul style="list-style-type: none"> <li>groups each research a different organisation and decide on method of measuring customer service, eg customer feedback questionnaire</li> <li>groups compare work and comment on strengths and weaknesses.</li> </ul>	Classroom facilities as before Internet access
13	<b>LO.3 Understand how customer service standards are maintained</b> Measuring and monitoring customer service	Whole class activity: <ul style="list-style-type: none"> <li>tutor gives guidance on good practice for 'mystery shoppers'.</li> </ul> Group work: <ul style="list-style-type: none"> <li>learners plan their mystery shopper activity, identifying where to visit and what to look for</li> <li>learners prepare outline questionnaire that they can use to record their findings.</li> </ul>	Classroom facilities as before
14	<b>LO.3 Understand how customer service standards are maintained</b> Measuring and monitoring customer service	Group work: <ul style="list-style-type: none"> <li>learners assume the role of a mystery shopper and visit organisations to assess the effectiveness of the services provided for customers.</li> </ul>	

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
15	<b>LO.3 Understand how customer service standards are maintained</b>  Measuring and monitoring customer service	Whole class activity/group work: <ul style="list-style-type: none"><li>learners compare results of mystery shopper experience, preparing a presentation of main points to make to groups, followed by class discussion.</li></ul>	
16	<b>LO.3 Understand how customer service standards are maintained</b>  Consolidation	Whole class activity: <ul style="list-style-type: none"><li>visit to an organisation that provides a range of services for its customers</li><li>class receive talk from the customer service team and make notes how customer service standards are maintained.</li></ul>	Suitable organisation to visit
17	<b>LO.4 Know the challenges of providing customer service online</b>  Challenges for organisations	Whole class activity: <ul style="list-style-type: none"><li>class discussion about challenges faced by organisations that deal with customers online.</li></ul> Group work: <ul style="list-style-type: none"><li>learners identify differences between dealing with customers online in comparison with high-street transactions</li><li>learners compare how different organisations provide services online.</li></ul>	Classroom facilities as before Internet access
18	<b>LO.4 Know the challenges of providing customer service online</b>  Challenges for consumers	Whole class activity: <ul style="list-style-type: none"><li>discussion on challenges faced by consumers in different situations</li><li>comparison of challenges in different sectors, how some factors become more or less important.</li></ul> Group work: <ul style="list-style-type: none"><li>learners assess effectiveness of different websites from point of view of customers.</li></ul>	Classroom facilities as before Internet access

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
19	<b>Revision</b>	<p>Whole class activity:</p> <ul style="list-style-type: none"> <li>revision of main points covered so far, areas where learners are confused, etc.</li> </ul>	Classroom facilities as before
	<b>Assessment – Activity 1</b>	See assignment brief.	See assignment brief
20	<b>Research</b>	<p>Group work:</p> <ul style="list-style-type: none"> <li>learners gather information for assignment.</li> </ul>	
21	<b>Research</b>	<p>Group work:</p> <ul style="list-style-type: none"> <li>learners gather information for assignment.</li> </ul>	
22	<b>Assessment – Activity 1 (continued)</b>	See assignment brief.	See assignment brief
23	<b>Assessment – Activity 1</b>	See assignment brief.	See assignment brief
24	<b>Assessment – Activity 1</b>	See assignment brief.	See assignment brief
25	<p><b>LO.5 Be able to handle challenging customer service transactions</b></p> <p>Factors that make customer service transactions challenging</p>	<p>Whole class activity:</p> <ul style="list-style-type: none"> <li>factors that make customer service transactions challenging.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>learners identify times when they have seen or been involved in challenging customer service transactions, then report back to whole class.</li> </ul>	Classroom facilities as before
26	<p><b>LO.5 Be able to handle challenging customer service transactions</b></p> <p>How organisations are affected by challenging customer service transactions</p>	<p>Whole class activity:</p> <ul style="list-style-type: none"> <li>how organisations are affected by challenging customer service transactions, and how they try to minimise negative effects.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>learners examine case studies: what made the transaction challenging, and if it was possible to do anything differently.</li> </ul>	Classroom facilities as before Case studies

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
27	<b>LO.5 Be able to handle challenging customer service transactions</b> How to achieve a positive outcome when dealing with challenging customer service transactions	Whole class activity: <ul style="list-style-type: none"> <li>tutor explains how to achieve a positive outcome when dealing with challenging customer service transactions.</li> </ul> Group work: <ul style="list-style-type: none"> <li>role play, learners practise how to achieve a positive outcome when dealing with challenging customer service transactions</li> <li>learners practise dealing with written transactions.</li> </ul>	Classroom facilities as before Role cards
28	<b>LO.5 Be able to handle challenging customer service transactions</b> Knowing what to do when things go wrong	Whole class activity: <ul style="list-style-type: none"> <li>what to do when things go wrong with challenging customer service transactions.</li> </ul> Group work: <ul style="list-style-type: none"> <li>guest speaker to outline how their organisation deals with challenging customer service transactions.</li> </ul>	Classroom facilities as before Case studies Guest speaker
29	<b>Assessment – Activity 2</b>	See assignment brief.	See assignment brief
30	<b>Assessment – Activity 2</b> <b>Feedback</b>	See assignment brief.  Individual work: <ul style="list-style-type: none"> <li>learners either waiting to be, or having been, assessed fill in course evaluation forms.</li> </ul>	See assignment brief  Evaluation forms

## Reference material

### Books

Evans-Pritchard J, Hancock M, Jones R, Mansfield A and Gray D – *AS level Applied Business for Edexcel Double Award* (Causeway Press, 2005) ISBN 1405821159

Evans-Pritchard J, Hancock M, Jones R, Mansfield A and Gray D – *A2 level Applied Business for Edexcel Single and Double Awards* (Causeway Press, 2006) ISBN 1405821167

### Videos

Video Arts Ltd. have produced a range of entertaining and informative training films aimed at improving customer service by highlighting the wrong way to go about dealing with a customer service situation. [www.videoarts.com](http://www.videoarts.com)

### Websites

[www.businesslink.gov.uk](http://www.businesslink.gov.uk)

Business Link: support, advice and information service for local businesses.

[www.instituteofcustomerservice.com](http://www.instituteofcustomerservice.com)

The Institute of Customer Service.

[www.skillsmartretail.com](http://www.skillsmartretail.com)

The Sector Skills Council for Retail, aiming to be the authority for retail skills development and promotion.

[www.tradingstandards.gov.uk](http://www.tradingstandards.gov.uk)

Trading Standards Central: consumer protection information in the UK, supported and maintained by the Trading Standards Institute.

## Sample Assessment Material

### Assignment

Below is a sample assessment activity based on investigating and demonstrating customer service.

Centres are encouraged to take a holistic approach when designing assessment instruments in order to minimise the number of activities required.

Assessment could take place in two different stages, after the relevant learning has taken place: firstly the investigation covering learning outcomes 1 to 4 and then the practical customer handling skills covering learning outcome 5. Alternatively, all assessment could take place at the end of the unit.

Information about the evidence required is shown in the table on page 114.

### Duration

The suggested guided learning hours (GLH) needed to complete this assignment is 10 hours per learner. Centres can structure assessment time as they see fit. This suggested GLH for assessment does not include time spent collecting information on a business/organisation in Activity 1. Centres should note that the total class assessment time may need to be greater to allow time for separate observations of individuals in Activity 2.

## Assignment brief

### Scenario

This assignment is in two parts.

For Activity 1, you have been commissioned by an organisation to investigate its customer service and write a report with recommendations. You will have to assess its services for customers, describe what steps the organisation takes to maintain customer service standards, and recommend ways in which the organisation can improve the standard of service it provides.

In Activity 2, you will need to demonstrate your ability to deal with challenging customer service situations.

### Activity 1a – customer service in an organisation – what to investigate

You are going to study the customer service in an organisation of your choice.

- 1) Choose an organisation. This should be one that provides a wide range of services for its customers, for example a retailer, a manufacturer that deals direct with the general public, or a public sector organisation.
- 2) Agree your choice of organisation with your tutor.
- 3) The list below summarises what you will need to investigate. In your group, discuss each of these points, make sure that you are clear about what each of them means and what information you need to find out about each one.
  - a) The factors that affect the customer's experience.
  - b) Who its typical customers are, and how their needs and expectations vary.
  - c) The benefits/disadvantages it has or would have from outsourcing its customer services.
  - d) The benefits of providing effective customer service for its internal and external customers.
  - e) The particular challenges that the organisation would have, or has already, in providing customer service online.
  - f) What it does to maintain customer service standards.
  - g) The effectiveness of the service it provides to its customers.

### Activity 1b – customer service in an organisation – planning and carrying out research

For (1-3) you can work in groups or on your own. For (4) you need to work on your own.

- 1) You will need to look at services provided for customers. Depending on the type of organisation, these could include:
  - access services
  - customer information services
  - payment services
  - delivery services
  - after-sales services
  - online services.
- 2) Decide what you can find out by researching the organisation from outside:
  - using your own observations and experiences
  - talking to customers
  - looking at organisation's website and its published materials
  - using other secondary sources.
- 3) Decide what you can only find out by researching the organisation from the inside, by contacting someone in the organisation, talking to them and asking questions.
- 4) Once you have finished, write up your investigation into an individual report. In the first part (approximately 1500-2000 words) you should:
  - identify the factors that affect the customer experience
  - describe how the organisation's customers' needs and expectations vary
  - identify how it would, or does already, benefit from outsourcing its customer service operations

LO.2

- explain the benefits of providing effective service to its internal and external customers

LO.1

- describe the particular challenges that the organisation would have, or does have, in providing customer service online.

LO.4

In the second part (approximately 1000-500 words) you should:

- describe what steps the organisation takes to maintain customer service standards
- assess the service provided to its customers
- recommend ways in which it can improve the standard of service it provides.

LO.3

## **Activity 2 – handling challenging customer service transactions**

For this activity you will have to demonstrate your customer handling skills in at least three different challenging customer service situations in total. These must take place both verbally and in writing. At least one of the verbal interactions must be done face-to-face.

Beforehand, take a look again at the unit and make sure that you are clear about the factors that can make a customer service situation ‘challenging’, the effects that this can have, and the skills/attributes that are needed to resolve it successfully.

Your tutor will observe you and write a learner observation record which confirms your customer handling skills for the verbal interactions.

- 1) Agree with your tutor when and where the verbal interactions will take place.
- 2) Your tutor will supply you with the written communication that you must respond to.

LO.5

**What you need to submit**

<b>Activity</b>	<b>Evidence</b>
1	Your investigation.
2	<ol style="list-style-type: none"><li>a) A learner observation record confirming your verbal customer handling skills.</li><li>b) Copies of documents demonstrating your ability to deal with customer service situations in writing. This will include communication from the customer and your response.</li></ol>

## Information for tutors

### Evidence structure

Learning outcome	Marking grid	Activity/section	Evidence
LO.2	A	<i>Investigation:</i> understanding the organisation	Written evidence: good customer service; varying needs and expectations of customers; benefits of outsourcing customer services
LO.1	A	the benefits	Written evidence: benefits of providing effective customer service
LO.4	A	online customer service	Written evidence: challenges of online customer service
LO.3	A	assessment and recommendations	Written evidence: steps taken to maintain customer service standards; assessment of customer service provided; recommendations for improvements
LO.5	A	Demonstrating customer service skills	Written evidence: written customer service transaction
LO.5	B		Learner observation record: verbal customer service transaction

### Notes for the tutor

This sample assignment is based on learners choosing their own organisation to investigate. For alternative approaches, see *Variations on activities given to learners* on page 115.

Centres can link Activities 1 and 2 so that the organisation chosen is the same; this could make the customer interactions more purposeful. If they *are* linked, then it would be advisable to limit the number of organisations studied in any one class as this would make the customer interactions more manageable.

#### Activity 1

Activity 1a is not assessed directly, but leads up to the investigation and write up in Activity 1b. More than one learner can work on the same organisation and they can work together at the planning and research stages, but learners must work on their own to write up the report.

It is recommended that tutors agree the chosen organisation with learners (if necessary, these could be chosen by tutors). This will prevent learners choosing an organisation which is unsuitable and about which learners will not be able to access information. It is suggested that retail organisations, manufacturers that deal direct with the public or organisations in the public sector are likely to be most suitable as they will have a range of services for customers and are likely to be prepared to promote their services and provide learners with information.

## Activity 2

The preparation for the customer interactions should be based on the *What you need to learn* section of the unit specification.

In the current sample assignment, it is envisaged that this activity will be assessed in the centre. Role-play situations can be developed for the verbal interactions, with other learners or centre staff taking the role of customers. (For alternative approaches, see *Variations on activities given to learners*, below.) The ‘customers’ should preferably not be learners in the same class. The nature of the organisation will dictate the types of interactions that are appropriate.

