

# AS and A Level

## *Delivery Guide*

H031/H431

Accredited

# ***BUSINESS***

Theme: Business production

June 2015



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# Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resourcesfeedback@ocr.org.uk](mailto:resourcesfeedback@ocr.org.uk).

## KEY



Click to view associated resources within this document.



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AS Level content only

# Curriculum Content Added value and the production process

## **Production: Added value and the production process**

### **Added value**

- explain what is meant by added value
- explain how added value can be calculated
- calculate added value
- evaluate the usefulness of added value to a business and its stakeholders.

### **Methods of Production**

- distinguish between methods of production: job, batch, flow and cell
- evaluate the impact and importance of the choice of production method to a business and its stakeholders
- evaluate the reasons for the choice of production method
- explain what is meant by specialisation and the division of labour
- explain the reasons for the introduction of specialisation and division of labour into a business
- evaluate the impact and importance of specialisation and division of labour to a business and its stakeholders.

### **Services**

- explain the 'production process' for the provision of services
- explain what is meant by customer service in the context of the provision of services*
- evaluate the importance to a business and its stakeholders of high quality customer service.



# Thinking Conceptually Added value and the production process

## **Approaches to teaching the content**

It is important that learners are able to identify and explain why different methods of production are used within business, as well as how these methods can impact upon the processes implemented. Looking at how methods have changed over the years will also give learners an insight into the concepts of specialisation and division of labour used within many businesses these days. Giving learners the opportunities to see the benefits from an organisation using added value within the business model will enable them to work out and understand the concept. This is a module where the more visual aspects of business will really benefit the learners understanding.

## **Common misconceptions or difficulties students may have**

Some learners may consider that specialisation and the division of labour are very similar, but it is important that they can distinguish between the two with ease, as they are very different: Specialisation means that individuals, firms, regions and nations concentrate upon producing some goods and services rather than others, whereas division of labour (or labour specialisation) occurs when workers are assigned specific tasks within a production process and the production process is broken down into a series of tasks. Using visual examples will help with their understanding. Some learner might find the concepts of a simple profit calculation and added value confusingly similar. Here it might help to explain this in simple terms that these are related as 'profit is the money businesses make from adding value'.

## **Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course.**

There are several conceptual links between the topics of Production and the Introduction to Business within the specification. A vital skill that learners should gain understanding of within any new enterprise activity is the ability to explain the function of production in addition to being able to interpret and evaluate the importance of the function of any new business.

This will also enable learners to distinguish the different stakeholders involved in the business and analyse how they can affect the business in both positive and negative ways. This area of study also strongly links to the business aims and objectives.



# Thinking Contextually Added value and the production process

## ACTIVITIES

This section of the A Level specification can be illustrated very well by obtaining media clips of the different types of production methods that are used within businesses. Some have been included within the delivery guide, but for learners seeing production in action will help them understand about the different types that businesses use. Visits to any local businesses could also be arranged if appropriate which will enhance their level of understanding, particularly on the subject of added value. Using case studies such as The Times 100 Case Studies, will give learners a different approach to learning about production methods, as well as within the provision of services. The exposure to real businesses will enhance their understanding of the module.

Activities	Resources
<p><b>Added Value: Activity 1</b></p> <p>Learners could be given the following explanation of added value:</p> <p><i>Added value can be described as the difference between the price a business charges for the product/services and the costs involved of the components which are required to make the product/service.</i></p> <p>Learners could then view the following slide show which details how added value can be calculated <a href="http://www.slideshare.net/tutor2u/adding-value-9153853">http://www.slideshare.net/tutor2u/adding-value-9153853</a></p> <p>Using the slideshow, learners could be asked to work out how much it would cost to make a simple product such as making a cake, and work out the added value using the ingredients and how much it is sold for. Then ideas can be collected how a business using the exact same ingredients as its competitor can produce cakes with a higher added value.</p>	<div>Click here to see the clip</div>
<p><b>Activity 2</b></p> <p>Learners could write an essay which considers the following question with regard to adding value to a business and its stakeholder.</p> <p>A business has created a range of culinary products that are to be endorsed by the chef Jamie Oliver. How will this add value to the business? Discuss.</p>	



