

Cambridge TECHNICALS LEVEL 3

BUSINESS

Cambridge
TECHNICALS
2016

Unit 4 – Customers and communication
DELIVERY GUIDE

Version 1

CONTENTS

Introduction	3
Related Activities	4
Key Terms	5
Misconceptions	7
Suggested Activities:	
Learning Outcome (LO1)	9
Learning Outcome (LO2)	14
Learning Outcome (LO3)	19
Learning Outcome (LO4)	25
Learning Outcome (LO5)	30

INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.



English



Maths



Work

Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

The latest version of this Delivery Guide can be downloaded from the OCR website.

UNIT AIM

Customers are vital to the success of any business. It is essential that businesses consider the importance of the customer experience and ensure that they communicate effectively with them, whether internal or external.

Repeat business is crucial for future revenue and financial certainty. Businesses depend on customer satisfaction and customer loyalty. To build this you need to know who your customers are and what influences their behaviours.

In this unit you will learn the purpose, methods and importance of communication in business and the appropriateness of different forms of communication for different situations. You will develop the skills that will help you create a rapport with customers and have the opportunity to practise and develop your business communication skills.

You will also learn about the legal constraints, ethical and security issues that affect how businesses store, share and use information..

Unit 4 Customers and communication

L01	Understand who customers are and their importance to businesses
L02	Understand how to communicate with customers
L03	Be able to establish a rapport with customers through non-verbal and verbal communication skills
L04	Be able to convey messages for business purposes
L05	Know the constraints and issues which affect the sharing, storing and use of information for business communications

To find out more about this qualification please go to: <http://www.ocr.org.uk/qualifications/cambridge-technical-business-level-3-certificate-extended-certificate-foundation-diploma-diploma-05834-05837-2016-suite>

Cambridge
TECHNICALS
2016

2016 Suite

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018
- Designed to meet the DfE technical guidance

RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Business units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 4)	Title of suggested activity	Other units/LOs	
LO2	Purpose of communication in business situations	Unit 4 Customers and communication	LO1 Understand who customers are and their importance to businesses
LO4	Written communication	Unit 2 Working in business	LO3 Be able to use business documents LO5 Understand how to communicate effectively with stakeholders
	Use of plain English	Unit 7 Marketing campaign	LO5 Be able to plan marketing campaigns
LO5	Data Protection Act	Unit 1 The business environment	LO6 Understand the external influences and constraints on businesses and how businesses could respond
		Unit 2 Working in business	LO1 Understand protocols to be followed when working in business
	Advertising Standards Authority	Unit 5 Marketing and market research	LO2 Know the constraints on marketing

KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit	
Key term	Explanation
Abbreviation	A shortened version of a phrase or group of words; for example, the BBC is the British Broadcasting Corporation.
Acronym	A shortened version of a phrase that is pronounced as a word. A good example of this is NASA; you would say NASA rather than spelling out the N. A. S. A.
Body language	The way you communicate using your body rather than words. For example, you may cross your arms when you are unhappy or angry.
Business format	The way that the communication is designed. This may include a logo, colours and even the size and shape of the leaflets, newsletters and business letters.
Competitive advantage	The edge that one business may have over another through differentiating its product. For example, a prestige watch brand may be endorsed by a famous celebrity.
Corporate profile	A summary of the way the business is performing, the history of the business, the resources it uses to trade, its management structure and the reputation of the business.
Corporate standards	The rules that a business sets for the way that it trades; for example, in terms of its levels of quality or attitude to customer service. They will be different for each business and communicate to employees and managers what levels are expected of them.
Cultural differences	The differences that exist between different cultures on the planet. For example, the colour red is very lucky in China.
Customer expectations	What the customer expects the product or service to do; for example, that a gardener will rake all the leaves up.
Customer loyalty	This is how happy a customer is with the product or service to the extent that they recommend it to others and would not switch brands or providers. For example, someone might be brand loyal to a particular coffee shop chain.
Customer needs	The requirements of the customer appropriate to the product or service; for example, a pair of wellingtons that keep out the rain.
Customer service	The help and advice provided by a business to those people who buy or use its products or services; for example, a shop assistant who helps you to find a pair of shoes that fit correctly.
Data Protection Act	The 1998 Data Protection Act was passed by Parliament to give rights to those who have information held about them by a company or organisation and also to make sure that this information is appropriately managed.
Ethical issues	Ethical issues are those that are about conducting business in the right way. For example, is it ethical to advertise sugary cereals and drinks to children during advertising breaks in kids' TV programmes?
External customer	A customer who does not have any connection with the business who may wish to purchase some goods or services.
Gestures	A way of communicating using hand signals; for example, giving the OK sign or thumbs up.
Ice breaker	A game or way to remove tension between people. Something that is designed to help individuals interact with each other in some way, to break the ice of meeting for the first time. For example, when a shop assistant strikes up a conversation about the weather with a customer in a car sales showroom.
Intellectual property rights	A group term to cover the rights of the creators of products or services and the way their ideas and work are protected from being copied by others. This may be through copyright, designs, patents or trademarks. Some intellectual property rights are automatic; for example, if you publish an article in a magazine others cannot copy it without your permission. Some have to be applied for; for example, if you invent a new type of vacuum cleaner you may wish to patent the design to protect it from others who may wish to make money by copying it.
Internal customer	A customer who exists within a business. For example, in a car dealership the sales department may need information and parts from the technical department, so the sales department is a customer of the technical department.

Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
Legal constraints	Laws that govern how a business conducts its trade. There are a number of laws that govern employees' rights, there are health and safety laws and there are data protection laws. For example, businesses are legally required to ensure that product descriptions on packaging are accurate and not misleading.
Level of satisfaction	A measure of how happy a customer is with the product or service; for example, did a car wash meet their expectations?
Media	Media in business is a group term to describe all forms of mass communication, which includes newspapers and magazines, television, radio and the internet amongst others.
Networking	In business networking means the process of meeting other business people and swapping details with them for the purpose of conducting some trade in the future. For example, you might give someone a business card at a conference.
Non-verbal communication	Ways of communicating without words, for example through body language or hand gestures such as a thumbs up.
Objective	The aim of the organisation. For example, in the first year of a new business most have the objective to survive. After that first year it may well change and the business objective would be to grow, to make a profit and to gain a larger market share.
One-off customer	A customer who will only buy once from the business; for example a customer may buy a house from an estate agent only once.
Overheads	The costs paid by a business to keep trading and which are necessary for the business to continue, for example paying a phone or electricity bill.
Posture	The way we stand, which can show our emotions. For example, a stoop or being hunched over may indicate sadness or depression and crossed arms may indicate anger.
Potential customer	A customer who is considering purchasing but has not yet handed over any money to the business so no financial transaction has taken place.
Recapping	A short summary usually given at the end of a speech or lesson or the beginning of the next one to remind listeners of the key points. For example, at the end of a product demonstration the salesperson may recap all the features and benefits of the item.
Returning customer	A customer who has purchased before and is now returning to purchase again. For example, a hairdressers or barbers might expect customers to return on a regular basis.
Social media	A group term that refers to websites and phone applications (apps) which help people to interact and communicate with each other. For example, Facebook, WhatsApp, Snapchat and twitter are all types of social media.
Third sector organisation	A group term for organisations which exist or trade for a specific purpose. Included in this are charities, social enterprises, voluntary organisations and groups, and any non-profit making organisation.
Value for money	A judgement that a customer places on a product or service in terms of if it is in their opinion worth the price which is being asked. For example a steak in a restaurant costing only £5 may be regarded as good value for money by some customers, whereas others may be suspicious about the quality due to the low price. The value for money depends on the perceptions and opinions of the customer based on their own individual knowledge and experiences.
Version control	A way of saving new versions of files alongside rather than over the original. In this way, changes can be tracked and errors reversed. This is mostly used in collaborative documents; for example, when an author sends a version to an editor for changes to be made, the editor will save the document as another version.
Whistle-blowing	The process of informing the relevant authorities about a questionable business activity; for example, an employee phoning the trading standards authority to report a dirty kitchen in a fast food restaurant.