Ideally, the customer interactions will be based on the same organisation that learners have investigated in Activity 1; this will make it much easier for learners to prepare for their role as staff. Centres will need to prepare carefully for this and ensure that learners have appropriate knowledge (for example about products/services, the organisation, policies and procedures) in order to deal with the interactions in the role play.

For the written interactions, tutors could compose one or more emails or letters from a customer. Again, the communication will depend on the type of organisation that learners have chosen. Different learners can be given the same piece of written communication to which they must respond.

There must be at least three interactions in total: two verbal and one written or vice versa. The verbal interaction(s) must include at least one that is done face-to-face.

## Variations on activities given to learners

Several activities in this sample assignment brief incorporate stages which prepare learners for the parts where they are creating evidence that is directly assessed. Centres are free to choose different ways of preparing learners.

The tutor could choose the organisation(s) instead of the learners.

It is possible to separate Activity 1 from Activity 2, so that the investigation is on one organisation and learners’ demonstration of handling challenging verbal and written customer service is on another organisation. This approach would, however, mean additional work for learners at the preparation stage – the organisation and the situation for customer interactions will need to be one about which there is clear information available, and this information will need either to be given to the learners or found by them.

The customer service situations in which learners demonstrate their skills in Activity 2 could be real examples done on work experience or through a part time job.

Centres could also use other real situations where customer interactions take place, including enquiry or reception desks at the centre or associated facilities such as sports or leisure centres, the canteen, stationery or book sales areas, extra curricular activities, etc. Any ‘real’ situation presents an additional challenge for centres, however, in that learners need to be assessed on interactions that are considered ‘challenging’ rather than merely routine, and such interactions may occur infrequently.

Another approach would be to base the assessment on real examples which are then recreated under controlled assessment conditions via role play or documents (such as a letter of complaint).

In all cases, information which identifies any real customers should be obscured or changed.

The verbal and written interactions might be contextualised by giving learners the task of showing the organisation how it can learn from them, such as through product improvement, staff training or the development of a procedure to deal with such issues (although learners do not need to recommend which approach should be taken or be involved in implementing this).

# Unit 7: Teams and Communication in Business

**NQF Level 3**

**Learning hours: 60**

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## About this unit

It is sometimes said that ‘it’s not what you say, but the way that you say it’ that counts. When communicating in business, it’s often important to show sensitivity and diplomacy in order to build rapport, maintain relationships, and get things done. This applies whether the individual is communicating with team members, colleagues, customers, and/or trying to develop networking opportunities that will be useful to them. This unit will give learners the opportunity to practise and improve their ability to communicate in a range of business situations.

In today’s business world, teams are very much a part of an organisation’s success, with collaboration as the key to doing the task better and more efficiently. Teams cannot be instantly effective – they need to develop through various stages to become fully collaborative and different people contribute to the team in different ways. Sometimes when people work in teams, they have their own types of communication behaviour which can affect others and be a cause of conflict or tension. This unit will help learners understand the factors that make an effective team. They will practise working together in team situations both as a team member and as a team leader.

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## Learning outcomes

On completing this unit, a learner should:

- LO.1 Understand the importance of effective business communication
- LO.2 Be able to communicate effectively using networking skills and different forms of business communication
- LO.3 Understand the factors that contribute to successful team working
- LO.4 Be able to work effectively as a team leader and member.

## How learners will be assessed

This unit will be assessed by an assignment in two parts.

Learners need to assess the communication within an organisation. This needs to cover:

- the types of communication used by people in the organisation to communicate with them and how effective the communication is in terms of: the amount of communication; the methods used; the quality of communication [LO.1].

They will also work as part of a team **either** to put on a one-off business event **or** to implement a business idea. They will need to:

- Show their teamworking skills while working as a team member and team leader [LO.4]
- Show their networking skills and create written business communication connected to the event or business idea [LO.2]
- Assess the effectiveness of their team/team leaders in comparison with another team and recommend improvements that would make their team more effective [LO.3].

## Co-learning opportunities

There are opportunities to link this unit to the learning and assessment of other Level 3 units, particularly *Unit 1: Business Enterprise*. For example, the teamworking activity and business communication could be linked with learners' business enterprises, either in terms of learning or assessment. Teamworking and business communication could also be linked to administration and event planning in *Unit 2: Business Administration and Events*.

There are also opportunities to link this unit to the delivery of *Unit 6: Teams and Communication in Business* at Level 2.

## Outline scheme of work

The following is a suggested outline scheme of work. Each session, unless stated otherwise, is expected to be two hours long.

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
1	<b>LO.1 Understand the importance of effective business communication</b> Definition of business communication	Whole class teaching: <ul style="list-style-type: none"> <li>unit objectives, scheme of work and assessment strategy</li> <li>different types and purposes of business communication.</li> </ul> Group work: <ul style="list-style-type: none"> <li>researching purposes of different types of communication.</li> </ul>	Classroom facilities eg smart/whiteboard, PowerPoint, flipcharts Examples of different business communication
2	<b>LO.1 Understand the importance of effective business communication</b> The transactional communication process, different communication climates; flow of communication.	Whole class teaching: <ul style="list-style-type: none"> <li>transactional communication model and communication climates</li> <li>flow of communication and different channels in an organisation.</li> </ul> Group work: <ul style="list-style-type: none"> <li>relaying a message</li> <li>listing reasons why communication fails and its effect</li> <li>researching the formal and informal communication channels in the centre.</li> </ul>	Classroom facilities as before Graphic of the communication process
3	<b>LO.1 Understand the importance of effective business communication</b> Communication barriers, consequences of communication failure	Whole class teaching: <ul style="list-style-type: none"> <li>communication barriers</li> <li>DVD on consequences of poor or failed communication.</li> </ul> Group work: <ul style="list-style-type: none"> <li>researching consequences of poor or failed communication.</li> </ul>	Classroom facilities as before DVD on communication failure

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
4	<b>LO.1 Understand the importance of effective business communication</b> Globalisation, advantages of using electronic communications	Whole class teaching: <ul style="list-style-type: none"> <li>how globalisation has affected electronic communication.</li> </ul> Group work: <ul style="list-style-type: none"> <li>producing a presentation on advantages and disadvantages of electronic communication.</li> </ul>	Classroom and computer facilities as before
5	<b>LO.1 Understand the importance of effective business communication</b> Globalisation, advantages of using electronic communications	Pair work: <ul style="list-style-type: none"> <li>researching five businesses with an online presence for purchasing CDs, books or mobile phones</li> <li>preparing a table comparing the level of accessibility for customers, how up to date, etc.</li> </ul>	Classroom and computer facilities as before
6	<b>LO.1 Understand the importance of effective business communication</b> Visit to an organisation to see electronic communication in action	Whole class activity: <ul style="list-style-type: none"> <li>visit to an organisation with global links to investigate communication process in the organisation and use of electronic communication.</li> </ul>	Suitable organisation to visit

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
7	<p><b>LO.2 Be able to communicate effectively using networking skills and different forms of business communication</b></p> <p>Effective written communication, choice of method, formats, expressing the message clearly</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>importance of producing business information which presents a professional image.</li> </ul> <p>Individual work:</p> <ul style="list-style-type: none"> <li>exercises to practise entering, editing and formatting text and spell-check.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>discussion on purposes and features of other business communications: memos, messages/notes, presentations, agendas and minutes</li> <li>examples of letter layouts and conventions</li> <li>collecting documents for different purposes and assessing their effectiveness.</li> </ul>	Classroom and computer facilities as before Examples of different business letter layouts
8	<p><b>LO.2 Be able to communicate effectively using networking skills and different forms of business communication</b></p> <p>Written communications: letters, formats, conventions, entering and editing text</p>	<p>Group work:</p> <ul style="list-style-type: none"> <li>researching house style for different businesses</li> </ul> <p>Individual work:</p> <ul style="list-style-type: none"> <li>producing business letters from exercises</li> <li>entering, editing and formatting text</li> <li>using spell-check.</li> </ul> <p>Pair work:</p> <ul style="list-style-type: none"> <li>learners check each others work for accuracy and grammar.</li> </ul>	Classroom and computer facilities as before Exercises on producing business letters for defined purpose

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
9	<p><b>LO.2 Be able to communicate effectively using networking skills and different forms of business communication</b></p> <p>Written communications: emails, formats, conventions, entering and editing text</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>features and uses of emails and email etiquette.</li> </ul> <p>Individual work:</p> <ul style="list-style-type: none"> <li>sending emails to each other with attachments.</li> </ul> <p>Pair work:</p> <ul style="list-style-type: none"> <li>preparing a handout on email etiquette.</li> </ul>	Classroom and computer facilities as before Exercises and facilities for sending emails with attachments
10	<p><b>LO.2 Be able to communicate effectively using networking skills and different forms of business communication</b></p> <p>Written communications: reports, formats, conventions, entering and editing text</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>uses of reports and how they are structured.</li> </ul> <p>Individual work:</p> <ul style="list-style-type: none"> <li>preparing a structured report.</li> </ul>	Classroom and computer facilities as before Exercises on producing reports
11	<p><b>LO.2 Be able to communicate effectively using networking skills and different forms of business communication</b></p> <p>Networking</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>importance of networking in business; networking opportunities.</li> </ul> <p>Individual/group task:</p> <ul style="list-style-type: none"> <li>prepare documentation to develop networking contacts</li> <li>plan for practising networking skills: identifying existing contacts, plan how to follow these up.</li> </ul>	Classroom facilities as before

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
12	<p><b>LO.2 Be able to communicate effectively using networking skills and different forms of business communication</b></p> <p>Oral communications</p> <p><b>LO.4 Be able to work effectively as a team leader and member</b></p> <p>Communicating effectively: listening and speaking skills, non-verbal communication</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>discussion on types of oral communications</li> <li>oral and non-verbal communication skills.</li> </ul> <p>Pair work:</p> <ul style="list-style-type: none"> <li>role play activities to practise oral and non-verbal communication skills.</li> </ul>	<p>Classroom facilities as before</p> <p>Role plays on body language</p>
13	<p><b>LO.3 Understand the factors that contribute to successful teamworking</b></p> <p>Different types of team</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>differences between a group and a team</li> <li>different types of team.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>definition of a team and carrying out a team building activity.</li> </ul>	<p>Classroom facilities as before</p> <p>Team building activity</p>
14	<p><b>LO.3 Understand the factors that contribute to successful teamworking</b></p> <p>Stages of team development</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>stages of team development.</li> </ul> <p>Individual work:</p> <ul style="list-style-type: none"> <li>stages of team development that learner has been involved in.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>carrying out a team building activity.</li> </ul>	<p>Classroom facilities as before</p> <p>Team building activity</p>

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
15	<p><b>LO.3 Understand the factors that contribute to successful teamworking</b></p> <p>Characteristics of an effective team</p> <p><b>LO.4 Be able to work effectively as a team leader and member</b></p> <p>Positive attitude, being willing to participate, supporting other team members</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>discussion on advantages and disadvantages of working in a team and how teamworking contributes to organisational effectiveness</li> <li>characteristics of an effective team.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>discussing how people enjoy working in teams, what they like about it, what they don't.</li> </ul>	Classroom facilities as before
16	<p><b>LO.3 Understand the factors that contribute to successful teamworking</b></p> <p>The link between teamwork and organisational effectiveness</p>	<p>Whole class activity:</p> <ul style="list-style-type: none"> <li>guest speaker explain benefits of teams in their organisation.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>preparing short presentation on 'groupthink'.</li> </ul>	Classroom and computer facilities as before Guest speaker
17	<p><b>LO.3 Understand the factors that contribute to successful teamworking</b></p> <p>Belbin's team roles</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>discuss on team members needed for a new project activity</li> <li>Belbin's team roles.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>researching strengths and weaknesses of each role.</li> </ul> <p>Individual activity:</p> <ul style="list-style-type: none"> <li>identifying team roles of a known team and which roles are missing</li> <li>identifying own team role preferences.</li> </ul>	Classroom facilities as before Handout on Belbin's team roles Team role analysis inventory