# Thinking Contextually Added value and the production process

Activities	Resources
<b>Methods of Production: Activity 3</b> In pairs, learners could be asked to create a short presentation in which they investigate one type of production method (job, batch, flow and cell), giving examples of local businesses that use this method of production for their products using their application and knowledge skills. The presentation could then be presented to the rest of the group.	
<b>Activity 4</b> Learners could be given a list of different examples of products that are produced with them identifying which methods of production would be used by a business creating the products and why this method is suitable. Examples could be a wedding cake, baseball boots, cars, a sofa, an iPad, suits, ball dress etc.	
<b>Activity 5</b> Using the following links <a href="http://www.bbc.co.uk/news/technology-20396345">http://www.bbc.co.uk/news/technology-20396345</a> <a href="https://www.youtube.com/watch?v=S4KrIMZpwCY">https://www.youtube.com/watch?v=S4KrIMZpwCY</a> , view the media clips which show good examples of Division of Labour. Using the knowledge learnt from the clip, learners could identify one product or service and write an explanation of why a business uses division of labour for this product or service. What are the benefits and drawbacks and how do they consider that this process has impacted upon the business as a whole?	<div>▶ Click here to see the clip</div> <div>▶ Click here to see the clip</div>
<b>Activity 6</b> Learners could watch the following two clips which illustrate how specialisation can be used within industry. <a href="http://www.youtube.com/watch?v=_2A_Ao9guJk">http://www.youtube.com/watch?v=_2A_Ao9guJk</a> <a href="http://www.youtube.com/watch?v=e0H7r_DI1CQ">http://www.youtube.com/watch?v=e0H7r_DI1CQ</a> Using the knowledge from the clips, learners could complete explanations as to why Division of Labour and Specialisation are linked, as well as the main differences, using examples of each to illustrate the points made.	<div>▶ Click here to see the clip</div> <div>▶ Click here to see the clip</div>





# Thinking Contextually Added value and the production process

Activities	Resources
<p><b>Services: Activity 7</b></p> <p>In the context of the provision/production of services, a definition of the key characteristics of services could be provided as on <a href="http://www.entrepreneurshipsecret.com/5-major-characteristics-of-services/">http://www.entrepreneurshipsecret.com/5-major-characteristics-of-services/</a> (website explaining the key features of services). Then a presentation with more detailed information could be watched and the implications for customer service and marketing that arise for services discussed.</p> <p><a href="http://www.slideshare.net/johnny060/module-1-lecture-5-the-nature-of-services?next_slideshow=1">http://www.slideshare.net/johnny060/module-1-lecture-5-the-nature-of-services?next_slideshow=1</a></p>	<p>▶ Click here to see the clip</p> <p>▶ Click here to see the clip</p>
<p><b>Activity 8</b></p> <p>Learners could be given the following quote to discuss:</p> <p>According to Turban et al. (2002) <i>"Customer service is a series of activities designed to enhance the level of customer satisfaction – that is, the feeling that a product or service has met the customer expectation."</i></p> <p>Quote is from</p> <p><a href="http://www.customerservicetrainingcenter.com/Effective-Customer-Service-Program-Customer-Service-Training-Customer-Service-Defined.html">http://www.customerservicetrainingcenter.com/Effective-Customer-Service-Program-Customer-Service-Training-Customer-Service-Defined.html</a></p> <p>Therefore, customer service includes before, during and after the purchase of a product or service. Reading the above quote, learners could discuss and include examples from businesses (manufacturing, retail and service sectors) and as well as their own experiences of customer service, and the quote, and evaluate it in an essay style format.</p>	<p>▶ Click here to see the clip</p>



# Curriculum Content Productive efficiency 1

## **Productivity**

- explain what is meant by productivity
- calculate measures of productivity
- evaluate the impact and importance of productivity to a business and its stakeholders
- recommend and justify methods to improve productivity in a business.

## **Economies & Diseconomies of Scale**

- explain what is meant by economies of scale and diseconomies of scale; internal and external
- explain types of internal economies of scale, internal diseconomies of scale, external economies of scale and external diseconomies of scale
- evaluate the costs and benefits to a business from internal and external economies and diseconomies of scale.