MISCONCEPTIONS



Some common misconceptions and guidance on how they could be overcome						
What is the misconception?	How can this be overcome?	Resources which could help				
<p>The term demographics and how it is applied to consumer behaviour</p>	<p>Learners may find it difficult to express the meaning of the term demographic; they may never have heard of the term before and may not know how to use it in its correct context.</p> <p>Learners could overcome this by researching CACI's Acorn UK demographics profile which includes subsections of the population from 'affluent achievers' down to the 'hard-pressed'.</p> <p>Learners could also be asked to use the Investopedia website to search for a definition of the term demographics so they know all the possible ways that population could be classified.</p>	<p>Demographics classifications Businessballs http://www.businessballs.com/demographicsclassifications.htm A definition and description of demographics together with links to the 2013 ACORN demographics profile pdfs.</p> <p>Demographics Investopedia http://www.investopedia.com/terms/d/demographics.asp?layout=infini&v=3A A definition and a short video version of the definition as well which is excellent for visual learners.</p>				
<p>The difference between a corporate standard and a corporate profile</p>	<p>Learners may not understand the word 'corporation' or be able to describe what type of business this may refer to. Tutors could show the Investopedia link and video and discuss with the learners their understanding of the term once they have seen the video.</p> <p>Learners may confuse the terms 'corporate standards' and 'corporate profile' and not be able to distinguish between the two in a business context. Tutors could show learners the website from BAT (British American Tobacco) which outlines their corporate standards and then ask learners questions on what they regard as a 'corporate standard'.</p> <p>Learners could now be encouraged to research the term 'corporate profile' and provide a definition. They could consolidate this by producing a side by side table which describes both terms so they can easily see the differences at a glance:</p> <table border="1" data-bbox="667 1225 1375 1374"> <tr> <td>Corporate profile</td> <td>Corporate standards</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Corporate profile	Corporate standards			<p>Corporation Investopedia http://www.investopedia.com/terms/c/corporation.asp?layout=infini&v=3A A definition of the word corporation together with a short video definition of the word.</p> <p>Standards of Business Conduct BAT http://www.bat.com/sobc Sets out the BAT group policy for standards of behaviour when working for the company and links to other useful documents on their corporate standards.</p> <p>How to Write a Corporate Profile wikiHow http://www.wikihow.com/Write-a-Corporate-Profile Two simple methods are described and broken down into basic steps which the learners could fill in on their comparison table.</p>
Corporate profile	Corporate standards					

Some common misconceptions and guidance on how they could be overcome						
What is the misconception?	How can this be overcome?	Resources which could help				
<p>The term intellectual property rights and what that encompasses</p>	<p>Learners may not know about intellectual property as a term but may be aware of terms such as patent and trademark but may not be entirely sure what they are and what they apply to. Learners may also not be aware that these are laws and not just guidelines.</p> <p>Learners could be asked to research trademarks, patents, copyrights and designs and to be able to describe each of the terms. Tutors should remind learners to look for UK laws and not American as they differ. Learners could consolidate their work and understanding of the terms by producing a 2x2 grid with each term and a short explanation:</p> <table border="1" data-bbox="698 619 1339 831"> <tbody> <tr> <td>Trade marks</td> <td>Copyright</td> </tr> <tr> <td>Patents</td> <td>Designs</td> </tr> </tbody> </table>	Trade marks	Copyright	Patents	Designs	<p>Understanding Intellectual Property Law Law Plain and Simple http://www.lawplainandsimple.com/legal-guides/article/understanding-intellectual-property-law Links that springboard to further excellent articles, which are about UK IP law and not American law.</p>
Trade marks	Copyright					
Patents	Designs					
<p>Meaning of body language in a business context</p>	<p>Learners may not know about the term body language in a business context and how this non-verbal communication is critical in effective business communications. Learners may have some knowledge, for example a thumbs up or a peace sign, but may not be able to define the term or see the usefulness of knowing about body language to a business person.</p> <p>Tutors may wish to share an infographic with the learners to help them to better understand the term. This may lead to discussions about when knowing about body language would be useful in a business situation. The examples given in the infographic include how to deal with an angry colleague and how to ask for a raise. They may wish to act out one or two of the examples given in order to better understand the term.</p>	<p>The Basics of Business Body Language (Infographic) Inc.com http://www.inc.com/laura-montini/infographic/getting-ahead-in-business-with-body-language.html A long infographic which would be best projected onto a large whiteboard and zoomed in on. Or students could be directed to the site to view the infographic and give feedback afterwards on viewing it.</p>				
<p>The meaning of the term whistle-blowing in a business context</p>	<p>Learners may confuse the term whistle-blowing in a business context with whistle-blowing in a sport context.</p> <p>Learners could be encouraged to seek a good definition from a trusted source and tutors could direct learners to the ACAS website to discuss the situations where whistle-blowing might be appropriate; for example where an employee thinks that a criminal offence has taken place.</p>	<p>Whistle-blowing – Public Interest Disclosure ACAS http://www.acas.org.uk/index.aspx?articleid=1919 A web page that explains whistle-blowing, and where it might be appropriate. There is also a good video at the bottom of the page on 'what is ACAS', which tutors may also wish to show to prove the validity of the source of the definition.</p>				

SUGGESTED ACTIVITIES

LO No:	1						
LO Title:	Understand who customers are and their importance to business						
Title of suggested activity	Suggested activities	Suggested timings	Also related to				
Who are the customers?	<p>Tutors could introduce the topic of 'customers in a business environment' by asking learners to begin by thinking about themselves and their experiences as a customer in a variety of businesses that they might use on a daily basis: a retailer, a convenience store, a supermarket, shopping online. Are there any products that they have pestered their parents for – for example, clothes or computer games that they have seen advertised on TV close to a birthday?</p> <p>As young adults there will be instances where learners make (or pester for) a purchase decision and someone else (e.g. a parent) makes the final decision and makes the actual purchase. Who is the customer here? Learners could then share this with each other in pairs or present their findings visually using pictures or in the form of a spider diagram.</p> <p>Tutors can then introduce the concept of 'internal and external customers' by using this web resource:</p> <p>Inspiring teaching and learning – External & internal customers Channel 4 http://www.channel4learning.com/sites/gcsease/leisure_tourism/3_4.html An interactive set of pages on internal and external customers, with theory and examples.</p> <p>Tutors could task learners in pairs to draw up a comparison chart which shows examples and definitions of external vs internal customers. Learners could then be asked to explain their findings to the rest of the group and add any new information to their chart in a different colour of pen perhaps.</p> <table border="1" data-bbox="555 1098 1563 1214"> <tr> <td>Internal customer</td> <td>External customer</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>Tutors can now introduce the concepts of 'returning customers' and 'one-off' customers. Learners should be encouraged to produce further comparison charts that give examples of both and consider the benefits of having loyal customers. For example in a hair salon a customer may make the next appointment when paying. The benefit to the business is a certain amount of guaranteed custom from known clients. This can help the business to manage the amount of staff needed on each day.</p> <p>Tutors could then facilitate a whole group discussion about how potential or new customers could be encouraged to purchase goods or services from a business.</p>	Internal customer	External customer			1 hour	
Internal customer	External customer						