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
18	<p><b>LO.3 Understand the factors that contribute to successful teamworking</b></p> <p>Effective leadership, team leader's role, differences between leadership and management</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>discussion on qualities of well-known leaders</li> <li>leadership and different types of leader – autocratic, persuasive, consultative, participative.</li> </ul> <p>Pair activity:</p> <ul style="list-style-type: none"> <li>researching differences between management and leadership</li> <li>preparing a flyer on skills an effective leader needs.</li> </ul>	Classroom facilities as before Profile of a leader Internet access
18	<p><b>LO.3 Understand the factors that contribute to successful teamworking</b></p> <p>Effective leadership, team leader's role, power and authority, styles of leadership</p> <p><b>LO.4 Be able to work effectively as a team leader and member</b></p> <p>Team leading skills, adapting leadership style according to the situation</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>Adair's Action Centred Leadership model</li> <li>discussion on styles of leadership</li> <li>types of power and authority (French and Raven): charismatic, legitimate, expert, coercive, reward.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>activities using Adair's and French and Raven's model.</li> </ul> <p>Pair work:</p> <ul style="list-style-type: none"> <li>exercises to identify appropriate leadership style for the situation</li> <li>preparing a presentation on advantages and disadvantages of each style.</li> </ul>	Classroom facilities as before Graphic of, and exercises on, Adair's model Activity on leadership styles Exercises on French and Raven's power and authority model

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
20	<p><b>LO.3 Understand the factors that contribute to successful teamworking</b></p> <p>Power and authority, new technology, home based and teleworking, challenges and benefits of remote working</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>• how home-based and teleworking methods of working are evolving.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>• discussion on challenges and benefits of new technology.</li> </ul> <p>Pair work:</p> <ul style="list-style-type: none"> <li>• researching and preparing presentation on challenges and benefits of remote working and virtual teams for the team leader, the individual, and the organisation.</li> </ul>	<p>Classroom facilities as before</p>
21	<p><b>LO.3 Understand the factors that contribute to successful teamworking</b></p> <p>Team leader's role, factors that motivate people</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>• discussion on what motivates learners to get up in the morning</li> <li>• ways team members are motivated using Maslow's hierarchy of needs.</li> </ul> <p>Individual activity:</p> <ul style="list-style-type: none"> <li>• identifying own motivation using Maslow's hierarchy.</li> </ul> <p>Pair work:</p> <ul style="list-style-type: none"> <li>• discussion on demotivational factors.</li> </ul>	<p>Classroom facilities as before</p> <p>Graphic of Maslow's hierarchy of needs</p>
22	<p><b>LO.3 Understand the factors that contribute to successful teamworking</b></p> <p>Team leader's role: factors that motivate</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>• other theorists of motivation – McGregor, Herzberg.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>• research motivational rewards for staff used by different organisations.</li> </ul>	<p>Classroom facilities as before</p> <p>Internet access or newspapers to look at motivational rewards for jobs</p>

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
23	<p><b>LO.3 Understand the factors that contribute to successful teamworking</b></p> <p>Characteristics of an effective team</p> <p><b>LO.4 Be able to work effectively as a team leader and member</b></p> <p>Communication, Resolving conflict and Giving feedback to other team members, receiving feedback</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>• DVD on conflict in teams</li> <li>• outline on legislation which ensures people should be treated fairly and equally at work.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>• preparing a presentation on ways to resolve conflict.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>• types of feedback.</li> </ul> <p>Individual work:</p> <ul style="list-style-type: none"> <li>• reflecting on times when learners received constructive and destructive feedback and its effect.</li> </ul> <p>Pair work:</p> <ul style="list-style-type: none"> <li>• learners consider scenarios and suggest what feedback to give and how it might be received</li> <li>• role play to practise giving and receiving feedback and to practise active listening skills.</li> </ul>	<p>Classroom facilities as before</p> <p>DVD showing conflict situations</p> <p>Role play and scenarios on giving and receiving feedback</p>
24	<b>Assessment – Activity 1</b>	See assignment brief.	See assignment brief
25	<b>Assessment – Activity 1</b>	See assignment brief.	See assignment brief
26	<b>Assessment – Activity 1</b>	See assignment brief.	See assignment brief
27	<b>Assessment – Activity 2</b>	See assignment brief.	See assignment brief
28	<b>Research</b>	<p>Individual work:</p> <ul style="list-style-type: none"> <li>• learners gather information on communication methods for assignment.</li> </ul>	

<b>Possible outline scheme of work</b>			
<b>Session number</b>	<b>Content</b>	<b>Possible activities</b>	<b>Resources</b>
29	<b>Assessment – Activity 3</b>	See assignment brief.	See assignment brief
30	<b>Conclusion</b>	Individual feedback. Whole class discussion. Unit evaluation and close.	Classroom facilities Evaluation sheets

## Reference material

### Books

Ashley V and Ashley S – *Student Handbook Level 3 (Business and Administration Standards)* (Council for Administration, 2006) ISBN 0955092053

Honey P – *Teams and Teamwork* (Peter Honey, 2001) ISBN 1902899156

Leigh A and Maynard M – *Leading Your Team* (Nicholas Brealey, 2004) ISBN 1857883047

### Websites

<a href="http://www.businessballs.com">www.businessballs.com</a>	Team activities
<a href="http://www.cfa.uk.com">www.cfa.uk.com</a>	Council for Administration
<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>	Chartered Institute of Personnel and Development
<a href="http://www.how-to-change-careers.com/what-is-networking.html">www.how-to-change-careers.com/what-is-networking.html</a>	Tips on networking
<a href="http://www.managers.org.uk">www.managers.org.uk</a>	Chartered Management Institute
<a href="http://www.wilderdom.com/games/InitiativeGames.html">www.wilderdom.com/games/InitiativeGames.html</a>	Team building activities

## Sample Assessment Material

### Assignment

Below is a sample assessment activity on teamworking and communication.

Centres are encouraged to take a holistic approach when designing assessment instruments in order to minimise the number of activities required.

The current assignment is linked to the assessment of *Unit 2: Business Administration and Events*, but guidance is given on alternative approaches in *Variations on activities given to learners*.

Information about the evidence required is shown in the table on page 134.

### Duration

The suggested guided learning hours (GLH) needed to complete this assignment is 10 hours per learner. Centres can structure this time as they see fit, but to provide adequate scope for assessment and for learners to take a turn at leading a team, the teamworking activity must be one that takes more than one session to resolve. Time spent studying researching communication methods in Activity 3 is not included in the assessment time.

## Assignment brief

### Scenario

For this assignment you will need to use the finalised event plan that you drew up in *Unit 2: Business Administration and Events*. You are now going to work together to stage the event. You will not lose marks at this stage for making any necessary changes to the event plan.

If possible, you should work in the same groups as you did in Unit 2.

During Activity 1, your tutor will observe you and write a learner observation record which records how well you work in a team towards the goals, how you give and respond to feedback.

LO.4

### Activity 1a – working as part of a team

- 1) For this activity you will need to work in groups to stage your event. Before you begin, make sure you know exactly when the event is due to take place. You will need to go through the event plan in your group to make sure you know:
  - the essential facts about the event
  - what your group will have to do to organise it
  - how much time your group has (your tutor will tell you how much time is available each week for this)
  - the tasks that have to be done and when they have to be done by
  - the requirements relating to producing business communication (see Activity 1b). You can do this at any time before the event is due to take place or immediately afterwards, and you will need to allow time for this as well.
- 2) Next, you will have to divide the time available into stages and agree who is going to act as team leader for each stage. Each person must take a turn as team leader.

For each stage, the team leader will decide how the group will work. There are different ways of doing this, for example:

- everyone working together on the same task
- team members working together on the same task while the team leader keeps an eye on what is happening
- different people working on different tasks, with or without the team leader taking part
- any other way that suits the group and task.

Whatever way is chosen, before they begin, the team leader should think about how to get the best out the team, how to monitor performance, and be ready to deal with any conflict that arises.

You should also keep diary notes to help you with the review that comes later.

### Activity 1b – business communication

Each person will need to produce at least two different pieces of business communication connected to the event.

This **must** include some evidence of your networking, which should be connected in some way to the event. This networking could take place before the event or at the event itself. This networking may begin face-to-face (for example someone you meet at the event, or someone you make contact with beforehand who you would like to attend), but there must be some written evidence (such as a follow-up email). Marks will be awarded on the basis of quality and appropriateness of the written communication only.

In addition to this, you must also produce **at least one** other piece of business communication. Examples of written communication that may be relevant include:

- meetings documentation – agendas, minutes
- documentation to plan and publicise the event – flyers, notices, risk assessment, invitation letters, instructions and information for people attending the event.

You can agree as a group what documentation is needed and when, but each individual must produce their own documents. If necessary, team members can produce different versions of the *same* piece of business communication.

LO.2

### Activity 1c – post-event feedback session

After the team activity has finished, your tutor will observe you in a feedback session. The tutor will lead the session and will ask each team leader to give constructive feedback to the team members on their performance and invite the team members to do the same for the team leader.

If your tutor has not observed you as team leader dealing with conflict, they will give you examples of what might have happened and ask how you would have dealt with it.

## Activity 2 – review of team activity

For this activity you will need to work on your own.

To check what you have learned about teams and teamworking, your next task is to review team performance.

First you will need to choose another team to compare with your own. You will need to agree this choice of team with your tutor. Some possible ideas are:

- a team you have learned about during the unit
- a team you know from outside the class (for example from a job you have done)
- another team within your class who also took part in planning an event.

Use your diary notes from your teamworking activity to help you and produce an essay which answers the following questions:

1a) What similarities and differences are there between the two teams? (Comment on leadership styles of team leaders, ways in which performance is monitored, and Belbin team roles.)

1b) How effectively do/did the two teams and team leaders work together?

LO.3(.1, .2)

2) What improvements would make the teams more effective? (Give reasons to support your suggestions.)

LO.3(.3)

## Activity 3 – communication in an organisation

The principal of the college is interested in your work on business communication and would like to hear what learners think about communication\* in the college. You have therefore been asked to write a short report (approximately 750-1000 words) which answers the following questions:

- 1) How does the college communicate\*\* with you and other people?
- 2) How can you communicate back?
- 3) How effective is the communication in terms of:
  - the amount of communication
  - the methods used
  - the quality of communication.

LO.1

\* this includes both oral and written communication

\*\* think about the types of information (for example course information, timetables, progress) and the methods (such as notice boards, announcements)

**What you need to submit**

<b>Activity</b>	<b>Evidence</b>
1	A learner observation record from your tutor confirming: <ul style="list-style-type: none"><li>• your teamworking skills</li><li>• your giving and receiving of feedback.</li></ul>
1b	Hard copies of business documentation.
2	Your review.
3	Your report.

## Information for tutors

### Evidence structure

Learning outcome	Marking grid	Activity/section	Evidence
LO.2	A	Teamworking and business communication activity	Written evidence: communication created for business or event, including networking communication
LO.4	B		Learner observation record: teamworking skills; giving and receiving of feedback
LO.3	A	Review of team activity	Written evidence: teams and team leaders; effectiveness of own team; recommendations
LO.1	A	Assessing the communications within an organisation	Written evidence: types and effectiveness of communication

### Notes for the tutor

The current assignment is linked to the assessment of *Unit 2: Business Administration and Events*, but guidance on alternative approaches can be found in *Variations on activities given to learners* on page 136.

#### Activity 1

In the teamworking activity, each learner will need to take turns as the team leader. As a team member they will be expected to make a positive contribution. As a team leader they will be expected to show leadership qualities, such as monitoring performance through giving constructive feedback. Marks are awarded based on the tutor's observation of learners' teamworking skills. Tutors will need to take a holistic view based on what they see throughout the teamworking task rather than, say, at the beginning or end only, although they do not need to observe the whole activity from start to finish. They should take care to observe discreetly and not get involved in the team activity. It is important to bear in mind that individuals' ability to work in, and communicate in a team is not necessarily linked to the achievement of the group as a whole. Learners are also assessed on their ability to deal with any conflict that arises. Conflict can be understood in its broadest sense as including low-level tensions within the group. It may be that there was conflict, but it was unobserved by the tutor, in which case a post-task interview (group or individual) could be used to gather and record evidence. There is no need to artificially engineer conflict if the group is able to work harmoniously: if none occurs, the tutor can use a post-task interview to pose a hypothetical situation (for example involving an uncooperative team member) and asking how they would have dealt with it.

The marks for giving and receiving feedback cover feedback from team leader to team members, even if it also naturally occurs between team members. Feedback between team members and team leader may arise naturally as the activity is happening (and, if seen happening in this way, due credit can be given), but in this sample assignment activity an additional post-event feedback session has been suggested to ensure it is observed by the tutor. If there is an absence of evidence of feedback being given and received during the activity, the tutor must ensure that it takes place after the event.

In Activity 1b, learners need to show evidence of producing business communication using appropriate formats, tone and language. Learners should submit copies of original documents together with any replies they have received from their networking activities. These should be connected to the context in which the teamworking activity is taking place.