# Thinking Conceptually Productive efficiency 1

## **Approaches to teaching the content**

It is important within this module for learners to have an in depth understanding of productivity in the broadest sense, so that they can apply their skills and knowledge to business in general. Using case studies or reading up-to-date articles on the subject of productivity within business, will give learners the opportunity to understand the subject matter thoroughly and enable them to split the knowledge into both internal and external categories.

## **Common misconceptions or difficulties students may have**

It is important within this module for learners to have an understanding that productivity is not just about an end product (which initially they may think) but for a business to consider the other elements such as staffing attitudes and, motivation, as well as efficiency, as these all link to productivity.

## **Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course.**

Productivity can also be linked conceptually to the External Influences by further investigations into the Technological factors influencing business. It is important for learners to analyse and understand why certain business decisions are made, in order to remain competitive within the markets, especially in terms of production.

Within the area of External Influence, learners should consider environmental issues that can influence a business. Reviewing recent articles in the press about such issues to do with productivity should demonstrate to learners how businesses are changing their attitudes towards the environment and the successes that it can bring. This area also will link to the subject area of Digital revolution, in terms of business and its stakeholders, with an investigation into any rapid technological changes. Learners should be encouraged to investigate a variety of different businesses that have approached productivity differently so that they gain an understanding of the methods, as well as how and why certain decisions would have been made, in order to remain competitive.



# Thinking Contextually Productive efficiency 1

## ACTIVITIES

It may be beneficial to have a 'bank' of bookmarked resources online for learners to access on the subject of productivity. The Times 100 Case Studies do have several case studies which do link to this subject area, which give good explanations and relate to specific business which learners will be able to understand. Having businesses that learners can relate too is important, so that the theory can be seen within the business context. Articles from national newspapers or local papers can also help learners with these concepts, so encouragement should be given for learners to access current affair media, in order to gain relevant and up-to-date knowledge.

Activities	Resources
<p><b>Productivity: Activity 1</b></p> <p>Productivity can be defined as <i>"a measure of the efficiency of a person, machine, factory, system, etc. in converting inputs into useful outputs."</i>, according to the business dictionary <a href="http://www.businessdictionary.com/definition/productivity.html#ixzz3FdNcHwEb">http://www.businessdictionary.com/definition/productivity.html#ixzz3FdNcHwEb</a></p> <p>Thinking about this definition, learners could complete some internet investigations in order to locate and explain with examples when organisations have looked at their productivity and as a consequence have implemented certain methods in order to be more efficient for example within manufacturing – for example BMW and within the health sector in terms of key hole surgery.</p> <p>The learners could share their findings with the rest of the class, giving the group the opportunity to have access to knowledge of productivity, within a variety of different business contexts.</p>	<p>Click here to see the clip</p>
<p><b>Activity 2</b></p> <p>Learners could read the following article about how a business could make simple changes which could lead to better productivity within their business.</p> <p>Website listing areas for improving productivity <a href="http://www.businessgrowthhub.com/service-categories/increase-productivity">http://www.businessgrowthhub.com/service-categories/increase-productivity</a></p> <p>Website giving ideas how to improve motivation and productivity <a href="http://www.businessnewsdaily.com/5622-policies-improve-productivity-morale.html">http://www.businessnewsdaily.com/5622-policies-improve-productivity-morale.html</a></p> <p>The group could then discuss how such advice could be used within a given local business to enhance their application skills to a real life local business.</p>	<p>Click here to see the clip</p> <p>Click here to see the clip</p>