Title of suggested activity	Suggested activities	Suggested timings	Also related to
Influences on customer behaviour	<p>The tutor should place a heading card for all six categories of consumer behaviour influences out on tables or on a wall where they can be seen and discussed by the group to make sure all learners are clear on what each category means:</p> <ol style="list-style-type: none"> 1. Customer needs and expectations 2. Customer demographics 3. Cultural differences 4. Location 5. Level of satisfaction 6. How often they need to interact with the business. <p>Learners are now given a series of random cards which show a variety of products and services including: meat, car, house, sofa, watch, hairdresser, toaster, football ticket, computer, bread, alcohol, cigarettes, dog food, nappies, scissors, pens, coffee, meal out in a restaurant, bowling match, cinema ticket, children's clothes, golf clubs, haggis, bottled water, prescription medicine, football, poker chips, scratch card, fast food burger. Learners should place the cards under the category of which one they think <i>most</i> influences the consumer.</p> <p> Other learners may now be asked to move cards they do not agree with and justify their reason for moving the card. Learners should be encouraged to argue their point of view as to which factor is strongest for each item. Some may be clear but with others a range of influences may be correct.</p>	30 minutes	
Prioritising	<p>Tutors could introduce learners to a fictional business:</p> <p>Kathryn's Kat Toys manufacturers cat treats and toys and distributes its products through major multiple retailers. There have been a number of complaints to the business lately about the toys falling apart. Two retailers are considering whether or not to continue stocking Kathryn's Kat Toys and have arranged emergency meetings for next week. The finance director of Kathryn's Kat Toys has explained that the business will have to make major redundancies if it does not cut back on expenses.</p> <p>Tutors could divide the group in two. One half is in favour of increasing the quality of products in the scenario business and will need to argue their case as to why this should be and the benefits that it will bring to the business. The other half of the class should be able to argue in favour of reducing costs of the business and what benefits this would bring. Tutors could explain how higher quality would mean higher costs. At the end learners could hold a group discussion to reach a conclusion about prioritising business needs and the difficulties faced by modern businesses.</p> <p> Learners should be encouraged to identify that the finance director of Kathryn's Kat Toys is an internal customer of the business, whose needs may not be met if the group decides to improve quality. The consequence of this decision may also be the loss of jobs at the business.</p>	30 minutes	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Keeping contact with the customer	<p>Tutors could ask learners to get into three groups and research three different topics: Group 1, customer loyalty schemes; Group 2, methods of educating the customer and giving the customer information about the product or service; Group 3, methods of provoking a response from the customer.</p> <p>Each group could be tasked with finding different examples of business products and services that might be appropriate for their topics. For example, Boots has a customer loyalty scheme called the Advantage Card.</p> <p>Each group could then be tasked with presenting their findings to the other groups.</p> <p>Group 1 may find The Marketing Donut web pages on customer loyalty a useful source of information:</p> <p>The loyalty factor and Customer loyalty The Marketing Donut http://www.marketingdonut.co.uk/marketing/customer-care/customer-loyalty/the-loyalty-factor http://www.marketingdonut.co.uk/marketing/customer-care/customer-loyalty</p> <p>These web pages discuss the rules for creating a successful loyalty scheme and what businesses can do with the data collected by customer loyalty schemes.</p> <p>Group 2 may find this list of questions for sellers to answer on Etsy a useful source of information:</p> <p>20 Questions Your Buyers are Asking – and Your Listings Should Answer Etsy https://www.etsy.com/uk/seller-handbook/article/20-questions-your-buyers-are-asking-and/22795143310</p> <p>A list of questions that any online sales listing should answer, demonstrating how important it is to give customers the right information.</p> <p>Group 3 may find this set of examples of guerrilla marketing a useful source of information:</p> <p>Guerrilla Marketing: Techniques and Ideas Big in the UK http://www.bigintheuk.com/blog/guerilla-marketing-techniques-and-ideas/</p> <p>Examples of recent guerrilla and ambush marketing techniques all designed to provoke a reaction in customers.</p>	2 hours	




Title of suggested activity	Suggested activities	Suggested timings	Also related to
Customer service and competitive advantage	<p>For knowledge of the meaning of competitive advantage tutors could show Pepperdine University's '7 Steps to Creating a Competitive Advantage' video to learners and then discuss as a group the seven steps. The tutor could now encourage the group to define the term competitive advantage.</p> <p>7 Steps to Creating a Competitive Advantage Pepperdine University https://www.youtube.com/watch?v=BM4nNsvmRaE A five-minute video from Pepperdine University where there is a description of the steps to creating competitive advantage for a business.</p> <p>The tutor could now show a website link to an article about easyJet and ask learners to discuss in small groups how they think easyJet uses customer service to gain competitive advantage over its rivals. The small groups could be encouraged to produce a diagram or picture which explains how easyJet is achieving competitive advantage and who its rivals are.</p> <p>How easyJet uses digital to drive competitive advantage Computer Weekly http://www.computerweekly.com/news/4500255119/How-Easyjet-uses-digital-to-drive-competitive-advantage An article which discusses easyJet's use of digital technology to provide customers using an airline with better customer service which will give the company competitive advantage over its rivals.</p>	1 hour	









Title of suggested activity	Suggested activities	Suggested timings	Also related to
Third sector organisations and customer service	<p>Tutors could introduce the third sector concept to learners by explaining how some businesses do not have profit as their main objective and instead seek to help a community or a certain sector of the population, e.g. Shelter is a charity to help the homeless and The Big Issue is a social enterprise which also helps the homeless but through trading rather than donations. Tutors could share with learners a website on The Big Issue. They could also show or direct learners to The Big Issue video gallery.</p> <p>About us The Big Issue Foundation https://www.bigissue.org.uk/about-us This page explains what The Big Issue is and how it aims to help the homeless through trade.</p> <p>Video gallery The Big Issue Foundation https://www.bigissue.org.uk/about-us/video-gallery This has short video clips about The Big Issue and how it helps the homeless through trade.</p> <p>Tutors could then introduce Jamie Oliver's Fifteen restaurant, which uses its trading profits to help provide young unemployed people a future as chefs by sinking money into apprenticeship retraining programmes.</p> <p>Apprentice programme Fifteen Restaurant Limited http://www.fifteen.net/apprentice-programme/ This gives information about the chef apprentice programme at the Fifteen restaurant.</p> <p>What Jamie Oliver's Restaurant Fifteen Is All About fifteentv https://www.youtube.com/watch?v=Tvs-2wEgGAc A video that explains what the Fifteen restaurant is all about.</p> <p>Tutors could help learners to understand how customer service can help a third sector organisation provide value for money by asking a representative from a local social enterprise to come in and speak to the class. The focus could be on customer service and learners could be encouraged to prepare questions to ask in advance. Many social enterprises are keen to share and extend their community focus and would be happy to send a speaker. Alternatively, learners could research local social enterprise organisations and email them a list of questions about customer service. They could share the answers by printing them out and pinning them to a large display board. A sample question might be: How does customer service in your organisation help to provide best value for money for your customers?</p>	1.5 hours	