### **Activity 2**

As in this sample assessment activity, it is recommended that learners agree with the tutor which team they will compare their own team against in order that learners have sufficient knowledge of the team in question. If learners choose to compare theirs with another in the class, centres may wish for learners not to use their real names. In their comparison, they should refer to one, or more, of their own team leaders, which could be the learner themselves or someone else. They could assess the other team either as an outsider or from working within it (either currently or in the past). The review of the teamworking activity can be presented in any appropriate written format and must be done individually.

The review should incorporate the characteristics and roles within the teams, the leadership/management style of the team leaders, and Belbin team roles. This can be followed by how performance is monitored and an overall judgement of how well the team and team leaders perform. It is important for learners to compare the two teams in relation to each factor, showing their similarities and differences. In their recommendations for improvement, learners should make justified suggestions for overall team performance such as improvements to communication, performance monitoring, or the limitations of the team leader role to diffuse conflict in the team. When explaining how individuals and the team leader contribute to the team's effectiveness, learners should give examples based on their chosen teams rather than just general statements about team leaders and individuals.

### **Activity 3**

For this task, it is important that learners focus on their own experiences of how an organisation communicates with them and other people, as well as the ways they can communicate back. They could identify their chosen organisation through work experience or, as in this example, they could use the centre itself. If using the centre, they should use examples to illustrate the different types of communication they receive, such as course information, progress updates, facilities etc, as well as the different ways that staff communicate with them such as one-to-ones, tutorials, emails, noticeboards etc, and also examine what channels exist for them to communicate back.

## Variations on activities given to learners

The order of the tasks can be reversed so that assessment of learning outcome 1 takes place first. Even if this unit is linked to Unit 2, it may not be practical for each group in a class to stage its own event, in which case the centre could use just one of the event plans drawn up in Unit 2 – the class could then be split into groups with each given responsibility for a different part of the event. If this occurs, however, it is important to note that business communications (including networking) must remain a part of each group's responsibilities, and each individual will need to produce their own evidence of this. If none of the event plans are suitable, the centre could present learners with a specially drawn up event plan to be given to them as a brief. However, it is important to note that in order to provide sufficient scope for learners to demonstrate their team skills, they will do more than merely contribute to discussions and 'theoretical' planning in meetings – there will need to be some element of practical activity or activities, involving making actual preparations for the event.

An alternative would be to link the assessment to the learner's own business enterprise. The team activities could be any that arise naturally from implementing the business enterprise in the last part of Unit 1.

The assessment for this unit does not have to be linked to either Unit 1 or Unit 2. It could instead be linked to a different one-off event or business enterprise activity (for example a second, improved event or enterprise activity).

As mentioned above, whatever context and purpose for assessment is used, to provide adequate scope for assessment, the teamworking activity must be one that takes more than one session to resolve.

For both learning outcomes 1 and 3, evidence can be presented in any written format. If this includes presentation slides, then this evidence should, by itself, provide all of the necessary evidence for assessment since oral communication skills are not assessed in these learning outcomes.

The assignment brief must clearly indicate which outcome(s) is/are being assessed in which part of the assignment.

# Unit 8: Responding to Change in Business

**NQF Level 3**

**Learning hours: 30**

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## About this unit

*'The key ...and there is only one key...is ...attitude. If the security of guaranteed cubicle slavery for life is your cup of tea...well you're going to be scared stiff of all that's coming down the pike. But if the notion of life as a series of 'gigs' in which you learn new tricks and live by your wits, excites you ...well you'll wake up drooling at the chance to re-imagine yourself...' – Tom Peters in Re-imagine*

The world of work is changing rapidly and it is inevitable that learners will face many changes in their careers. In this unit they will explore the drivers of change from the perspective of the business decision makers, the owners and managers, and in doing so discover that the choice is often 'change or die'.

Learners will then go on to consider how these changes affect the businesses and their employees, and also how individual employees respond to change in different ways.

Learners will find out about the powerful impact individual responses to change can have on the success or otherwise of change programmes and how to prepare for and manage their own responses to changes in the workplace, as well as how to assess the impact and success of change.

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## Learning outcomes

On completing this unit, a learner should:

- LO.1 Understand the causes and impact of change in business
- LO.2 Understand the impact of change on employees.

## How learners will be assessed

This unit will be assessed by an examination lasting one hour. This will consist of a variety of questions based on one or more organisations. The mark that learners achieve for this examination will be their mark for the unit.

## Co-learning opportunities

There are opportunities to link the delivery of this unit to a number of other units. *Unit 1: Business Enterprise* and *Unit 5: Marketing and Sales in Business* provide particular opportunities for curriculum links, for example relating to how businesses need to innovate in order to respond to changes in the market. There are also clear links to *Unit 2: Business Administration and Events*, particularly relating to the ways in which changes in technology impact upon administrative tasks and processes. Similarly, links can be made with *Unit 9: Corporate Social Responsibility* by considering how organisations are responding to changing expectations from consumers about how they behave.

There are also opportunities to link this unit to the delivery of *Unit 7: Responding to Change in Business* at Level 2.

## Outline scheme of work

The following is a suggested outline scheme of work. Each session, unless stated otherwise, is expected to be two hours long.

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
1	<b>Introduction to unit</b>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>unit objectives, scheme of work and assessment strategy</li> <li>use career of an individual to show how change at work happens continuously</li> <li>guest speaker: governor of school/college explains factors driving change in the institution.</li> </ul>	Classroom facilities, eg smart/whiteboard Biopic of suitable person Guest speaker
2	<b>LO.1 Understand the causes and impact of change in business</b> Internal factors	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>tutor-led discussion on internal change factors, drawing on information from previous lesson and from a case study where internal factors were significant.</li> </ul> <p>Pair work:</p> <ul style="list-style-type: none"> <li>learners research factors that are currently driving change for a chosen company, followed by class discussion.</li> </ul>	Classroom facilities as before Internet access
3	<b>LO.1 Understand the causes and impact of change in business</b> External factors: global economy; economic changes	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>discussion of examples, with use of case studies.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>learners are given business scenarios/case studies along with a list of changes to economic conditions over period of time. Learners work out whether each change will be positive or negative.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>comparison of findings, discussion of results.</li> </ul>	Classroom facilities as before Scenarios/case studies

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
4	<b>LO.1 Understand the causes and impact of change in business</b> External factors: political, legal, social	Whole class teaching: <ul style="list-style-type: none"> <li>discussion on differences between categories and links between them.</li> </ul> Group work: <ul style="list-style-type: none"> <li>classification exercise: learners put changes into correct category</li> <li>each group takes the role of owners of small business in chosen field. Tutor feeds in political, legal and social changes using audio-visual stimulus material. Groups discuss how their business would be affected and actions they would take.</li> </ul>	Classroom facilities as before Classification exercise Stimulus material with examples of change
5	<b>LO.1 Understand the causes and impact of change in business</b> External factors: technological, environmental	Whole class teaching: <ul style="list-style-type: none"> <li>main technological and environmental changes</li> <li>learners watch DVDs about current technological changes.</li> </ul> Group work: <ul style="list-style-type: none"> <li>learners research impact of one technological change on the predominant local industry and prepare a mini presentation.</li> </ul>	Classroom facilities as before Internet access
6	<b>LO.1 Understand the causes and impact of change in business</b> Changes at different levels; all internal and external factors	Whole class teaching: <ul style="list-style-type: none"> <li>discussion of key terms</li> <li>tutor explains how changes affect the different levels of organisations, using real examples for each level.</li> </ul> Whole class teaching: <ul style="list-style-type: none"> <li>guest speaker on external factors and their impact</li> <li>question and answer session.</li> </ul>	Classroom facilities as before Examples of change at different levels Guest speaker

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
7	<b>LO.1 Understand the causes and impact of change in business</b>  Changes at different levels; all internal and external factors	<p>Group work:</p> <ul style="list-style-type: none"> <li>learners research a national or international organisation that has undergone rapid changes due to external or internal factors and produce presentation.</li> </ul> <p>Whole class activity:</p> <ul style="list-style-type: none"> <li>learners give short presentations to rest of class.</li> </ul>	Examples of organisations as prompts Internet access
8	<b>LO.2 Understand the impact of change on employees</b>  Resistance to change	<p>Individual activity:</p> <ul style="list-style-type: none"> <li>learners reflect on their own reactions to changes that have been imposed upon them and how they felt.</li> </ul> <p>Whole group teaching:</p> <ul style="list-style-type: none"> <li>concept of resistance to change and different causes.</li> </ul> <p>Group activity:</p> <ul style="list-style-type: none"> <li>learners look at case study where people show resistance to change, attempting to identify reasons.</li> </ul>	Classroom facilities as before Reflection worksheet Case study (part 1)
9	<b>LO.2 Understand the impact of change on employees</b>  Overcoming resistance to change	<p>Whole group teaching:</p> <ul style="list-style-type: none"> <li>methods of overcoming resistance to change.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>using part 2 of case study used in session 8 in which the organisation is introducing a range of changes. Learners recommend how the different methods for overcoming resistance to change could be used for the different types of changes.</li> </ul>	Classroom facilities as before Case study (part 2)

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
10	<b>LO.2 Understand the impact of change on employees</b> Freezing and unfreezing and force field analysis; Gleicher's Formula for Change	Whole group teaching: <ul style="list-style-type: none"> <li>‘formula for change’ and importance of each factor being present in order to overcome resistance</li> <li>Lewin’s concepts of freezing, unfreezing and re-freezing change</li> <li>using example of force-field, analyse an organisation.</li> </ul> Individual activity: <ul style="list-style-type: none"> <li>learners use force field analysis for a change they would like to implement, eg improve grades, increase level of fitness.</li> </ul>	Classroom facilities as before
11	<b>LO.2 Understand the impact of change on employees</b> Kubler-Ross change curve; managing individual responses to change	Whole class teaching: <ul style="list-style-type: none"> <li>different ways individuals can manage responses to change</li> <li>Kubler-Ross change curve and its relevance to workplace changes</li> <li>learners watch DVDs of workers facing and dealing with changes and identify the different stages on the Kubler-Ross curve. Tutor stops DVD player at key points, learners suggest what support should be given.</li> </ul> Group work: <ul style="list-style-type: none"> <li>learners take role of consultants, drafting advice to employees on how to respond to changes.</li> </ul>	Classroom facilities as before DVD of workers facing, and dealing with, difficult workplace changes

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
12	<b>LO2 Understand the impact of change on employees</b>  Methods of evaluating change	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>discussion on different methods of evaluating impact of change on employees</li> <li>types of direct and indirect methods, eg staff turnover data, staff surveys.</li> </ul> <p>Group activity:</p> <ul style="list-style-type: none"> <li>learners given different scenarios and suggest best way of evaluating change.</li> </ul>	Classroom facilities as before  Examples of methods of evaluating change  Scenarios/case studies
13	<b>LO2 Understand the impact of change on employees</b>  Methods of evaluating change	Group activity: <ul style="list-style-type: none"> <li>using case studies from session 12, learners practise interpreting data and results</li> <li>learners practise designing measures of success, eg drafting questions for surveys.</li> </ul>	Classroom facilities as before  Scenarios/case studies
14	<b>Examination requirements and practice</b>  <b>Conclusion</b>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>exam requirements</li> <li>examples of questions targeting this outcome.</li> </ul> <p>Individual activity, group work and whole class teaching:</p> <ul style="list-style-type: none"> <li>learners practise answering questions, then compare in groups and whole class.</li> </ul> <p>Individual feedback and whole class discussion:</p> <ul style="list-style-type: none"> <li>unit evaluation and close.</li> </ul>	Classroom facilities as before  Questions from sample paper/past papers  Evaluation sheets
15	<b>Examination</b>	Examination	Assessment facilities

## Reference material

### Books

Ashwin A, Merrills S, Thompson R and Machin D – *A2 Business Studies, chapters 21-31* (Harper Collins, 2009) ISBN 0007270380

Burnes B – *Managing Change, 4th Edition* (Prentice Hall, 2004) ISBN 0273683365

Centre for Creative leadership, Gurvis J and Carlarco A – *Adaptability: Responding effectively to change* (Jossey Bass, 2007) ISBN 1882197925

Collins J and Collins J – *Good to Great: Why some companies make the leap...and others don't* (Harper Collins publishers, 2001) ISBN 0066620996

McFarland R K – *The breakthrough company: How everyday companies become extraordinary performers* (Crown Business, 2008) ISBN 0307352188

### Websites

[www.bized.co.uk](http://www.bized.co.uk) Resources for teaching business studies

[www.times100.co.uk](http://www.times100.co.uk) Resources for teaching business studies

## Sample Assessment Material

A sample examination paper and mark scheme can be found on the Edexcel website:  
[www.edexcel.com/quals/diploma/baf](http://www.edexcel.com/quals/diploma/baf)



# Unit 9: Corporate Social Responsibility

**NQF Level 3**

**Learning hours: 30**

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## About this unit

There are growing concerns about the impact of business activity on people and the environment. The growth of the information age and freedom of information legislation means that all stakeholders have access to information to a far greater degree than ever before. For many organisations, their operations are coming under far greater scrutiny and increasingly recognise that they have a responsibility to operate with differing and often conflicting stakeholder interests in mind.