# Thinking Contextually Productive efficiency 1

Activities	Resources
<p><b>Activity 3</b></p> <p>In pairs, learners could be asked to create a presentation which looks at how productivity can be measured within several different businesses in the local area. The presentation should include details of productivity in terms of employees, management, output, wastage rates, training, motivation etc. with relevant examples. Using the following link, learners could gain an understanding of the different examples, which could then be utilised within their presentation.</p> <p><a href="http://www.tutor2u.net/business/gcse/production_efficiency_measures.htm">http://www.tutor2u.net/business/gcse/production_efficiency_measures.htm</a></p>	<p>Click here to see the clip</p>
<p><b>Activity 4</b></p> <p>Learners could be given the following scenario to consider:</p> <p><i>Lloyd and Sons was established in the late 1980's by Tony, a father of two boys called John and Michael, who wanted to start a family run business which his two sons could manage when the time was appropriate. They have always specialised in producing handmade wooden dining room furniture.</i></p> <p><i>Over the years the reputation of the business increased with the business taking on a variety of different employees as well as training apprentices to support the local business community. The businesses reputation was based on the need to produce high quality goods using traditional methods of carpentry. In the past, the business has not invested heavily in machinery as the owner did not want to lose the 'hand-made' methods. Now that the business is being jointly run by the two brothers John and Michael, they want to move the business forward in order to increase productivity. A number of staff have left recently, as they complained about the lack of variety within their job, meaning aspects of their skills were not being utilised effectively.</i></p> <p>Using the information within the case study, learners could write a formal report which gives advice and guidance to John and Michael Lloyd, who now own Lloyd and Sons, about the different elements of productivity that they should consider, as well as recommending appropriate changes, stating how this will impact upon the business and its stake holders in the future.</p> <p>Remember that the business wants to move forward but not lose its traditional values and Director of the business.</p>	

# Thinking Contextually Productive efficiency 1

Activities	Resources
<p><b>Economies and Diseconomies of Scale: Activity 5</b></p> <p>Learners could watch the following media clip which explains the concept of economies of scale and briefly diseconomies of scale</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/business/production/productioncostsvid.shtml">http://www.bbc.co.uk/schools/gcsebitesize/business/production/productioncostsvid.shtml</a></p> <p>Learners could then read the following detailed explanation of diseconomies of scale</p> <p><a href="http://tutor2u.net/economics/revision-notes/as-marketfailure-scale.html">http://tutor2u.net/economics/revision-notes/as-marketfailure-scale.html</a></p> <p>Using this knowledge, learners could produce two separate mind maps which consider economies of scale and diseconomies of scale in terms of internal and external, within a business. Their findings could then be shared with the rest of the class, giving explanations of why they consider these to be internal or external examples.</p>	<p>Click here to see the clip</p> <p>Click here to see the clip</p>
<p><b>Activity 6</b></p> <p>In groups (maximum of 4) learners could create a presentation that informs the group about a business that has implemented the theory of economies and diseconomies of scale both internally and externally, and as a result of this, describe and explain the implications for the business in terms of the benefits and costs.</p>	



# Curriculum Content Productive efficiency 2

## **Stock control**

- explain what is meant by stock control
- explain methods of stock control: including stock control charts, just in time (JIT), Kanban, fixed reorder stock level, fixed time reordering, economic order quantity, electronic methods of stock control
- construct, calculate and interpret stock control charts: buffer stock, reorder level and quantities and lead time
- evaluate the impact and importance of holding and controlling stock to a business and its stakeholders
- evaluate the relationship between stock control and methods of production in a business.

## **Lean production**

- explain what is meant by lean production
- explain how and why lean production is used by a business
- evaluate the impact and importance of lean production to a business and its stakeholders
- recommend and justify methods of lean production for a business.



# Thinking Conceptually Productive efficiency 2

## **Approaches to teaching the content**

Stock control within business can be a costly expense if it is not managed well, so it is important that learners can see the link between stock control and production. By using small local businesses as examples learners should be able to understand and see this link, before this is illustrated within larger businesses. Learners should be given the time to create and interpret stock control charts, in order to understand their relevance to the topic area, both individually and in groups if appropriate.

Using different media clips to illustrate lean production, will help learners see how it is used within a large business. If visits to local businesses that use lean production methods could be organised, then this would really benefit their understanding and knowledge to see the methods in action.

## **Common misconceptions or difficulties students may have**

For learners to understand the concepts of stock control it will be necessary to illustrate the methods by using smaller organisations (rather than larger chains of stores such as supermarkets), so that learners can see and understand the processes involved in a simplistic form. Once that understanding is in place, this can then be broadened which

will lead onto Lean production. Using a case study of the business Toyota, will enable learners to complete a variety of different types of research – from articles to media clips, which show lean production in action, but learners may need some guidance when researching the business.