SUGGESTED ACTIVITIES


LO No:	2		
LO Title:	Understand how to communicate with customers		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Audience requirements	<p>It is important that learners understand the audience requirements when planning communication. Tutors could begin by asking learners to consider the purpose of the communication for different customer types, such as age, gender, knowledge etc.</p> <p>For example, tutors could discuss with learners the information provided by the WRAP organisation working for a world without waste. This PDF discusses identifying the audience, and planning the communication. Tutors should show learners pages 1–8 of the PDF from the website link.</p> <p>Target audience WRAP http://www.wrap.org.uk/sites/files/wrap/Target%20Audience.pdf WRAP promotes a 'world in which resources are used sustainably' and consults on business and local authority projects. This PDF gives theory and has an interesting case study for discussion based on engaging culturally diverse populations in the context of designing a Luton Council recycling poster. It is 30 pages long but learners only need pages 1–8, which includes the case study.</p>  <p>After reading the case study, learners could discuss in pairs how WRAP helped Luton Council plan and identify the audience to tailor its message and then share their ideas with the rest of the group in turn.</p>	40 minutes	
Purpose of communication in business situations	<p>Tutors could ask learners to get into five groups and research five purposes of communication in a business situation: Group 1, To inform; Group 2, To confirm; Group 3, To promote; Group 4, To Make a request; Group 5, To instruct.</p> <p>Each group could be tasked with finding out for each purpose of communication examples of businesses that advertise, message or communicate in that way. Some groups may find it more appropriate to look for methods than examples. Each group could then be tasked with presenting their findings to the other groups.</p> <p>Group 1 may find this video on the top 10 infomercials useful:</p> <p>Top 10 Best Infomercial Products WatchMojo.com https://www.youtube.com/watch?v=9Knxprg5PAC A lively and interesting narrated video which gives ten examples of American products that needed infomercials to sell them.</p>	2 hours	Unit 4 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Purpose of communication in business situations (continued)</p>  	<p>Group 2 may find this website a useful starting point to look at ways of acknowledging or confirming their customers' thoughts and opinions to avoid conflict. They could also research ways to confirm a meeting or a contract.</p> <p>Interpersonal Skills – Respect vs Disrespect Creducation http://www.creducation.org/resources/interpersonal_skills_module/confirming_behavior.html This looks at three types of confirming behaviour and gives a series of examples.</p> <p>Group 3 may find this a useful website to research how a business will use communication to promote its products. Tutors could direct learners to use the CIM PDF information sheets, which explain the elements of a business promotional mix. There is a case study that could be used as the example.</p> <p>How to achieve an effective promotional mix The Chartered Institute of Marketing (CIM) http://www.cim.co.uk/files/promotionalmix.pdf This is a PDF which gives good easy to understand information about using communication in a business to promote. It also has an excellent case study on greenfingers.com and its site launch.</p> <p>Group 4 may find it useful to think of 'making a request to a customer' as 'persuading a customer and urging them into action'. They should research how a business can persuade a customer to act; for example a business can create a sense of urgency through a promotion – 'hurry only four days left of the sale'. Tutors could share this article to help their research into methods that retailers use to subtly persuade consumers to make a purchase, for example through the use of colour or smell.</p> <p>The science of shopping Daily Mail http://www.dailymail.co.uk/sciencetech/article-2921469/The-science-SHOPPING-Round-numbers-colourful-adverts-cinnamon-scents-persuade-shoppers-splash-cash.html This article looks at a variety of subtle techniques that persuade consumers to buy.</p> <p>Group 5 may find it useful to research examples of businesses instructing customers to make a sale. For example Nike insists on customers taking a treadmill test first to ensure they buy the right trainers.</p> <p>Teach Customers Why They Need A Product Before Trying To Sell It To Them Business Insider http://www.businessinsider.com/how-brands-can-educate-customers-2013-4?IR=T Many examples of where instructional communication has helped the customer to make the right choice of product and closed the sale.</p>		

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Pros and cons of communication methods</p>  	<p>The tutor could place a heading card for all eight forms of communication out on tables or on a wall. They should be discussed by the group to make sure all learners know what each category means:</p> <ol style="list-style-type: none"> 1. Face-to-face 2. In writing 3. By telephone 4. Text message 5. Email 6. Website 7. Social media and networking 8. Advertisement. <p>The learners are now divided into two groups. One group could focus on the advantages of the communication methods and should put their comments on green sticky notes or green cards under the heading cards. The other group could focus on disadvantages of communication methods and has pink sticky notes or red cards. At the end of the exercise learners can remove one card each that they disagree with (or consider to be invalid or in the wrong place) and explain why they have taken the decision to remove that card.</p> <p>Tutors should encourage learners to reflect on the exercise and conclude that all methods have pros and cons and the key to good communication is to pick the right tool for the job. For example, a car wash may contact a customer via text to alert them to a promotion, but a solicitor would use a letter.</p>	30 minutes	
<p>Business formats</p>  	<p>Tutors can introduce the topic of business formats and styles by showing some examples:</p> <p>A4 Letterhead Vistaprint http://www.vistaprint.co.uk/gallery/IHcAAAABAAAAAA=/a4-letterhead.aspx?xnav=Letterhead+Product+Page Letter heading styles and templates. The website allows customers to create their own business style.</p> <p>Learners could be encouraged to find a local business, using the yell.com search engine, for which they could make a series of business stationery. For example, a beauty salon might need a business letterhead, a compliments slip, envelopes and a logo; a scaffolding firm might need invoices, contracts, business letters and receipts.</p> <p>Learners could be given a section of a room in which to make their display. They could take screenshots of their proposed designs rather than having them made up at a cost. Learners could then 'peer mark' the designs of other learners based on the use of appropriate business format and style for written communications. Scores could be collated and the tutor could announce the winner.</p>	1.5 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Corporate standards</p>	<p>The tutor could introduce the topic of 'corporate standards' by explaining how a consistent colour scheme can build trust and loyalty between a customer and a product. The tutor could ask learners to name the main colours of Coca-Cola (red, white), BP (green, white), Shell Oil (yellow, red) and then show how the brand may have changed slightly over the years but the colours remain constant. Tutors can use this website to show learners the consistency:</p> <p>Colour in business identity JUMP https://www.wesayhowhigh.com/blog/article/the-importance-of-colour-in-business-identity This is an article on the importance of colour in creating a brand.</p> <p>The tutor can then expand the idea of colour in business to more than brand identity and explain that customers associate colours with emotions, for example blue is calm and red is anger. To gain competitive advantage a new business may use this knowledge to define its corporate standards when it first starts or when it produces new products.</p> <p>Why Is Facebook Blue? The Science Behind Colors In Marketing Fast Company http://www.fastcompany.com/3009317/why-is-facebook-blue-the-science-behind-colors-in-marketing This article has some excellent infographics which can be blown up larger for learners to look at and discuss. Are there any surprises in the information? Do they now look at colour in business a different way?</p> <p>The tutor could discuss with the group the meaning of the term 'corporate standards' and suggest to the learners that it is more a set of guidelines about brand identity and style. To consolidate this idea, learners could now look at the website below, which is a long list of style guides which includes typography, logos and so on, that must all be used in a standard way. Learners could work in pairs or groups and research one or two style guides and then explain to the rest of the group what they consist of and what they now think the term 'corporate standards' means.</p> <p>Identity style guides from around the world Logo Design Love http://www.logodesignlove.com/brand-identity-style-guides A long list of links to corporate standards and brand identity style guides. Some are now defunct like the Beano but the majority of the links work and the information is excellent.</p>	1 hour	