The growing concern about the environment and about corporate behaviour has meant that many organisations see benefits for themselves and to their stakeholder groups of exercising corporate responsibility. Such benefits might bring with it some element of competitive advantage. Corporate social responsibility is about how organisations integrate social and environmental concerns into their operations. Their investment in the communities can bring benefits to the organisation, the community and the planet.

This unit will help learners assess the extent to which organisations conduct themselves responsibly. It will also provide them with an introduction to many global issues such as sustainability, climate change and the treatment of people in other parts of the world.

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## Learning outcomes

On completing this unit, a learner should:

- LO.1 Know the corporate social responsibility issues facing organisations
- LO.2 Understand the importance for organisations of acting responsibly
- LO.3 Understand responsible business practices from the perspective of different interest groups.

## How learners will be assessed

This unit will be assessed by an examination lasting one hour. This will consist of a variety of questions based on one or more organisations. The mark that learners achieve for this examination will be their mark for the unit.

## Co-learning opportunities

There are opportunities to link delivery of this unit to other units at Level 3. For example, the notion of corporate social responsibility can be linked to *Unit 8: Responding to Change in Business* in the sense that recent changes in how businesses are perceived can be seen as a change in the business environment which businesses need to respond to. There are also links to *Unit 1: Business Enterprise* in that many people try to integrate responsible business practices into businesses that they set up; this can, itself, be a positive selling point.

There are also opportunities to link this unit to the delivery of *Unit 8: Corporate Social Responsibility* at Level 2.

## Outline scheme of work

The following is a suggested outline scheme of work. Each session, unless stated otherwise, is expected to be two hours long.

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
1	<b>LO.1 Know the corporate social responsibility issues facing organisations</b> General introduction	Whole class teaching: <ul style="list-style-type: none"> <li>unit objectives, scheme of work, assessment strategy</li> <li>discussion on meaning of corporate social responsibility</li> <li>introduction to main categories.</li> </ul>	Classroom facilities eg smart/whiteboard, PowerPoint, flipcharts
2	<b>LO.2 Understand the importance for organisations of acting responsibly</b> Expectations from public and consumer power	Whole class teaching: <ul style="list-style-type: none"> <li>discussion on changing expectations over time, consumer power, positive and negative publicity</li> <li>case study on consumer boycotts</li> <li>case study on how an organisation has changed in response to changing expectations.</li> </ul> Individual activity: <ul style="list-style-type: none"> <li>learners research one example of negative publicity and report back to class.</li> </ul>	Classroom facilities as before Case studies Internet access Examples of controversies for learners to research
3	<b>LO.2 Understand the importance for organisations of acting responsibly</b> External recognition and summary of benefits	Whole class teaching: <ul style="list-style-type: none"> <li>summary of different external bodies, similarities and differences</li> <li>discussion on their relevance and importance.</li> </ul> Group work: <ul style="list-style-type: none"> <li>learners find examples of organisations with accreditation from each body.</li> </ul> Whole class teaching: <ul style="list-style-type: none"> <li>discussion of benefits that CSR brings, with examples.</li> </ul>	Classroom facilities as before

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
4	<b>LO.1 Know the corporate social responsibility issues facing organisations</b>  Financial and political issues	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>discussion of the financial and political issues.</li> </ul> <p>Group work followed by whole class teaching:</p> <ul style="list-style-type: none"> <li>learners classify examples according to what type of unethical practice they represent (eg 1=bribery; 2=corruption)</li> <li>ranking exercise: learners rank examples in terms of seriousness.</li> </ul>	Classroom facilities as before  Case studies for ranking exercise
5	<b>LO.1 Know the corporate social responsibility issues facing organisations</b>  Economic issues	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>discussion of the different economic issues.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>learners look at case studies based on positive/negative economic impact of different organisations.</li> </ul> <p>Individual/group work:</p> <ul style="list-style-type: none"> <li>learners find own examples of organisations that have had positive economic impact.</li> </ul>	Classroom facilities as before  Case studies  Internet access
6	<b>LO.1 Know the corporate social responsibility issues facing organisations</b>  Environmental issues  <b>LO.3 Understand responsible business practices from the perspective of different interest groups</b>  Responsible business practices: environmental concerns	<p>Group work:</p> <ul style="list-style-type: none"> <li>learners brainstorm range of environmental issues relevant to different sectors of economy</li> <li>ranking activity of importance to learners.</li> </ul> <p>Whole class teaching/individual activity:</p> <ul style="list-style-type: none"> <li>discussion of rankings</li> <li>discussion on environmental impact of businesses on communities</li> <li>case studies and discussion.</li> </ul>	Classroom facilities as before  Case studies

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
7	<p><b>LO.3 Understand responsible business practices from the perspective of different interest groups</b></p> <p>Responsible business practices: local community and general public</p>	<p>Whole class teaching with individual activity:</p> <ul style="list-style-type: none"> <li>ways of engaging with local communities</li> <li>case studies from company websites, Business in the Community and other CSR sites.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>learners choose a local business and suggest how it can engage with its local community.</li> </ul>	<p>Classroom facilities as before</p> <p>Internet access</p>
8	<p><b>LO.3 Understand responsible business practices from the perspective of different interest groups</b></p> <p>Responsible business practices: employees</p>	<p>Whole class teaching with individual activity:</p> <ul style="list-style-type: none"> <li>issues relevant to employees</li> <li>discussion based on personal experience of relevant issues in part time jobs</li> <li>individuals research and identify examples of poor and good practices in UK business</li> <li>learners briefed to interview family members on these issues, then report back.</li> </ul>	<p>Classroom facilities as before</p>

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
9	<p><b>LO.1 Know the corporate social responsibility issues facing organisations</b></p> <p>Issues for consumers and communities</p> <p><b>LO.3 Understand responsible business practices from the perspective of different interest groups</b></p> <p>Responsible business practices: consumers and general public</p>	<p>Whole class teaching with individual activity:</p> <ul style="list-style-type: none"> <li>meaning of 'treating customers fairly and with respect'</li> <li>issues surrounding product safety, consumer health, advertising and social inclusion</li> <li>pros/cons of being honest and open and repercussions of both</li> <li>discussion on how to promote health and responsible consumer behaviour, and whether it is justified.</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>learners research an organisation from which a guest speaker will come (see session 10) and think of questions to ask.</li> </ul>	Classroom facilities as before Internet access
10	<p><b>LO.1 Know the corporate social responsibility issues facing organisations</b></p> <p>Issues for consumers and communities and for employees in supply chain</p> <p><b>LO.3 Understand responsible business practices from perspectives of different interest groups</b></p> <p>Responsible business practices: employees, consumers and general public, suppliers</p>	<p>Group work:</p> <ul style="list-style-type: none"> <li>role plays: learners play roles of 'libertarian' or 'interventionist' on various issues, eg promoting diversity, promoting health and wellbeing.</li> </ul> <p>Whole class teaching with individual activity:</p> <ul style="list-style-type: none"> <li>discussion on responsible business practices relating to choice of suppliers</li> <li>case study based on topical and controversial cases where organisations have been criticised</li> <li>guest speaker from a business to talk about responsible business practices.</li> </ul>	Classroom facilities as before Role-play activity Guest speaker

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
11 and 12	<b>LO.3 Understand responsible business practices from the perspective of different interest groups</b> Trade offs and conflicts of interest	Whole class teaching: <ul style="list-style-type: none"> <li>concept of stakeholder using examples from learners' own lives</li> <li>discussion of different interest groups and how they differ.</li> </ul> Pair work: <ul style="list-style-type: none"> <li>learners identify stakeholders in a range of different organisations.</li> </ul> Group work: <ul style="list-style-type: none"> <li>case study looking at conflicting interest groups for different organisations. Learners identify how and why conflicts exist.</li> </ul> Whole class teaching: <ul style="list-style-type: none"> <li>comparison of findings as class</li> <li>discussion of different ways of dealing with this.</li> </ul> Group work: <ul style="list-style-type: none"> <li>role play based on stakeholder interests in case study.</li> </ul>	Classroom facilities as before Case study Role-play activity
13	<b>Revision</b>	Whole class teaching/group work/individual work: <ul style="list-style-type: none"> <li>recap of unit content and revision of any areas as needed.</li> </ul>	Classroom facilities as before
14	<b>Examination preparation</b> <b>Conclusion</b>	Whole class teaching: <ul style="list-style-type: none"> <li>learners briefed about what is required in the examination</li> <li>examination techniques and final revision.</li> </ul> Individual feedback and whole class discussion: <ul style="list-style-type: none"> <li>unit evaluation and close.</li> </ul>	Past/sample papers Evaluation sheets
15	<b>Examination</b>	Examination.	Assessment facilities

## Reference material

### Book

Kotler P and Lee N – *Doing the Most Good for Your Company and Your Cause Corporate Social Responsibility* (John Wiley and Sons, 2005) ISBN 0471476110

### Websites

Many organisations publish reports on their websites showing how they are engaging with issues relating to corporate responsibility. One example of these is given below.

<a href="http://www.bitc.org.uk">www.bitc.org.uk</a>	A scheme promoting community involvement, with over 800 UK member companies
<a href="http://www.bsieducation.org">www.bsieducation.org</a>	Information on British Standards
<a href="http://www.defra.gov.uk/sustainable/government">www.defra.gov.uk/sustainable/government</a>	Government information on sustainable development
<a href="http://www.ethicalcorp.com">www.ethicalcorp.com</a>	Website about business ethics
<a href="http://www.fairtrade.org.uk">www.fairtrade.org.uk</a>	A foundation dedicated to fair trade
<a href="http://www.mallenbaker.net/CSR">www.mallenbaker.net/CSR</a>	Website with corporate social responsibility news
<a href="http://http://production.investis.com/about/CSR">http://production.investis.com/about/CSR</a>	Example of a downloadable company CSR report
<a href="http://www.sustainability.com">www.sustainability.com</a>	Organisation that advises on sustainability

## Sample Assessment Material

A sample examination paper and mark scheme can be found on the Edexcel website:  
[www.edexcel.com/quals/diploma/baf](http://www.edexcel.com/quals/diploma/baf)



# Unit 10: Careers and Employment in Business

**NQF Level 3**

**Learning hours: 30**

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## About this unit

Learners are likely to spend much of their adult life in the workplace, so it is important for them to find a career that suits them. To do this, they will need to think about what they want from a job and plan how to get there. This unit will give them the opportunity to do this through researching different careers and producing a career plan.

Most people find a job by using a CV or application form. In this unit learners will practise doing this, and also take this to the next stage by preparing for and taking part in an interview from both sides: as an interviewer and interviewee. This will give them a good idea of what employers are looking for

Learners need to understand what skills and attributes are required for them to succeed in the workplace. They will use this to help them set goals for their workplace experience, which will enable them to get the most of their time in the workplace and which should help them make progress towards their chosen career.

Employment legislation and contractual rights and responsibilities affect the ways that organisations operate: failure to comply can lead to legal action and financial penalties, and so they design procedures to ensure that they do. Learners will find out about the impact of these rights and responsibilities, and also about the performance management tools that are commonly used to measure employee performance.

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## Learning outcomes

On completing this unit, a learner should:

- LO.1 Know about sources of careers information and recruitment methods
- LO.2 Be able to plan and set goals for their career
- LO.3 Be able to prepare for and take part in job interviews as interviewee and interviewer
- LO.4 Understand the impact of employment legislation, procedures and processes.

## How learners will be assessed

This unit will be assessed by an assignment connected to careers and future employment.

Learners will need to:

- Use careers information to produce a career plan, which includes: information they have researched on a chosen career and recruitment methods typically used; a short-to-medium-term plan to help them achieve the career plan; and goals and success criteria for their workplace experience [LO.1, LO.2(.1, .2)]
- Create job application documents, and then prepare for, and take part in, a job interview as an interviewer and interviewee [LO.3]
- Use their workplace experience to:
  - assess the positive and negative effects of one area of employment legislation on the organisation in which they are working and its employees; and analyse the strengths and weaknesses of the performance management methods that the organisation uses [LO.4]
  - review what they have learned on the workplace experience, whether they have achieved the goals they set in the career plan, and what they could do next to build on this [LO.2(.3)].