## **Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course.**

Stock control and lean production can be linked back to the Introduction to Business in terms of Business size and growth, as well as Business objectives and strategy, which specifically considers forecasting. Learners should be encouraged to understand the link between stock control and forecasting and how businesses can use this method for planning. This often forms part of the objectives for business which can be reviewed at certain times of the year, in order to plan for the future. It is essential for learners to use this as a starting point for further investigations into these subject areas.





# Thinking Contextually Productive efficiency 2

## ACTIVITIES

Learners will have some basic knowledge of stock control due to their own experiences of retail purchases. Some learners may have part-time jobs, so may be part of the stock control process in some form. Using these experiences will be a good starting point for a group discussion for the introduction of the topic. Wider contexts, with which learners may already be familiar with, such as the cost of stock control or methods of stock control from the business news, will also help their understanding. Some learners will be aware from previous learning. Using businesses such as Toyota, when introducing Lean production, will enhance their levels of understanding, so that they can see the link between stock control and production.

Activities	Resources
<b>Stock Control: Activity 1</b> Learners should create a document that explains the different types of stock control that businesses use in order to be efficient such as JIT, fixed reorder stock level, fixed time reordering etc. The document should be aimed at a new business who is considering different methods of stock control. Each explanation should include the advantages and disadvantages of using such a system. Learners could use the following links which include suitable explanations. <a href="https://www.nibusinessinfo.co.uk/content/stock-control-methods">https://www.nibusinessinfo.co.uk/content/stock-control-methods</a> <a href="http://www.infoentrepreneurs.org/en/guides/stock-control-and-inventory/">http://www.infoentrepreneurs.org/en/guides/stock-control-and-inventory/</a>	<div>▶ Click here to see the clip</div> <div>▶ Click here to see the clip</div>
<b>Activity 2</b> Learners could read the following case study and answer the questions at the end of the case study, which is based on McDonalds and how they have used stock control methods in order to make the business more efficient. Learners could then discuss their answers as a group. <a href="http://www.mcdonalds.co.uk/content/dam/McDonaldsUK/People/Schools-and-students/mcd_stock_control.pdf">http://www.mcdonalds.co.uk/content/dam/McDonaldsUK/People/Schools-and-students/mcd_stock_control.pdf</a>	<div>▶ Click here to see the clip</div>



# Thinking Contextually Productive efficiency 2

Activities	Resources
<p><b>Activity 3</b></p> <p>Using the following websites which show how to produce stock control charts, learners could be given several different scenarios to investigate, in order to practice constructing, completing and interpreting stock control charts. It is also important that learners are able to produce a commentary about what the charts show, as well as how it can be used within a business.</p> <p><a href="http://www.tutor2u.net/business/production/stock-control-charts.htm">http://www.tutor2u.net/business/production/stock-control-charts.htm</a></p> <p><a href="http://www.yourarticlelibrary.com/inventory-control/6-most-important-techniques-of-inventory-control-system/26159/">http://www.yourarticlelibrary.com/inventory-control/6-most-important-techniques-of-inventory-control-system/26159/</a></p>	<p>Click here to see the clip</p> <p>Click here to see the clip</p>
<p><b>Lean production: Activity 4</b></p> <p>The following advertisement from Visa shows an amusing introduction to the subject of Lean production highlighting efficiency. Learners could watch the media clip and in pairs write an explanation on the subject of lean production.</p> <p><a href="http://www.youtube.com/watch?v=U86bTrsdShg">http://www.youtube.com/watch?v=U86bTrsdShg</a> Explanations could then be shared with the rest of the class.</p>	<p>Click here to see the clip</p>
<p><b>Activity 5</b></p> <p>Learners could read and view the following website link and media clip not just in order to gain a greater understanding of how lean production is used within business, but how it could also be utilised within an office situation.</p> <p><a href="http://www.mindtools.com/pages/article/newSTR_44.htm">http://www.mindtools.com/pages/article/newSTR_44.htm</a></p> <p><a href="http://www.youtube.com/watch?v=8KJaEOiHxNw">http://www.youtube.com/watch?v=8KJaEOiHxNw</a></p> <p>As a class, the knowledge noted could be shared with the class in order for a group discussion to take place.</p>	<p>Click here to see the clip</p> <p>Click here to see the clip</p>