Title of suggested activity	Suggested activities	Suggested timings	Also related to
Corporate profile and the media	<p>The tutor can help learners to understand more about the importance of managing corporate profile through media activity by using the example of Mondelez, which makes Oreos and Dairy Milk chocolate. Tutors may find the following PDF file media fact sheet a useful springboard for discussion about media and corporate profile:</p> <p>Unleashing a Global Snacking Powerhouse Mondelez International http://www.mondelezinternational.com/~media/MondelezCorporate/Uploads/downloads/mondelez_intl_fact_sheet.pdf</p> <p>This media fact sheet from Mondelez 2015 contains a range of facts and figures in a press release to the media. It discusses in basic terms Mondelez's strategies, brands and their competitive advantages.</p> <p>Learners should be encouraged to explore the Mondelez International site and identify the various forms of media (including social media) that the company uses to promote its company profile. Learners should be encouraged to reflect and conclude about the impression they get of the company from the website and fact sheet. They should also be encouraged to see it as a tool to attract potential investors to the business.</p> 	30 minutes	



SUGGESTED ACTIVITIES

LO No:	3		
LO Title:	Be able to establish a rapport with customers through non-verbal and verbal communication skills		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Body language	<p>Tutors could introduce the topic of body language by attracting the groups' attention without using words. The tutor could start the lesson by standing in the middle of the room with a hand in the air and wait for silence as this takes learners back to their primary school days with non-verbal signs. Then the tutor should point and wag fingers at some learners, give thumbs up to others, thumbs down to some and show exasperation to others all through body language.</p> <p>Tutors could now facilitate a game of charades to indicate that the group will now watch a video on body language: 'two words'; indicate video, mime body language. The video can be found at:</p> <p>Body Language Do's & Don'ts Good Manners Howcast https://www.youtube.com/watch?v=ZIBQxCzgRLw This is a humorous look at body language; the content is correct and it is used in a funny way to get the meaning across.</p> <p>Tutors can now show a second 14-minute video on handshakes from TEDx Talks, which gives excellent insight into this most important body language non-verbal message and what your handshake means:</p> <p>Body language, the power is in the palm of your hands, Allan Pease, TEDx Macquarie University TEDx Talks https://www.youtube.com/watch?v=ZZZ7k8cMA-4 This video is aimed at educating the watcher in the science of the handshake, what it means and how it can be used to help the customer build a rapport with you.</p> <p>Tutors should now suggest that everyone shakes hands and rates the handshakes on a scale of 1–10. Who in the group has the strongest? Is this the most dominant person in the room?</p> <p>To extend the activity the tutor could suggest that the pairs now select a continent and search for the role of body language in different cultural contexts. For example, they might consider the role of the outwards facing palm in Latin countries and what happens in terms of invasion of and protection of personal space when a person from Northern Europe meets a person from Southern Europe.</p>	1.5 hours	





Title of suggested activity	Suggested activities	Suggested timings	Also related to
Giving compliments	<p>The tutor could introduce this topic by complimenting some of the group. The tutor could lead a discussion about how an unexpected compliment can seem out of place in normal conversation and make things awkward. The tutor could then explain that a well-placed compliment to a customer helps to seal the bond between sales person and customer. The tutor could suggest some scenarios for which learners should come up with one or two suggestions: in a hairdressing salon, at the travel agents and in a clothes shop.</p> <p>The tutor can then lead learners to look at the following site and the section on 'The 12 characteristics of effective compliments', which learners should read and then discuss. Do they agree with all of them; can they develop their own list as a group? The tutor may want to lead this with a flip chart and suggestions from the group or the learners may want to develop their own list and then feed back to the tutor.</p> <p> The 12 Characteristics Of Great Compliments  Feel Happiness http://feelhappiness.com/characteristics-of-great-compliments/ Scroll down to the section on 'The 12 characteristics of effective compliments.'</p>	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Ice breakers	<p>Tutors could introduce the idea of an ice breaker as a way to establish a rapport or a connection with a customer rather than the traditional idea of ice breaker bingo in a group situation, which is where the learners may have heard of it.</p> <p>Learners could brainstorm onto a flip chart or large paper a list of ice breaker comments or questions that they may have experience of in the past with sales people or that they think might work, aside from 'may I help you' which is a closed question. The tutor could explain that a closed question would only be met with a yes or no answer: for example, 'do you like fish?' The answer could only be yes or no. The open question would be 'what kind of fish do you like to eat', which could provoke 'oh I don't eat fish' or 'I love cod and salmon and sometimes I have trout if I can afford it'. Open questions get the customers talking and in most cases they will be polite and answer an open question, whereas a closed question gives them an opportunity to say 'no thanks' and walk away.</p> <p>The tutor could now suggest the scenario of being in a phone shop looking for a new contract mobile phone deal; what kinds of open questions can the group suggest? The tutor could suggest this as a role play activity if the group are coming up with some good suggestions.</p> <p>Tutors could now introduce learners to this website which they would get best results from viewing individually at a computer, and encourage them to make notes of ideas that they can bring back to the brainstorm flip chart:</p> <p>Icebreaker Questions – Biggest List Ever! Icebreaker Ideas http://icebreakerideas.com/icebreaker-questions-biggest-list-ever/ Very long list of possible ice breaker questions; a good list is included in the meetings section, which is more relevant to business situations.</p> <p> Learners could be encouraged to conclude that an effective ice breaker does not necessarily need to be a question; tutors could refer back to the lesson on compliments.</p> <p> Tutors could then suggest that learner pairs could role play some of the best ideas in the car dealership scenario and decide which worked the best for them. They could then feed that back to the group to develop a top five ways to break the ice as decided by the group.</p>	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Conversations with customers</p>  	<p>Tutors could introduce more verbal skills to learners, such as addressing customers by name using appropriate conventions through discussion and brainstorming a list of titles; Mr, Mrs, Miss, Ms (used when a woman does not want her marital status known or it is unknown by the person addressing them), Rev, Dr, Sir, Lady etc. Tutors could quiz learners on how they would address a judge or a police officer when they are working. In court any judge of any ranking is addressed as 'my Lord' or my 'Lady'. Police officers should be addressed as 'officer' as they are all officers of the law regardless of rank.</p> <p>Tutors can move on to consolidate this by sharing with learners the free ebook <i>Unleashing the Power of Consultative Selling</i>; chapters 1 and 5 being most relevant. This can be downloaded for free online at the link below.</p> <p>Unleashing the Power of Consultative Selling Businessballs http://www.businessballs.com/freespecialresources/Consultative_Selling_ebook.pdf This free ebook uses a simple discussive style to get across some basics of communication with customers. The best chapter is the one on listening which is relevant to this section for learners.</p> <p>Tutors could then divide learners into pairs for an activity that involves both parts of the pairs role playing conversations with customers. There are cards on the link below that can be used; one is given to each participant in the pair and the conversation could then flow using the cards as a springboard.</p> <p>Other learners watching could be encouraged to make positive suggestions on how the conversation could have been better handled and perhaps step in to replay the role play if they feel able.</p> <p>At the end of the activity a whole group discussion could be facilitated by the tutor with a learner volunteer taking notes on an agreed set of 'rules' for conversations with customers. For example the group may agree that being polite is important, using the correct title, empathising with the customer etc. A flip chart could be used to display these rules for further discussion.</p> <p>Telephone role-play cards British Council, BBC https://www.teachingenglish.org.uk/sites/teacheng/files/telephone.pdf A good set of role play cards with instructions for both parts of the pair. These could be printed out, laminated and cut out in advance and cards given in turn to pairs to hold their discussions in front of the group. These are designed for a telephone conversation but work equally well as role play face to face, or learners can use their mobile phones to 'pretend' and stand back to back if they prefer.</p>	2 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Recapping</p>	<p>Tutors can begin by introducing the learners to the idea of recapping and what it could be used for in a conversation with a customer: to highlight key points, to make sure the customer has understood, to make sure the customer has no more questions which might be a barrier to a purchase being made.</p> <p>Then the tutor can divide the group into pairs again, or let them self-select from previous exercises. Learners are given lined paper, pens and highlighters. Learner pairs are also given an unfamiliar text which can be found here:</p> <p>7 Ways to Simplify Complex Content While Maintaining Sophistication and Nuance Copyblogger http://www.copyblogger.com/complex-content/</p> <p>This blog post seeks to set out a number of ways to simplify text. The text is intentionally complex so that learners can seek to simplify in their recap to ensure the true meaning of the content has been understood.</p> <p>Learners should then be encouraged in their pairs to highlight the key points and produce a summary or recap of the text. The group should get a chance to look at the text first and then estimate how many words they will use to recap. This should be an amount agreed with the other pairs, for example 200 words. The article is currently 1,200 or so words long.</p> <p>Learner pairs can now share their recaps and discuss points such as accuracy and brevity. As a further activity tutors could swap the written recaps round the groups and ask them to edit out unneeded words with a black felt tip then recount the words. What is the least amount of words that the group can agree on for an accurate recap? Is this less or more than their first estimate? What did they learn from the exercise?</p>	30 minutes	