## Co-learning opportunities

There are opportunities to link the topics of job information and workplace skills/attributes to other Level 3 units, for example considering these topics from the perspective of jobs that are relevant to *Unit 2: Business Administration and Events*, *Unit 5: Marketing and Sales in Business* and *Unit 6: Customer Service in Business*.

There are also opportunities to link this unit to the delivery of *Unit 9: Careers and Employment in Business* at Level 2.

## Outline scheme of work

The following is a suggested outline scheme of work. Each session, unless stated otherwise, is expected to be two hours long.

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
1	<p><b>LO.1 Know about sources of careers information and recruitment methods</b></p> <p>Sources of careers information, recruitment methods</p> <p><b>LO.2 Be able to plan and set goals for their career</b></p> <p>Skills and attributes required in the workplace</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>where to find job information (agencies, job centres, newspapers, websites).</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>different recruitment methods</li> <li>guest speaker from a company: different recruitment methods it uses and skills/attributes that employers are looking for.</li> </ul>	Classroom resources, eg whiteboard, flipchart Guest speaker
2	<p><b>LO.1 Know about sources of careers information and recruitment methods</b></p> <p>Sources of information, recruitment methods</p> <p><b>LO.2 Be able to plan and set goals for their career</b></p> <p>Skills and attributes required in workplace</p>	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>overview of careers guidance software</li> <li>how to conduct job research and record findings.</li> </ul> <p>Individual work/pair work:</p> <ul style="list-style-type: none"> <li>researching job opportunities in newspapers and websites and recruitment methods used by different companies.</li> </ul>	Computer suite with internet access Careers guidance software Newspapers, specialist magazines, career packs

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
3	<b>LO.2 Be able to plan and set goals for their career</b> How to prepare a career plan: steps	Whole class teaching: <ul style="list-style-type: none"> <li>overview on career planning: why do it, the five steps involved.</li> </ul> Pair work: <ul style="list-style-type: none"> <li>ranking importance of different skills/attributes in different jobs, and in chosen fields.</li> </ul> Whole class teaching: <ul style="list-style-type: none"> <li>goal setting: stages and examples of good/poorly worded goals, and how to decide areas to focus on for goal setting</li> <li>how to record workplace experiences (learners practise completing diaries in own time).</li> </ul>	Classroom resources as before Examples of goals and diaries
4	<b>Assessment – Activity 1</b>	See assignment brief.	See assignment brief
	<b>LO.3 Be able to prepare for and take part in job interviews as interviewee and interviewer</b> Job descriptions and person specifications	Whole class teaching: <ul style="list-style-type: none"> <li>introduction to job descriptions and person specifications: differences, purposes, form and content.</li> </ul>	Examples of job descriptions, person specifications
5	<b>LO.3 Be able to prepare for and take part in job interviews as interviewee and interviewer</b> Job descriptions and person specifications, interview preparation, job application documents	Group work: <ul style="list-style-type: none"> <li>learners compare job descriptions and person specifications for different jobs, highlighting key information, suggesting questions that they would ask in an interview.</li> </ul> Whole class teaching: <ul style="list-style-type: none"> <li>what makes a good CV, form, covering letter.</li> </ul> Pair work: <ul style="list-style-type: none"> <li>comparing examples of CVs and covering letters, discuss good/bad points.</li> </ul>	Classroom resources as before Examples of job descriptions, person specifications, CVs, blank forms and covering letters Examples of good/bad application documents

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
6	<b>LO.3 Be able to prepare for and take part in job interviews as interviewee and interviewer</b> Job application documents	Whole class teaching: <ul style="list-style-type: none"> <li>how and why to customise a CV for an application</li> <li>covering letters.</li> </ul> Individual work: <ul style="list-style-type: none"> <li>creating CV using template (finish at home if necessary).</li> </ul> Pair work: <ul style="list-style-type: none"> <li>comparing each other's CVs.</li> </ul>	Classroom facilities as before Examples of CVs and covering letters Template and computer access
7	<b>LO.3 Be able to prepare for and take part in job interviews as interviewee and interviewer</b> Job application documents Interview and communication skills	Whole class teaching: <ul style="list-style-type: none"> <li>interview protocols, interview techniques and communication used by interviewers and interviewees</li> <li>DVD of interview, followed by discussion.</li> </ul> Whole class teaching: <ul style="list-style-type: none"> <li>preparation needed as interviewee before an interview; preparation needed when conducting an interview.</li> </ul>	Job adverts Computer access DVD of mock interview
8	<b>LO.3 Be able to prepare for and take part in job interviews as interviewee and interviewer</b> Interview protocols, skills and techniques, importance of preparation	Group work: <ul style="list-style-type: none"> <li>role play: learners taking on roles of interviewers and interviewee.</li> </ul> Whole class teaching: <ul style="list-style-type: none"> <li>tutor-led group feedback on performance in interviews.</li> </ul>	Job details Role cards
	<b>Assessment – Activity 2</b>	See assignment brief.	See assignment brief.
9	<b>Assessment – Activity 2</b>	See assignment brief.	See assignment brief.
10	<b>Assessment – Activity 2</b>	See assignment brief.	See assignment brief.

Possible outline scheme of work			
Session number	Content	Possible activities	Resources
11	<b>Assessment – Activity 2</b>  <b>Consolidation</b>	See assignment brief.	See assignment brief.
		Learners either waiting to be, or having been, interviewed complete consolidation or revision exercises.	Consolidation or revision exercises.
12	<b>LO.4 Understand the impact of employment legislation, procedures and processes</b>  Contractual/statutory rights	<p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>quiz: do you know your statutory rights in the workplace?</li> <li>differences between statutory and contractual law, implications of legislation for employment procedures; non-compliance.</li> </ul> <p>Individual work:</p> <ul style="list-style-type: none"> <li>true/false statements on rights: learners research to find answers.</li> </ul>	Classroom facilities as before  Quiz  Handouts on main areas of law  Internet access
13	<b>LO.4 Understand the impact of employment legislation, procedures and processes</b>  Contractual/statutory rights	<p>Group work:</p> <ul style="list-style-type: none"> <li>discussion of case studies where disputes have arisen.</li> </ul> <p>Individual work:</p> <ul style="list-style-type: none"> <li>learners research terms and conditions in different organisations, report back to class on what they have found out.</li> </ul>	Classroom facilities as before  Case studies  Newspaper articles  Internet access
14	<b>LO.4 Understand the impact of employment legislation, procedures and processes</b>  Performance management	<p>Pair work:</p> <ul style="list-style-type: none"> <li>jargon-busting activity.</li> </ul> <p>Whole class teaching:</p> <ul style="list-style-type: none"> <li>introduction to main categories of performance management</li> <li>guest speaker from HR dept of local organisation to talk about importance of performance management, pros/cons.</li> </ul>	Classroom facilities as before  Activity sheet
	<b>Preparation for assessment – Activity 3</b>	Whole class activity:	See assignment brief
<ul style="list-style-type: none"> <li>make sure learners understand what information they need to find out while on work experience.</li> </ul>			

<b>Possible outline scheme of work</b>			
<b>Session number</b>	<b>Content</b>	<b>Possible activities</b>	<b>Resources</b>
15*	<b>Assessment – Activity 3</b>	See assignment brief.	See assignment brief
	<b>Conclusion</b>	Individual feedback/whole class discussion: • unit evaluation and close.	Evaluation sheets

\* This scheme of work assumes that learners will have access to the workplace between sessions 14 and 15. If this is not possible, the second part of Activity 3 may need to be deferred until later in the teaching programme.

### **Specialist resources**

This unit can be delivered without specialist resources. However, there are specialist resources that are useful and relevant, for example Cascaid's Kudos software.

### **Reference material**

#### **Books**

Anderson A, Barker D and Critten P – *Effective Self Development: A Skills and Activity-based Approach* (Blackwell, 1996) ISBN 0631200150

Fry R – *Your First Interview: for students and anyone preparing to enter today's tough job market* (Career Press, 2002) ISBN 1564145867

Linn L – *Landing your first real job* (McGraw-Hill Education, 1996) ISBN 0070380619

Messina E N – *Teenwork: Four Teens Tell All: A guide for finding jobs* (Goodheart-Wilcox, 2005) ISBN 159070598X

Narrows J – *Employment Law for Business Students* (Longman, 2007) ISBN 1405832762

#### **Websites**

www.alec.co.uk	Employability skills advice
www.careersa-z.co.uk	Careers information
www.careers-gateway.co.uk	Careers information
www.channel4.com/brilliantcareers	Careers information
www.connexions-direct.com	Government site offering careers and education guidance
www.support4learning.org.uk	Careers and education information

There are a number of industry-specific websites that have useful career information, for example:

www.acca.co.uk	Association of Chartered Certified Accountants
www.cim.co.uk	Chartered Institute of Marketing
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.lawsociety.org.uk	Law Society of England and Wales

## Sample Assessment Material

### Assignment

Below is a sample assessment activity connected to careers and employment.

Centres are encouraged to take a holistic approach when designing assessment instruments in order to minimise the number of activities required.

It would make most sense for assessment to take place in stages, after the relevant learning has taken place, rather than all at the end of the unit. See *Notes for the tutor* on page 171 for further guidance.

The assignment for part of this unit is connected to workplace experience. This could be in the form of a placement or a part-time job that the learner is starting or already doing, but learners will not be able to complete the assessment for this unit without it.

Learners will benefit most from this unit if the assessment for LO.1, LO.2 and LO.3 takes place shortly before their workplace experience starts (unless this assignment is based around a job that learners are already doing). This will help prepare them for the workplace and should maximise the chances that it will be a mutually beneficial experience both for the learner and the employer.

Information about the evidence required is shown in the table on page 171.

### Duration

The suggested guided learning hours (GLH) required to complete this assignment is 10 hours per learner. Centres can structure this time as they see fit, but it is recommended that the job interview in which they are acting as interviewee lasts no longer than 20-25 minutes. The suggested GLH for assessment does not include time spent in the workplace. Centres should note that the total class assessment time is likely to be higher to allow time for separate observations of interviews in Activity 2.

## Assignment brief

### Activity 1 – career planning

Your starting point is a self-assessment of your likes and dislikes to help you select the type of jobs that may be suitable for you. Then discuss your answers in pairs.

Answer the following questions by ticking the relevant box		
Do you prefer to work as part of a team?	Yes	No
Do you like dealing with people?	Yes	No
Would you prefer to work in an office or somewhere else?	Office	Other
Do you want to move around or be based in one location?	Move around	One location
Do you want a 9-5 job or one which allows you flexible hours?	9-5	Flexible
Do you mind working evenings and weekends?	Yes	No
Do you like working with numbers?	Yes	No
Do you want a job in which it is more important to be creative or more important to be methodical?	Creative	Methodical
Are you more interested in money or job satisfaction?	Money	Satisfaction
Do you want a job straight away or one which needs a higher level qualification (eg a degree) first?	Now	Higher level
Are you happy to keep studying and taking exams while you are working?	Yes	No

Now, working on your own, find out information on a career or job that you would like to do and complete the table below. You can use one or more of the sources of information covered in learning outcome 1.

Chosen job/career
Specific job information (responsibilities, pay, career progression)
Preferred company to work for
Recruitment methods used by this company
Skills, qualifications and experience needed

LO.1

You should use the information you have found out to work out what you will need to do in order to follow your chosen career, and make a plan for the next three to five years by completing the tables below.

Activities	Target date
In the next year I will...	
In the next two to five years I will...	

LO.2(1)

Now, think about the knowledge, skills and experience required for your chosen career. Then set yourself SMART goals for your work experience using the table below. These could be things that you want to **improve** or things you want to **prove you know/can do**. Here are some possible ideas:

- knowledge, for example: about the organisation, about the job will be doing, about procedures
- skills and attributes, for example: IT, communication, following instructions, working in a team, problem solving, dealing with customers, timekeeping.

For each goal, you must try to identify at least one ‘success criterion’, which will provide evidence to show if (or how far) you have achieved your goals. (These could be linked to feedback from people you are working with.)

Goals	How will you know you have been successful?
1	
2	

LO.2(2)

## Activity 2a – job application documents

Your tutor will provide you with a job description and person specification for the job that you hope to do for your work experience.

Working on your own, prepare your CV and covering letter for the job showing how you meet the requirements of the job. Your CV and covering letter must be word processed.

Remember to make sure that the CV includes:

- your name and contact details
- school and college details
- details of your education, with dates and any qualifications
- details of any training or employment experience, with dates.

Make sure that your covering letter includes:

- your address, date and address of the company you are writing to
- an appropriate start and end to the letter
- information on why you are applying for the job
- reasons why you think you are suited to the job
- what you can offer the company.