# Curriculum Content Productive quality

## **Internal Quality Standards**

- distinguish between quality control and quality assurance
- explain the reasons for quality control and quality assurance in a business
- calculate and interpret measures of wastage
- explain what is meant by total quality management (TQM)
- explain how and why TQM is used in a business
- evaluate the impact and importance of training in improving quality to a business and its stakeholders.

## **External Quality Standards**

- explain external quality standards: including British Standards (BS), European Standards (EN) and International Standards (ISO) – specific knowledge of individual standards is not required
- evaluate the impact and importance of external quality standards to a business and its stakeholders
- explain how and why benchmarking is used by a business
- evaluate the impact and importance of benchmarking to a business and its stakeholders.



# Thinking Conceptually Productive quality

## **Approaches to teaching the content**

Learners will have experienced a situation when they have purchased a product and it has either been damaged or incorrect. How this has made them think about the business and their reactions is always a good discussion starting point when tackling the subject of quality. From the discussion, this can then lead onto the importance of the issue and implications for a business if they do not get their quality control methods in place. Using real life examples of when quality issues have occurred within large businesses will show learners the consequences of when quality issues can affect the reputation of the business, and how in turn this can affect their profits. If learners have part-time jobs within the restaurant service sector, these experiences can be drawn upon. Learners are required to understand and apply their knowledge and skills about this subject, so the more up-to-date case studies that they can access will enhance their understanding and interpretation of the topic area.

## **Common misconceptions or difficulties students may have**

Students may struggle to understand some of the different parts of TQM in terms of how to gather information on quality or the different aspects to benchmarking. This is why relevant and up-to-date examples of each method will enable the learners to understand the differences. Group discussions will also help with their understanding.

## **Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course.**

Learners should be challenged to investigate the links between quality and non- financial measures of business performance, within the areas of business objectives and strategy. The link between the two is paramount to the success of any business, which is why both internal and external quality issues are important within all businesses. Other conceptual links also include investigations into 'Managing Change' in a business, in terms of the area of study of 'Training' within 'The workforce' if new approaches to quality control are being considered by businesses as well as 'Communication' within 'Human resource management within a business environment'. Students should be able to consider the different methods of communication that would be appropriate if new methods of quality were to be implemented within a business, to reassure and inform employees, as well as consider suitable and relevant training.



# Thinking Contextually Productive quality

## ACTIVITIES

If learners are exposed to a variety of different group discussions on the topic of quality as well as media clips and newspaper articles which highlight the different aspects to quality within a business, they should then gain a real understanding of the importance of the topic for a business. Case studies will also enable learners to show how different methods are applied within different sectors. It is important for learners to be taught specifically how to complete wastage equations as well as how to interpret the results so that they can be used and improved (if need be) within a business. Giving learners a variety of different resources will enable their skills and understanding on both Internal and External Quality Standards to be enhanced so that they can apply their skills within any aspect of business.

Activities	Resources
<p><b>Internal Quality Standards: Activity 1</b></p> <p>Learners could be given the following explanation to consider: <i>"Quality Assurance is process oriented and focuses on defect prevention, while quality control is product oriented and focuses on defect identification."</i></p> <p>Source <a href="http://www.diffen.com/difference/Quality_Assurance_vs_Quality_Control">http://www.diffen.com/difference/Quality_Assurance_vs_Quality_Control</a></p> <p>In pairs, learners could devise two separate mind maps which contain three different examples of Quality Assurance and three examples of Quality Control, which would be used in three different businesses to explain to the rest of the class demonstrating their ability to distinguish the main differences between the two methods. This is to ensure that there is no confusion between the concepts.</p>	<p><a href="#">Click here to see the clip</a></p>
<p><b>Activity 2</b></p> <p>Learners could watch the following media clip which is based upon how KitKats are made. Learners could identify whilst watching the clip, where Quality Assurance will be present within the process, as well as Identify the Quality Control aspects that will be within the whole process of making a KitKat bar. The clip does contain many different aspects of the process, so having a prepared resource may help learners identify the different parts more easily.</p> <p><b>Media clip based upon a KitKat factory</b></p> <p><a href="http://www.youtube.com/watch?v=d0powJUv5a0">http://www.youtube.com/watch?v=d0powJUv5a0</a></p> <p>Alternatively, learners could watch the process of how frozen pizzas are made, focusing again on both Quality Assurance and Quality Control within the process.</p> <p><b>Media clip based upon a pizza factory</b></p> <p><a href="http://news.bbc.co.uk/1/hi/business/7733602.stm">http://news.bbc.co.uk/1/hi/business/7733602.stm</a></p>	<p><a href="#">Click here to see the clip</a></p> <p><a href="#">Click here to see the clip</a></p>