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Understanding instructions</p>  	<p>Tutors could introduce this topic by explaining that the learners will be looking at understanding instructions, and then demonstrate this by launching straight into the first activity where learners will need to follow the instructions to draw maps back to back with a partner.</p> <p>The tutor could facilitate the activity by dividing the group into pairs where possible. Learners could be encouraged to sit back to back in pairs, either on the floor or on chairs but they must not be able to see one another. One learner has a clipboard, a pencil and a blank sheet of paper, the other learner has a map. The learner with the map needs to communicate to the learner with the paper as much detail as possible in two minutes. Learners then swap roles and work with a second map.</p> <p>Afterwards the tutor could get the group back together and hold a discussion about conclusions and evaluations of the exercise. What can learners conclude about giving information to customers on the phone? Learners could then fill in a reflection sheet on the activity.</p> <p>Thoracic Physiotherapy London Health Sciences Centre http://www.lhsc.on.ca/Patients_Families_Visitors/Thoracic_Surgery/ThoracicPhysio.htm This page includes a simple map which can be used for the activity.</p> <p>Wood Acre town Scholastic http://images.scholastic.co.uk/assets/a/e2/e8/scale-pcp-19050.pdf This PDF has a simple map which can be used for the listening exercise.</p> <p>Student Self-Assessment & Reflections Indiana University http://www.iidc.indiana.edu/styles/iidc/defiles/instrc/tuestips/student_self_eval_benefits.pdf This is a simple example of a learner reflection sheet. It can be important for learners to organise and consolidate their thoughts of what they have learnt in context afterwards.</p> <p>To help learners understand how customers understand instructions, the tutor can read out the part of the librarian in this role play and give all the learners a map which they must complete from the information they have heard. The tutor could keep the learners in their pairs for this activity.</p> <p>Listening sample task – Plan/map/diagram labelling IELTS https://www.ieltsessentials.com/global/~/_media/IELTS/Global/Files/PDFs/115009_Listening_sample_task_-_Plan_map_diagram_labelling.ashx This activity can be printed off and used in class.</p>	2 hours	

SUGGESTED ACTIVITIES

LO No:	4		
LO Title:	Be able to convey messages for business purposes		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Message structure	<p>Tutors could introduce the topic of being able to convey messages for business purposes by discussing what could be a good structure of a message. Tutors can show this list on a flip chart:</p> <ul style="list-style-type: none"> • Introduction (e.g. to people, to topics, headings/subject bar) • Body/main message • Summary/recap of key points • Conclusion (e.g. next steps, action points, recommendations, proposal) • Inviting/seeking questions • Frequently asked questions (FAQs). <p>Once the list is in place and in full view of the group the tutor could encourage the learners to discuss where they might see examples; for example, a FAQ may appear on a web page but also on a mortgage application. A conclusion might appear in a business report. The introduction may appear in a business annual report/accounts and is usually given by the managing director.</p> <p>The tutor could now divide the group into six and each team could be tasked with finding relevant business examples to show the rest of the group at the end of the session. For example one group may need to look for FAQs on websites and show two or three examples of these.</p> <p>Tutors can consolidate this activity by using the following web resource which gives some downloadable in-tray exercises on letter writing and construction.</p> <p>A business letter British Council, BBC http://www.teachingenglish.org.uk/article/a-business-letter</p> <p>A lesson on business letter writing, with worksheets and a peer evaluation form. This page has all the information that tutors need to follow the activity; the sheets will need printing out in advance.</p>	1.5 hours	






Title of suggested activity	Suggested activities	Suggested timings	Also related to
Presentations	<p>Tutors could introduce the topic of verbal and written business communications and verbal communications in business presentations by showing this video:</p> <p>Chicken chicken chicken Yoram Bauman https://www.youtube.com/watch?v=yL_-1d9OSdk A humorous video which works best with a group if they are not warned beforehand of the content. Tutors could let learners know that this is an example of a business presentation and it may be similar to their experiences of watching presentations.</p> <p>Learners may now conclude that the topic itself is not as important as how it is put across. Tutors could now encourage learners to randomly pair up and without discussion set a presentation topic for the other person in the pair. If they cannot think of a topic the tutor could suggest: body language and hand gestures, etc. Tutors may prefer to set a list of topics beforehand just in case learners get stuck for a topic or to better control the output of the group.</p> <p>If learners want to use PowerPoint tutors may want to suggest that presentations could also be made in SlideDog, SlideRocket, Easel.ly, Google Slides, Keynote, Powtoon and Prezi. The tutor may need to check to see if these online programs work on the computer network.</p> <p>Presentations could be no more than three slides and completed to a deadline. Presenters will now give their presentations to the group and the tutor can give feedback on how they performed.</p>	2 hours	
Planned discussions	<p>Tutors could remind learners that they have had many discussions on this business course all managed and planned in advance by the tutor.</p> <p>Learners could now select two topics from the list below and start a discussion on them with the group or with other students that the tutor has borrowed for the activity from an alternative class. If this is not possible perhaps some staff could be used instead.</p> <p>The discussions could last no more than two or three minutes each and are managed by the learners in both situations. Afterwards learners can be encouraged (in a discussion) to reflect on how they did and if they were to repeat the activity what they would do differently.</p> <p>Here is a suggested list of discussion topics:</p> <p>Debate Topics for Business English Business English Resources http://www.businessenglishresources.com/debate-topics-for-business-english-classes/ This is a great list of Business A Level discussion topics.</p>	1.5 hours	



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Written communication</p>	<p>The tutor could introduce this topic by setting up a twitter account just for the lesson or using a hashtag on the school or college feed if they have one. Learners can then use their phones to add suggestions as the lesson progresses using the twitter hashtag (for example #writtencoms).</p> <p>#writtencoms @tutor yes I agree social media will overtake other forms of written communication in the future</p> <p>If this is not a suitable environment for twitter, then learners could be given a handwritten note from the tutor instead which has questions about written communication on it. For example, tutors could ask:</p> <ul style="list-style-type: none"> • Do customers read more about products now there are websites? • Do customers still value a letter from a company? • Are company newsletters valued by employees? <p>Either way the tutor could read this list of written communications methods one by one and discuss the methods:</p> <ul style="list-style-type: none"> • Letters • Social media (e.g. tweets, blogs, text message/Short Message Service (SMS)) • Websites • Emails • Notices • Newsletter • Press release • Promotional flyer/brief • Report. <p>Learners could be helped to conclude that the method depends on the message.</p> <p>Tutors could then give a list of situations and ask the learners to suggest which method would be most appropriate:</p> <ul style="list-style-type: none"> • Notification of redundancy (letter) • News about a new product launch (press release) • Information about a product's specification in terms of height (H), width (W), and depth (D) measurements for selling furniture (website) • News about charity fundraising carried out by employees (newsletter) • Information about health and safety laws (notice). 	1 hour	Unit 2 LO3, LO5




Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Appropriate technical language</p>  	<p>Tutors could lead into this discussion by using some common abbreviations and acronyms and seeing if the learners know what they might be: BTW, TTFN, LOL, ROFL, BBC, etc.</p> <p>Tutors can then discuss why we use abbreviations and acronyms and learners could be able to conclude that it speeds up writing and communication rather than using the more lengthy words. Most industries have a series of abbreviations which they may need to learn for work in the future. Teaching for example has OCR, GCSE, GCE, SEN, ADHD, DFES.</p> <p>Tutors can show learners this list of teaching abbreviations and acronyms which a school has uploaded to help parents understand any that might be used in any written communications:</p> <p>Abbreviations and acronyms used in education Challney High School for Boys http://www.challneyboys.co.uk/parents-area/abbreviations-and-acronyms-used-in-education.php A whole page of abbreviations used in the education sector.</p> <p>Tutors could move on and now read out the following list of abbreviations used by estate agents when describing and selling houses. Learners could then attempt to write down what they think the full phrase or words might be. For example GSH is 'gas central heating' but learners may think it is a 'good sense of humour'. They need to remember what the context is and here it is selling houses.</p> <p>Industry abbreviations Zoopla http://www.zoopla.co.uk/resources/abbreviations/ This is a list of industry abbreviations used in the selling and renting of properties.</p>	1 hour	
<p>Use of plain English</p>	<p>Tutors could introduce the topic of plain English by printing out the three passages from this website and handing them round. These all won prizes for being examples of the world's worst writing. The tutor could ask learners if they knew what the passages were about. Would customers understand if we wrote or spoke in 'jargon'?</p> <p>World's Worst Writing Put Learning First http://www.putlearningfirst.com/language/21plain/wwwrite.html This is a collection of three paragraphs of terrible writing which demonstrates how 'gobbledygook' can disguise the real meaning of a message.</p> <p>Now the tutor could show a jargon buster for buying a television (see next page for website). Tutors could direct learners to role play trying to buy a TV, where one person is the salesperson that uses all the jargon and the other is a customer who just wants a good quality reasonable TV.</p>	2 hours	Unit 7 LO5


Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Use of plain English (continued)</p> 	<p>TV jargon buster Which? http://www.which.co.uk/reviews/televisions/article/tv-glossary Alphabetical dictionary of jargon terms used about televisions.</p> <p>The tutor could also show this video, which takes a humorous look at engineering jargon. Every term in this video is made up; there is no such thing as a 'dingle arm' or 'sonisoidal replaneration', but the video is an excellent example of how jargon sounds to those who are not familiar with the terms.</p> <p>Turbo Encapulator Ikseennegen https://www.youtube.com/watch?v=SjxfAjAyp5k An engineer explaining an invention using lots of odd terms which are in fact made up.</p> <p>The tutor could then introduce learners to the Plain English Campaign, which has free PDF guides on its website that learners could look at. The tutor could explain to learners that the Plain English Campaign has a Crystal Mark that businesses can apply for, giving the 'seal of approval for the clarity of a document', which a business can display on its literature to assure customers that it can communicate clearly and honestly.</p> <p>Tutors could instruct learners to research businesses that have achieved the Crystal Mark. Does the award enhance their perception of the company? Did they know about the award? Do they think it is a good idea? Do they think it can gain a business competitive advantage?</p> <p>About us, and Crystal Mark Plain English Campaign http://www.plainenglish.co.uk/about-us.html http://www.plainenglish.co.uk/services/crystal-mark.html Describes what the Plain English Campaign is all about and explains how a business can apply to be awarded the Crystal Mark for use of plain English.</p> <p>Learners could attempt the grammar quiz as a way of interactively demonstrating how important grammar is to plain English. Tutors could question learners on the importance of correct grammar when doing business; how does a poorly worded sign or letter appear to the customer?</p> <p>Grammar quiz Plain English Campaign http://www.plainenglish.co.uk/grammar-quiz.html Interactive grammar quiz which works on a whiteboard with a group or with individuals at computers.</p>		


SUGGESTED ACTIVITIES

LO No:	5		
LO Title:	Know the constraints and issues which affect the sharing, storing and use of information for business communications		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Intellectual property rights	<p>The tutor could lead into this topic by starting a discussion about copyright. What do learners know already? Is copying work from the internet copyright infringement? Can we use the McDonald's logo on a t-shirt? Can we set up a production line making a vacuum cleaner similar to a Dyson? Can we use the 'just do it' phrase? Learners may have a lot of misconceptions about this topic and the tutor could explain that this is an excellent opportunity to make sure that they stay within IP rights in the future.</p> <p>For example Disney prevents the use of the Mickey Mouse logo in nursery schools, amateur dramatic societies and most recently the DJ Deadmau5 has been prevented from using the mouse ears. This can be seen here in this article from the <i>Independent</i> newspaper:</p> <p>Deadmau5 fights Disney in mouse ear logo dispute The Independent http://www.independent.co.uk/arts-entertainment/music/news/deadmau5-fights-disney-in-mouse-ear-logo-legal-dispute-9712131.html Newspaper article describing the IP battle between Disney and Deadmau5 the DJ.</p> <p>If learners have easy access to the internet they could be encouraged to search for other examples of where Disney has prevented the use of their Mickey Mouse logo.</p> <p>The tutor could now use the government website video modules to explain IP rights to learners who should be encouraged to make notes during the videos. Learners can use these notes (together with their own research) to create a poster afterwards on the topic. These excellent videos can be found here:</p> <p>IP for business tools Intellectual Property Office https://www.gov.uk/government/publications/intellectual-property-for-business/ip-for-business-tools Scroll down to 1.2 which is a link to modules. Here the tutor will find a series of four videos that explain IP law as seen through the eyes of business people.</p>	1.5 hours	