After you have finished, make sure that you have checked your CV and covering letter and have carried out a spellcheck.

LO.3(1)

## Activity 2b – interview preparation

You will need to prepare for the interview in both roles: interviewer and interviewee.

*As the interviewee*

- 1) Read the job description and person specification and underline key information.
- 2) Try to predict specific questions that you may be asked. Write down these questions and an answer for each.
- 3) Make a note of any information not contained in the job description and person specification that you want to know about the job. Turn these into questions that you can ask the interviewer.

*As the interviewer*

- 1) Your tutor will give you a job description, person specification and an applicant's CV and covering letter. In your group, highlight key information in the documents and prepare some questions to ask: include both open and closed questions.
- 2) Be ready to take notes of the answers given during the interview.

LO.3(2)

### **Activity 2c – the interviews**

Your tutor will arrange for you to participate in an interview both as an interviewer and interviewee.

#### *As an interviewee*

- Make sure that you are prepared to answer questions that you have anticipated being asked.
- When you come to the interview, bring your CV, covering letter and any questions you have prepared.
- Make sure you are on time and well presented.
- Show your interview skills: be enthusiastic, sell yourself, show your knowledge of the job, etc.
- Speak clearly and with confidence.
- Demonstrate good body language, eye contact and posture.

#### *As interviewers*

- In your group make sure the room is prepared and you know who is going to ask what questions.
- Make sure you greet the candidate in the appropriate manner.
- Put the candidate at ease.
- Conduct the interview according to your plan.
- Note down the candidate's answers to your questions.

LO.3(.3, .4)

### Activity 3a – during workplace experience

- 1 While you are on your work experience, you should record what happens (for example in a diary or journal). In it, write down every day:
  - what you did
  - went well
  - what didn't go so well
  - anything relevant to your goals.
- 2 Find out about the positive and negative effects of **one** of the following areas of employment legislation on the employees and the organisation, and take notes that you can refer to later:
  - health, safety and welfare legislation
  - employment protection rights
  - pay, holiday and working hours
  - maternity and paternity rights
  - anti-discrimination legislation.
- 3 Remind yourself about the different types of performance management you have learned about. Find out which methods are used, and take notes that you can refer to later. Ask the people you are working with:
  - What method(s) are used?
  - What is good about them?
  - What is bad about them?

### Activity 3b – after workplace experience

- 1) In class, write up your notes on the organisation into an essay in which you:
  - assess the positive and negative impact of one area of employment legislation on the organisation and its employees
  - analyse the strengths and weaknesses of the performance management methods that the organisation uses.

LO.4
- 2) Then write up your experiences into a self-evaluation, which should cover:
  - how far you achieved your goals, with evidence, where possible, to back this up
  - how you can build on this: what steps can you take next?

LO.2.(3)

Altogether, for Activity 3b, you should try to write approximately 500-750 words.

### What you need to submit

<b>Activity</b>	<b>Evidence</b>
1	Career information, plan and goals.
2a	Your CV and covering letter.
2b	Your preparation notes as interviewer and interviewee.
2c	<ul style="list-style-type: none"><li>a) A learner observation record of your performance at the interviews.</li><li>b) Your records of candidate answers when being an interviewer.</li></ul>
3	<ul style="list-style-type: none"><li>a) Your essay on the organisation.</li><li>b) Your self-evaluation.</li></ul>

## Information for tutors

### Evidence structure

Learning outcome	Marking grid	Activity/section	Evidence
LO.1, LO.2(.1, .2)	A	Career plan	Written evidence: chosen career and recruitment methods; plan; goals and success criteria for workplace experience
LO.3(.1)	A	Job application documents	Written evidence: CV and covering letter or application form
LO.3(.2)	A	Interview preparation (interviewer and interviewee)	Written evidence: questions they think they may be asked and questions they could ask
LO.3(.3, .4)	B	Interviews (interviewer and interviewee)	Learner observation record: interview and communication skills
LO.3(.3, .4)	A		Written evidence: notes of interview taken as interviewer
LO.4	A	Workplace experience	Written evidence: employment legislation; performance management
LO.2(.3)	A		Written evidence: review of workplace experience and goals

## Notes for the tutor

### Activity 1

For their career plan in the first part of the assignment, learners should focus on one career. This could be quite broad, eg ‘accountancy’ or ‘human resources’, or it could be more narrowly focused on a specific job and/or organisation. Their plan should follow the four steps listed in the *What you need to learn* section of the unit, and include further study or qualifications where appropriate. Learners do not need to use all of the sources and types of information listed in the *What you need to learn* for learning outcome 1 or mention all types of recruitment methods, only what is relevant. The plan that they set for themselves should be short-to-medium term: if they plan to go into further study, then this may cover the next five or six years, which would probably cover their education and the first couple of years in a job; if, on the other hand, they plan to go straight into work, then this might be a shorter period, taking them through to the first few years in their chosen occupation. The goals and success criteria that learners set for their work experience may relate not only to what they want to improve, but also to what learner wants to *prove* they can do. For example, it may be that a learner thinks that they are good at timekeeping, but they would have difficulty in coming up with evidence for this – they can therefore use their goal setting and work experience to gather evidence of their existing attributes/abilities which will be useful to them in future. Learners should try to ensure that their goals are SMART.

## Activity 2

The job applied for must not be one that they have practised preparing for as part of the learning for this unit.

If the application is made (as in the current sample assignment activity) using a CV and covering letter, learners can use previous versions that they have created for practice purposes, but they should customise them for the specific requirements of the job applied for.

The current sample assignment is based on learners applying for a job that they hope to do on their work experience. The job should be appropriate for a Level 3 learner – this should be a job that typically requires relevant Level 3 qualifications and which offers career advancement opportunities. The job should be one in which learners would be expected to take responsibility for solving problems and for initiating and completing tasks, some of which may be complex – they would need to be able to work with some autonomy and to exercise judgement, within limited parameters, and the job would have the potential to involve the learners in supervising others (for example clerical or temporary staff) in the completion of routine tasks. Examples of appropriate jobs include: marketing officer, accounts officer, human resources officer.

See *Variations on activities given to learners* below for different approaches to the job application. Whatever approach is taken, tutors will need to ensure that learners have a job description and person specification to work from.

The interview can be done as a role play, and a learner observation record must be completed. Other members of staff, local employers or a work-experience provider could take part in the interviews in the role of interviewer.

When it comes to acting as an interviewer, learners could perform in pairs (interviewing each other) but, as the interview must be observed, it is likely to be more convenient and less time-consuming for centres if learners work in groups as part of an interview panel. It would be more realistic if the interviewee in this case was someone not known to them, for example a learner from another class.

## Activity 3

The workplace experience, which forms the context for the assessment of the last part of the assignment, could be in the form of a placement or a part-time job done over a longer period. The workplace experience must relate to some part of the Business, Administration and Finance Diploma and therefore allow learners to apply some of the knowledge and skills that they have developed or (if the workplace experience takes place early in the course) get a taster of the knowledge and skills that they will focus on later. Learners on full-time work experience should complete this before they review their experiences. Ideally, this will also be the case for learners doing part-time work experience, but, if this proves impractical, they may be able to complete this after at least half of the work-experience is finished. During the workplace experience, they will need to record their experiences in some way, for example using a diary (although this will not be assessed), so that afterwards they have the necessary information to allow them to write up their experiences.

Learners can find out about the impact of employment legislation on rights, responsibilities by talking to existing members of staff or a mentor. They only need to cover one of the main areas listed. Learners could also interview members of staff about the performance management methods used, asking them about the benefits and disadvantages.

## Variations on activities given to learners

The career planning in Activity 1 needs to include some kind of self-analysis, research, planning and goal setting, but it can be adapted as required.

An alternative approach to the ordering of activities suggested in this assignment brief would be for Activity 2 to be assessed last, after the work experience has been completed – this would allow learners to make use of what they have learned and been able to demonstrate during the work experience when making their application, and could be contextualised as being an interview to recruit recent work-experience participants into a permanent position within the organisation.

There are different approaches possible for the job application and interview in Activity 2. The most coherent approach would be for learners to use a career they have identified in Activity 1 and/or the job that the learners are going to do as work experience in Activity 3 (as in the current sample assignment).

The job applied for does not need to be linked to their work experience – learners could choose their own job, for example from a newspaper or company website. The job could also come from a brief specially designed by the tutor.



## List of annexes

Annexe A: Internal Assessment of Principal Learning Units: Controls for Task Setting, Task Taking and Task Marking 177



# Annexe A: Internal Assessment of Principal Learning Units: Controls for Task Setting, Task Taking and Task Marking

**This annexe should be read in association with the latest edition of the Joint Council for Qualifications document ‘GCSE, GCE, ELC, Functional Skills, Principal Learning in the Diploma and Project Qualifications – Instructions for conducting coursework’, available from the JCQ website, [www.jcq.org.uk](http://www.jcq.org.uk)**

## Section 1: Introduction

It is a requirement of the *Criteria for accreditation of Diploma qualifications at Levels 1, 2 and 3* that:

‘Internal assessment [of Principal Learning] must normally be supervised and conducted under controlled conditions to ensure reliability and fairness.’

Further guidance from the Qualifications and Curriculum Authority has identified three stages of assessment for which control must be specified:

- **Task setting**
- **Task taking** (controls on time, resources, supervision, and collaboration)
- **Task marking**.

Further to the areas specified above, this annexe in collaboration with the individual specifications also sets the parameters for:

- guidance and support;
- submission, revision, re-working;
- the involvement of parents/carers;
- malpractice; and the authentication of learners’ work.

This annexe details the controls that normally apply to all Edexcel Principal Learning internally assessed units. However tutors and assessors must also apply any specific controls or additional requirements that may be identified within the *Assessment information for assessors* section in individual units.

There are three levels of control that can apply to each stage.

<b>High control</b>	Where the assessment requirements are tightly prescribed.
<b>Medium control</b>	Where the assessment requirements are specified in terms of parameters that allow consortia some flexibility to suit local circumstances.
<b>Limited control</b>	Where the assessment requirements are specified in terms of broad parameters that allow consortia to determine the details of the assessment.

It is the responsibility of the consortium to ensure that internal controlled assessment for Principal Learning is conducted and marked in accordance with the requirements specified by Edexcel and conducted in line with the *JCQ Instructions for conducting coursework*.

## Section 2: Edexcel Controlled Assessment Profile

In Edexcel's internally-assessed Principal Learning units, some aspects are subject to medium control and others have limited control. The table below shows the standard profile for all Edexcel Principal Learning internally-assessed unit specifications. Individual unit specifications will indicate where a divergence has occurred from this profile.

Aspect	Level 1	Level 2	Level 3
Task setting	Limited	Limited	Limited
Time	Limited	Limited	Limited
Resources	Limited	Limited	Limited
Supervision	Medium	Medium	Medium
Collaboration	Limited	Limited	Limited
Marking	Medium	Medium	Medium

## Section 3: Assessment controls

### 3.1 Task setting

#### Limited control

Edexcel will publish, as part of its tutor support materials, at least one model assignment for each internally assessed unit. It is recommended that these model assignments are used in the assessment of each unit. However in order that these assignments can best meet learner interests and local needs they will include guidance for tutors and assessors to show the ways in which they may be adapted and contextualised. If the tutor decides to either adapt or write their own assignments then each assignment must meet the following conditions:

- each internally assessed unit must be assessed through a single coherent assignment which addresses the overall theme of the unit to emphasise how the different learning outcomes all relate to each other. Each assignment may be broken down into a series of related tasks
- assignments must have an applied work-related context
- across all tasks, assignments must address all learning outcomes and assessment criteria, and must give access to the full range of marks
- the evidence produced must conform to the requirements published in the 'How you will be Assessed' section of the relevant unit specification
- in some units the marking grid is divided into parts A and B. All tasks which will be marked against the A grid must generate learner evidence that can be re-assessed at a later stage during internal standardisation activity or external moderation
- where tutors decide to set their own assignments, another person, who understands the requirements of the specification, **must** check that each new assignment is appropriate for the line of learning and the level, and also that a new assignment will allow candidates full access to the marking criteria. This is especially important when a new tutor/assessor is required to produce assignments. Suitable people may include a Domain or Lead Assessor. This review process must be documented and the evidence of the review must be made available for the external moderator if requested

- if the assignment is to be produced outside the teaching institution, for example by a supervisor at the learner's work experience placement, then the tutor or assessor at the teaching institution responsible for that unit, must sign off the assignment for validity before the learner attempts the assignment.

In addition to these requirements, further guidance on writing assignments is provided in this specification, in the section 'Assessment and grading of the principal learning specifications'.