# Thinking Contextually Productive quality

Activities	Resources
<p><b>Activity 3</b> Learners could read the following articles which are based on a variety of different businesses:</p> <p><b>Cadbury</b> <a href="http://news.bbc.co.uk/1/hi/england/hereford/worcs/6265548.stm">http://news.bbc.co.uk/1/hi/england/hereford/worcs/6265548.stm</a></p> <p><b>Toyota</b> <a href="http://www.bbc.co.uk/news/business-26950970">http://www.bbc.co.uk/news/business-26950970</a></p> <p><b>Boots</b> <a href="http://www.dailymail.co.uk/news/article-2522707/Boots-extends-mass-childrens-medicine-recall-products-faults-plastic-caps-bottles.html">http://www.dailymail.co.uk/news/article-2522707/Boots-extends-mass-childrens-medicine-recall-products-faults-plastic-caps-bottles.html</a></p> <p><b>HP</b> <a href="http://www.bbc.co.uk/news/technology-28956813">http://www.bbc.co.uk/news/technology-28956813</a></p> <p>Once the articles have been read, learners could be asked to consider why it is important that businesses take quality issues seriously. What damage do they think the articles could have made on the businesses above?</p>	<p>Click here to see the clip</p> <p>Click here to see the clip</p> <p>Click here to see the clip</p> <p>Click here to see the clip</p>
<p><b>Activity 4</b> This media clip is a good introduction to the subject of wastage. It is simplistic as it is based around food but is a good starting point for learners.</p> <p><b>Media clip based upon food wastage</b> <a href="http://www.bbc.co.uk/learningzone/clips/calculating-food-waste-and-the-environmental-cost/13621.html">http://www.bbc.co.uk/learningzone/clips/calculating-food-waste-and-the-environmental-cost/13621.html</a></p>	<p>Click here to see the clip</p>



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<p><b>Activity 5</b></p> <p>Calculating wastage is an important aspect of Quality issues as any wastage does cost businesses money. Learners must know how to calculate wastage as well as know how to interpret the finding. The calculation needed is subtracting the amount of raw material in finished products from the raw material received and is calculated as a percentage over a given time scale.</p> <p>Using a glass window company as an example:</p> <p>Amount of glass used this year = 1,000 tonnes</p> <p>Amount of windows produced = 20,000 units</p> <p>Amount of glass used per window = 0.035 tonnes</p> <p>Number of raw material used in windows last year = <math>(0.035 \times 20,000) = 700</math> tonnes</p> <p>Wasted glass = <math>1,000 - 700 = 300</math> tonnes</p> <p>To calculate the Waste Reduction Rate we need to know the level of waste in the earlier 20,000 units which in this example we will set to 350 tonnes. So the waste reduction ratio is:-</p> <p><math>(50/350) \times 100 = 14.3\%</math></p> <p>Source: <a href="http://www.rdc.co.uk/blog/how-to-calculate-your-waste-reduction-rate/">http://www.rdc.co.uk/blog/how-to-calculate-your-waste-reduction-rate/</a></p> <p>Learners could be given a variety of different equations to be calculated in order to practice calculating, as well as interpreting the results in order to gain the skills and knowledge required for this particular topic area. Learners could also access the following resource which is based upon food packaging wastage and includes some questions that will need answering and interpreting.</p> <p><b>Mass and volume of food packages to determine the usable and waste portions of food</b></p> <p><a href="http://www.nasa.gov/pdf/190541main_How_Much_Waste.pdf">www.nasa.gov/pdf/190541main_How_Much_Waste.pdf</a></p>	<div data-bbox="1624 1021 1778 1114">  Click here to see the clip         </div> <div data-bbox="1624 1161 1778 1254">  Click here to see the clip         </div>
<p><b>Activity 6</b></p> <p>In groups, learners could investigate the topic of Total Quality Management within a specific business, in order to give a presentation to the class, focusing on the links between business objectives as well as the different ways in which a business can achieve quality through quality circles, quality control etc. By focusing the presentation on one business this approach enables learners to give specific examples of how the business may use quality through research completed on the organisation to show their application skills. Peer feedback could be given to the group in terms of content and performance.</p>	