Title of suggested activity	Suggested activities	Suggested timings	Also related to
Data Protection Act	<p>Tutors could introduce this topic by asking what kinds of data the learners think the centre keeps on them. Do they know what their rights, regarding the data, are? Are learners entitled to see the data held about them? They may have no knowledge of this at all. Tutors may find it useful to list data items that may be kept about learners: name, address, phone number and then less common data items such as allergies, medical history such as diabetes, and information such as free school meals.</p> <p>Tutors can ask learners to work in pairs discussing the importance of having laws to regulate how data is kept and used. Tutors can further the discussion by asking learners which organisations they think may hold data on them, include email, and the list may be long: doctors, dentist, bank, insurance company. Now ask if they have loyalty cards. Signing up for cards often means giving a business an address, a phone number and an email. Tutors could ask learners if they are aware that lists of customers are sold and traded. Tutors could then ask pairs again about the importance of data protection legislation. Tutors could ask learners to research the Data Protection Act and to produce a leaflet guiding new entrepreneurs in what they can and can't do with the personal data of customers.</p> <p>Data protection Gov.uk https://www.gov.uk/data-protection/the-data-protection-act Explains what the Data Protection Act is and how it controls personal information.</p> 	1.5 hours	Unit 1 LO6 Unit 2 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Advertising Standards Authority 	<p>The tutor could introduce this topic by discussing adverts that learners have seen recently. The tutor could show a selection from YouTube and then discuss if the learners felt the content was OK. The tutor should then ask: What could they do if offended by any of the adverts? Who could they complain to? The tutor can then introduce the ASA to students and explain what the ASA does.</p> <p>Education resources Advertising Standards Authority https://www.asa.org.uk/News-resources/School-parent-resources.aspx Scroll to 'Student presentation: Overview of UK advertising regulation' to download a presentation on the ASA. Note there is one slide which has girls in bikinis (the complaint was that the models looked anorexic which was upheld); tutors may wish to remove this slide if inappropriate for learners.</p> <p>Learners could be tasked with finding a banned advert and explaining why it was banned. Alternatively they could be provided with examples of controversial and banned adverts (but check the suitability of the content for the teaching centre).</p> <p>Tutors should preselect clips from the following video that they deem suitable for their learners. These are banned adverts and so could cause offense.</p> <p>Top 10: Most Controversial UK TV Adverts HelloImAPizza https://www.youtube.com/watch?v=ZVo8ynkZj9I A countdown of the most complained about UK television adverts of all time.</p>	1 hour	Unit 5 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Blowing the whistle	<p>Tutors could introduce this topic by physically blowing a whistle if they have one or playing a sound clip of one. Learners could then be asked to guess the topic and start a debate about the other meaning of whistle-blowing. Learners could be encouraged to discuss as a group and decide what a definition of whistle-blowing (in a business context) might be.</p> <p>Tutors could leave the first definition on a board or flip chart and then show learners some examples of famous whistle-blowers and discuss the causes and consequences with the learners. The tutor could print these out and hand round printed copies to read through as a group or share the links on an email for learners to view on screen. There is a selection of links below:</p> <p>Meet the NHS whistle-blowers who exposed the truth The Telegraph http://www.telegraph.co.uk/news/health/news/11398148/The-NHS-whistle-blowers-who-spoke-out-for-patients.html</p> <p>Hard hitting journalistic article which tells the story of six NHS workers at various levels who blew the whistle and suffered various consequences, from anxiety, depression and dismissal to bullying.</p> <p>Whistleblowing for employees Gov.uk https://www.gov.uk/whistleblowing/what-is-a-whistleblower</p> <p>A description by the government of a whistle-blower, and the laws and rights after blowing the whistle or making a complaint.</p> <p>Whistleblowers: gagged by those in power, admired by the public The Guardian http://www.theguardian.com/media-network/media-network-blog/2012/oct/19/whistleblowing-survey</p> <p>An article that centres round some statistics about whistle-blowers showing they have public support.</p> <p>Tutors could now mind map with the group a list of causes and consequences of whistle-blowing. The tutor could discuss with learners their opinion about it: Are they in support or do they see it as 'grassing' or 'being a rat'? What is the right thing to do? At the end of the session learners should be able to give a definition of a whistle-blower, an example and a possible consequence as well as offer an opinion on whistle-blowing, right or wrong?</p> 	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Advertising issues	<p>Tutors could start this topic by leading a discussion about ethics in advertising, for example asking how learners feel about advertising cigarettes to children. Learners could discuss what lines should be drawn, what can we advertise, how does the UK ensure that the advertising is not offensive? The tutor could then share with learners the idea of codes of practice for non-broadcast and broadcast media; non-broadcast media, of course, being media such as newspaper adverts or posters and now including vlogging, blogging and online media.</p> <p>Tutors could use as a springboard the discussion 'Should children should be allowed to see adverts for junk food?' Tutors can help learners to understand this topic by introducing them to a video by TV chef Jamie Oliver who spoke out in 2015 about advertising junk food to children. The video and an accompanying article can be viewed in the weblink below.</p> <p>Jamie Oliver calls for ban on junk food ads during Britain's Got Talent The Mirror http://www.mirror.co.uk/news/uk-news/jamie-oliver-calls-ban-junk-6662973 An excellent starter, with a very short video, which should provoke some opinions from learners. This can then lead into a discussion about legislation and regulation of the advertising seen in the UK.</p> <p>Learners could learn more about codes of practice in advertising which govern advertising issues (in the UK). This can be done by tutors guiding learners to carry out some research about what each of these factors involves and how they may influence business marketing. Tutors could then question learners on these or ask learners to work in pairs and question each other on the codes of practice.</p> <p>Useful resources around each of these areas are available from these websites:</p> <p>UK Code of Non-broadcast Advertising, Sales Promotion and Direct Marketing (CAP Code) CAP (Committee of Advertising Practice) https://www.cap.org.uk/Advertising-Codes/Non-Broadcast.aspx Scroll down the page for non-broadcast codes of practice relating to children, misleading advertising and employment schemes in particular.</p> <p>UK Code of Broadcast Advertising (BCAP Code) CAP (Committee of Advertising Practice) https://www.cap.org.uk/Advertising-Codes/Broadcast.aspx These codes are enforced by the ASA and tutors may wish to refer back to the previous lesson.</p>	1.5 hours	



Title of suggested activity	Suggested activities	Suggested timings	Also related to
Security of information	<p>The tutor could start this topic by asking if any of the learners have their phones on them. Do any of the learners have any voicemail messages? The tutor should then ask if the group could listen to the messages. Some learners may say yes, some may say no. The tutor should further question the learners – can the police listen to their voicemail? Can the government listen to their voicemail? Can reporters looking for a story listen to their voicemail?</p> <p>The tutors can then introduce the learners to the idea of ‘phone hacking’ in terms of security of personal information, in this case voicemail messages. How would learners feel if their messages were being listened to? The group should then be divided into smaller groups, who could use the excellent BBC phone hacking resource (below) to produce a timeline of what happened in the trial which cost £100 million.</p> <p>Phone hacking BBC http://www.bbc.co.uk/news/uk-14045952 A menu of 13 articles about the phone hacking scandal and trial.</p> <p>Tutors could extend this activity by a discussion of what should companies like Google and Facebook be allowed to do with the user’s personal information (not just personal data but also things like browsing habits, actual conversations etc carried out on the organisation’s platform).</p> <p>Tutors may like to direct learners to read this BBC news article to help further the discussion:</p> <p>What is Facebook doing with my data? BBC http://www.bbc.co.uk/news/magazine-34776191 Details of how Facebook’s cookies worked...allowing the social network to track its users across websites and devices, use profile pictures for both commercial and non-commercial purposes and collect information about its users’ locations.</p> <p>Additionally this article could be used:</p> <p>7 Controversial Ways Facebook Has Used Your Data Time magazine online http://time.com/4695/7-controversial-ways-facebook-has-used-your-data/ ‘Facebook keeps a running log of your movements across a vast number of websites for 90 days, whether you are logged into the service or not’ – this and six other worrying uses of personal data.</p> 	1 hour	



We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

If you do not currently offer this OCR qualification but would like to do so, please complete the Expression of Interest Form which can be found here: www.ocr.org.uk/expression-of-interest

OCR Resources: *the small print*

OCR's resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

© OCR 2016 – This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content:

Cover image: AdrianHancu/istockphoto.com

Square down and Square up: alexwhite/Shutterstock.com

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications:
resources.feedback@ocr.org.uk

We will inform centres about any changes to the specification. We will also publish changes on our website. The latest version of our specification will always be the one on our website (www.ocr.org.uk) and this may differ from printed versions.

Copyright © OCR 2016. All rights reserved.

Copyright

OCR retains the copyright on all its publications, including the specifications. However, registered centres for OCR are permitted to copy material from this specification booklet for their own internal use.

ocr.org.uk/business

OCR customer contact centre

Vocational qualifications

Telephone 02476 851509

Facsimile 02476 851633

Email vocational.qualifications@ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2016 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England.

Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.