### *Complexity*

If the level of complexity of the evidence required is not already identified within the specification, then an indication can be assumed from the amount of time set within the specification for the production of the assessment evidence, considering the level at which the specification is being taken. The expectations of what a Level 1 learner can accomplish in 10 hours are far different from that which can be expected from a Level 3 learner in the same time period.

Unless it is otherwise specified, learners should be set a task of equivalent complexity, whether they are expected to achieve marks at mark band 1 of the marking grid or mark band 3.

## **3.2 Task taking (controls on time, resources, supervision, and collaboration)**

If not specified within the unit, it is to be assumed that tasks or the whole assignment will normally be attempted at the end of the learning process.

### **Time – Limited control**

Each unit has a time for assessment allocated. This is defined as 'the time to be spent generating evidence for assessment', and covers all tasks and/or aspects of the assessment which carry marks in the unit marking grid. Activities to support the assessment such as setting up equipment or researching data are not included in the time allowance if they do not carry marks. While it is not a requirement that this time should be observed to the minute for internal assessments, it should be taken as strong guidance and variance should not normally be by more than plus or minus 10%. Learners given significantly less time may well be disadvantaged in relation to the quality and breadth of work they can produce, while those given significantly more may well be disadvantaged by an excess of time spent on assessment rather than learning.

### **Resources – Limited control**

Unless otherwise stated in the individual unit specification, learners are entitled to have full access to all resources seen fit for purpose by the centre tutor/assessor. Any specific resources (eg equipment, published material) required or prohibited for assessment will be detailed in the individual unit.

### **Supervision – Medium control**

Learners must normally be supervised by the centre tutor/assessor whilst producing evidence for the summative assessment activity, unless otherwise stated in the individual unit specification. Supervision is defined as normal classroom/workshop/studio working conditions, with the tutor/assessor being present in the same room whilst the summative assessment evidence is produced by the learner, but not requiring examination conditions.

Where supervision is relaxed:

- because it is not possible to directly supervise the activity that is required to produce summative assessment evidence, eg researching data, then the tutor/assessor must authenticate the learner work following the process identified in the section headed ‘Authentication’; or
- because the most suitable environment for producing the evidence means the tutor/assessor cannot be present, eg work experience, the tutor/assessor must ensure an appropriate person supervises the evidence production. All such evidence must be authenticated (see *Authentication* below) and, where this covers performance evidence, a signed learner observation record must be completed with enough reliable information to allow the tutor to accurately assess the evidence (see *3.4 Task marking* below).

It is not permissible for summative assessment evidence to be produced in the learner’s home environment, without the direct supervision of their assessor.

Due to the nature of producing an artefact, its production as part of the summative assessment will often be dictated by the availability of materials, equipment etc, therefore it may well be produced outside of the centre. However, the assessor must be confident that the work is that of the learner. In order to be confident, Edexcel requires one of the following situations to apply:

- the work is carried out under the direct supervision of the teaching centre assessor. This is the most desirable option
- the learner demonstrates to the teaching centre assessor equivalent levels of skill in each of the processes included in the production of the final artefact. Ideally this would be in the course of the regular teaching/learning programme, but exceptionally, if the assessor feels a skill has been assessed at a level beyond expectations, the assessor may require the learner to repeat that skill before authenticating the work.

If the artefact can only be produced remotely, for example during work experience, the assessor must have enough reliable information to allow them to both accurately assess the outcome and have a signed learner observation record from an appropriate person who directly observed the learner producing the artefact. An ‘appropriate person’ is defined as someone with a supervisory role within the workplace (or equivalent), and who has the required skills. This person must not be a family member, and must record and supply the required information for the assessor.

### **Collaboration (Group work) – Limited control**

Some units may require learners to work as part of a group. In other units, unless it is specifically forbidden, tutors may choose to have learners working collaboratively. When producing assignments which require or allow learners to work in groups, tasks must be written to allow each group member to fully meet the requirements of the assessment criteria.

Learners must not have their assessment opportunities reduced by the poor performance of other group members. Where this becomes apparent the tutor or assessor should intervene, or provide suitable alternative activities which do not greatly add to the learners’ workloads.

Group tasks should not rely on the performance of individual members of the group to allow other group members to meet all of the assessment criteria.

It is important that each learner is assessed on their individual contribution to the achievements of the group. Where several individuals contribute to a single piece of work, individual contributions must be clearly shown on the work to enable external moderation to take place. This can be indicated by learners or through the tutor’s annotations.

## Guidance and support

At the start of the assignment learners will often be required to plan out their programme of work. The tutor/assessors should agree these plans and where appropriate agree milestones where they can monitor learners' responses. Appropriate intervention is to be encouraged to ensure learners have every opportunity of success. However, if the planning process forms part of the assessment criteria, care must be taken to ensure that the plan remains the learner's own work.

Within some unit specifications, the level of assistance given to a learner is a discriminating factor used to decide a learner's positioning within the marking bands. To aid the assessor in selecting the appropriate level of assistance given to the learner a glossary of descriptors is included in the units and should be used for guidance when marking the learners work. In some cases, where a glossary doesn't exist, the following definitions should be used:

- *Assistance* – The learner has to be guided and advised to make progress, and responds to ideas suggested. The tutor/assessor needs to direct significant aspects of the work.
- *Limited assistance* – The learner suggests ideas for themselves, but makes use of guidance and advice from the tutor/assessor to make progress. The tutor/assessor assists in some aspects of the work, but generally does not direct it.
- *Independently* – The learner develops ideas themselves, using the tutor/assessor as an advisor rather than as a director. The tutor/assessor facilitates the work but does not need to direct its progress.

It is expected that all learners should develop as independent learners, but this does not mean that they should not be given any support in order to be able to research, write up and complete their reports. The hallmark of the independent learner, whatever the level, is knowing when and whom to ask for support in helping to carry the work forward.

All learners must be fully and equally briefed at the start of any task or assignment about the requirements of that task, including how they will be marked. They should be given the opportunity to ask any questions in order to clarify the requirements.

Once the assignment is under way, the tutor should respond to questions and requests for advice, but should normally refrain from intervening unasked. Responses can advise the learner on such matters as further sources of information, and can point out where further work is needed, but must always stop short of actually stating what to write.

In some units the amount of support and guidance a learner may receive in the course of carrying out the task or assignment is specified. This occurs, for example, when differentiation between mark bands is achieved in part by the support the learner needs to complete a practical task safely.

Tutors or assessors must always intervene where matters of health and safety are concerned. When this happens, the assessor should make a judgement about the appropriate marks that can be applied to the learner's work in the light of the intervention, and attach to the work a record of the intervention and justification for the marks awarded.

### 3.3 Feedback, re-working and submission

*All Principal Learning awarding bodies are required to follow the instructions for feedback, re-working and submission specified by the JCQ*

Candidates are free to **revise and redraft** a piece of coursework without teacher involvement before submitting the final piece. Candidates should be advised to spend an appropriate amount of time on the work commensurate with the marks available.

Teachers may review coursework before it is handed in for final assessment. Provided that advice remains at the general level, enabling the candidate to take the initiative in making amendments, there is no need to record this advice as assistance or to deduct marks. Generally one review should be sufficient to enable candidates to understand the demands of the assessment criteria. Advice may be given in either oral or written form.

Having reviewed the candidate's coursework **it is not acceptable** for teachers to give, either to individual candidates or to groups, detailed advice and suggestions as to how the work may be improved in order to meet the assessment criteria. Examples of unacceptable assistance include:

- detailed indication of errors or omissions
- advice on specific improvements needed to meet the criteria
- the provision of outlines, paragraph or section headings, or writing frames specific to the coursework task(s)
- personal intervention to improve the presentation or content of the coursework.

As indicated above, a clear distinction must be drawn between any interim review of coursework and final assessment for the intended examination series. Once work is submitted for final assessment it may not be revised: in no circumstances are 'fair copies' of marked work allowed. **Adding or removing any material to or from coursework after it has been presented by a candidate for final assessment will constitute malpractice.**

Where coursework is submitted in digital format there may be instances where the construction of the e-coursework does not attract any marks, in which case this construction may be done by the teacher instead of the candidate.

If a candidate requires additional assistance in order to demonstrate aspects of the assessment, the teacher should award a mark which represents the candidate's unaided achievement. The authentication statement should be signed and information given on the Candidate Record Sheet.

Teachers must keep live coursework secure and confidential at all times whilst in their possession. It is not acceptable for teaching staff to share coursework with other candidates.

There may be occasions when a learner needs to retake a task or assignment. This is acceptable at the discretion of the tutor, but the assignment should normally be set in a different context so that the learner is not repeating exactly the same tasks which they have had the chance to practise beforehand. Individual units will have further guidance where appropriate.

## **Authentication**

All candidates must confirm that any work they submit for assessment is their own.

Where learners are required to gather information and resources, tutors or assessors should take the opportunity to discuss authentication and plagiarism at the outset.

Where learner observation records and practical activity logs are required Edexcel will provide exemplar pro formas. Centres may choose to develop their own documentation, but they must record at least the information contained within the exemplar pro formas.

Once the assignment has been completed the assessor may need to interview or test the learner on their understanding of the information and/or the resources that they have identified and used. This may be necessary if, for example:

- the assessor needs to confirm the authenticity of the work
- the unit marking grid carries marks for information and/or resource gathering.

It will be up to the centre assessor to decide on the appropriate format, although the activity should be of a ‘closed book’ nature.

If the assessor decides to interview the learner, the assessor is required to question the learner regarding their information or resources until the assessor is sufficiently satisfied with the authentication. Whilst the interview is in progress the learner should not have access to the information or resources unless the individual unit specifies otherwise. It can be either a group or individual interview.

If the assessor decides to test the learner, the assessor is required to follow the usual testing format, with learners working in silence, and placed in a manner so that they do not see other learners’ responses. The questions are at the discretion of the assessor, as is the length and timing of the test. Learners are not permitted to view the questions prior to the test and should not have access to their work during the test unless the individual unit specifies otherwise.

The documented outcome could be either notes following an interview with one or a group of learners and signed by the assessor, or marked test papers.

Each candidate is required to sign a declaration before submitting their coursework to their subject tutors/assessors for final assessment, to confirm that the work is their own and that any assistance given and/or sources used have been acknowledged. Ensuring that they do so is the responsibility of the candidate’s centre.

It is also a requirement that tutors/assessors confirm to the awarding body that all of the work submitted for assessment was completed under the required conditions and that they are satisfied that the work is solely that of the individual candidate concerned. Where assessment is supervised by someone other than the tutor, additional confirmation is required from the person who has supervised the assessment.

All tutors/assessors who have assessed the work of any candidate entered for each component must sign the declaration of authentication.

### **3.4 Task marking (standardisation and marking) – Medium control**

#### **Marking**

Edexcel requires all consortium assessors to use only Edexcel authorized documentation in the assessment of its Principal Learning internal assessed units. All Edexcel Principal Learning internal assessed unit specifications have mark descriptors, and these must be used when assessing learner work. Consortium assessors must not try to re-interpret the mark descriptors, or use any other unauthorised publication which aims to do so.

If written evidence and artefacts are completed under the supervision of someone else (see *Supervision* above), this person may comment upon what is produced, but only the tutor can allocate marks.

Where performance evidence is observed by someone other than the tutor, this person must record their comments on the learner observation record. It is then the responsibility of the tutor to judge this evidence and allocate marks.

#### **Standardisation**

*All Principal Learning awarding bodies are required to follow the instructions for standardisation specified by the JCQ.*

Centres should use reference and archive materials (such as exemplar material provided by the awarding body or, where available, work in the centre from the previous year) to help set the standard of marking within the centre.

Prior to marking, a trial marking exercise should be undertaken. Teachers mark the same relatively small sample of work to allow for the comparison of marking standards. The exercise can take place at appropriate stages during the course and has three beneficial effects: it helps to bring about greater comparability in the marking standards; it may identify at an early stage any teachers whose standards are out of line with that of their colleagues; and it alleviates a heavy marking load at the end of the course.

Where the work for a unit has been marked by more than one teacher in a consortium, standardisation of marking should normally be carried out according to one of the following procedures:

**Either** a sample of work which has been marked by each teacher is re-marked by the teacher who is in charge of internal standardisation – normally the Domain Assessor;

**Or** all the teachers responsible for marking a component exchange some marked work (preferably at a meeting led by the Domain Assessor) and compare their marking standards.

Where standards are found to be inconsistent, the discrepant teacher(s) should make adjustments to their marks or re-consider the marks of all candidates for whom they were responsible. The new marks should be checked by the teacher in charge of internal standardisation.

Following completion of the marking and of internal standardisation, the coursework must be retained within the consortium and not returned to the candidates.

Consortia should retain evidence that internal standardisation has been carried out.

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