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<p><b>Activity 7</b></p> <p>Learners could read the following case study and then discuss the questions/answers as a group:</p> <p>Fast Pizza is a new business opening in one month's time, which will produce pizzas on site for customers, as well as offering a home delivery service. Their busiest times tend to be at the weekends. They have had to invest heavily in the rent of the premises, equipment to bake the pizzas, technology for accounts and general administration tasks, promotional material to promote the business, transport for the delivery side of the business, staffing and the stock and supplies for the pizzas. The business wants to ensure that TQM is implemented from when they first start to operate.</p> <p>Why is TQM so important within a business like this? How can they ensure that quality is maintained within every order that is fulfilled? How can they provide a good customer service? What training would you suggest employees complete on within the area of quality prior to the business opening? Why will this be important?</p>	
<p><b>Activity 8</b></p> <p>Learners could write an essay style response to the following statement:</p> <p>Training is important in order to improve quality for many different stakeholders. Why is this? Discuss and explain your reasons.</p> <p>Learners should be able to identify a variety of different stakeholders that may be involved in a business and explain how and why quality will affect them. The learners' response should enable them to use relevant examples from their knowledge of Activities 5 and 6, in order to form a good and balanced response to the statement.</p>	
<p><b>Activity 9</b></p> <p>Learners could be shown a variety of different quality logos that they may or not recognise such as the British Standards, European Standards and International Standards. In pairs, learners could discuss the reasons as to why these external quality standards exist and why businesses strive to achieve them. Their feedback could then be shared with the rest of the class in order to form a definitive explanation of external quality standards.</p>	





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<p><b>Activity 10</b></p> <p>Learners could select a business to investigate using the Times 100 Case Studies, specifically on the subject of quality in order to gain further insight into this important issue within a business. Alternatively, they could use the following link to a case study based upon the British Standards Institution (BSI) which gives a greater insight into their work and influence on the importance of quality.</p> <p><b>Case study based upon quality</b></p> <p><a href="http://businesscasestudies.co.uk/bsi/standardization-and-quality-management/introduction.html#axzz3FjlPPCh3">http://businesscasestudies.co.uk/bsi/standardization-and-quality-management/introduction.html#axzz3FjlPPCh3</a></p>	<p>Click here to see the clip</p>
<p><b>Activity 11</b></p> <p>Benchmarking is an ongoing process which analyses current practice against others and when completed, suggesting and implementing necessary changes to ensure that business performance is competitive. In groups, learners could be given two different aspects of benchmarking to investigate and report back to the rest of the group, as well as completing a short guide with examples of the method. The Benchmarking methods to be investigated are:</p> <ul style="list-style-type: none"> <li>• Strategic Benchmarking</li> <li>• Performance or Competitive Benchmarking</li> <li>• Process Benchmarking</li> <li>• Functional Benchmarking</li> <li>• Internal Benchmarking</li> <li>• External Benchmarking</li> <li>• International Benchmarking</li> </ul>	
<p><b>Activity 12</b></p> <p>Learners could be given the task of writing a formal report to a manager of a local business who is unsure about the subject of benchmarking and the impact and importance of it on their business. Write a report based on a small local business of your choice in order to inform the manager about benchmarking.</p>	



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