

Cambridge **TECHNICALS LEVEL 2**

BUSINESS

Cambridge
TECHNICALS
2016

Unit 1 – Principles of working in business administration
Delivery Guide with English and maths extension activities

Version 1

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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 unit and learning outcome so you can see how each activity helps you cover the requirements of this unit.

We've also included some English and maths activities. **These are designed to demonstrate the importance of English and maths skills within real life job roles; and to help those learners who may be re-sitting their English or maths GCSE.**

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.

To find out more about this qualification, go to: <https://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-business-level-2-2016-suite/>

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 <https://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-business-level-2-2016-suite/>.

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

This Delivery Guide **MUST NOT** be used directly for assessment purposes. It is intended to support the teaching and learning of the unit specified.

2016 Level 2 Cambridge Technicals Suite

- New suite for first teaching September 2017
- Externally assessed content
- Student focused internal assessment rules
- Eligible for Key Stage 5 performance points from 2019
- OCR visiting moderation providing centre feedback and support
- Designed to meet the DfE technical guidance

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UNIT AIM

This unit will provide you with the underpinning knowledge required to work as a Business Administrator. You will learn about:

- different types of organisational structure and business ownership and what the key functional areas within a business do
- common responsibilities in business administration, such as arranging meetings, travel and accommodation and handling mail
- types of communication to use in different situations and their features
- types of business technology and their uses
- business administration documents and their uses and the ways to store them effectively
- legislation that will affect you in your role as a Business Administrator.

L01	Know about organisational structures and functional areas of businesses
L02	Know about arranging meetings, travel and accommodation
L03	Know about communication, teamwork and deadlines
L04	Know about handling mail and payments
L05	Know about technology used in business administration
L06	Know about using business documents and stationery
L07	Know workplace legislation and common business policies that affect employees in business administration

The focus is on building your knowledge of this sector.

Learners should be taught unit 1 before they are taught unit 2. We strongly recommend that learners complete units 1 and 2 before undertaking assessment in the other units, as these areas of learning will underpin the whole qualification. Learners will be required to use skills, knowledge and understanding from these units in all units and especially in key tasks in unit 7, which is the synoptic unit.

<https://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-business-level-2-2016-suite/>

KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit	
Key term	Explanation
Active listening	Where the listener gives the speaker their full attention and responds to what is being said e.g. on the telephone this could be by repeating what a colleague has asked for.
Agenda	A list of items/subjects that will be discussed during a formal meeting. It will also include details of when and where the meeting will take place and the people who have been invited.
Authorisation	To give permission – usually this will be a less senior employee e.g. an operative, asking a more senior employee e.g. a manager, for permission to do something.
Call-holding	A feature of a telephone system that allows you to place your call on hold in order to make another one, or to answer another incoming call.
Call-redirecting	A feature of a telephone system that allows you to divert calls to a specific number to either another telephone number e.g. redirecting calls to a landline to a mobile.
Call-waiting	A feature of a telephone system that when you are on a call, notifies you that another caller is trying to get through. You can choose to place the first call on hold and answer the second call. It may also be possible to switch between the calls.
Chain of command	The formal line of communication in a business via which instructions and information are passed.
Charity	An organisation controlled by a board of trustees that aims to provide help to those in need.
Community enterprise	A form of limited company that is set up to benefit local people/the local community, Any profit will be reinvested back into the business or invested into the local community rather than paid out to shareholders.
Confidential	Keeping information secret i.e. so that no unauthorised people can access or view the information.
Contract of employment	An agreement between an employer, an employee that states the terms and conditions of employment e.g. the hours to be worked, and the pay to be received.
Cooperative	An organisation that is owned and run by its members. The members share any profits between themselves.
Courier service	A pick-up and delivery service that collects parcels/mail from one location and delivers it to a second location.
Credit note	A document issued by a seller to a buyer to correct an error e.g. an incorrect price on an invoice or defective goods. The credit note can be offset against future orders/payments.
Deadline	The time or date by which a task should be completed.
Direct discrimination	This is when a person is treated less favourably than someone else for certain reasons e.g. based on their gender, age, race, a disability.
Disciplinary procedure	This is a specified process for dealing with situations where employees are alleged to have not met their employer's required standards of behaviour e.g. making inappropriate comments to a colleague or continually arriving late for work.
Dismissal	When an employer ends an employee's employment, usually against the will of the employee.
Escalating	To pass decision-making up the chain of command e.g. an apprentice may have to ask a line manager to authorise a payment rather than make the decision themselves.

Explanations of the key terms used within this unit, in the context of this unit	
Grievance procedure	If an employee believes that they have been poorly treated in the workplace e.g. being asked to undertake tasks which they are not fully trained to complete, then the organisation's grievance procedure can be utilised to resolve the issue. It is a specified process for dealing with complaints made by employees.
Government owned (type of ownership)	Organisations owned by the UK government e.g. Network Rail and the BBC.
Harassment	Experiencing unwanted behaviour from others that makes you feel intimidated, humiliated or offends in some way e.g. threatening comments from a colleague.
Hazard	Something that can cause harm e.g. trailing extension cables or a blocked fire exit.
Indirect discrimination	This is when there is a practice, policy or rule which applies to everyone in the same way, but it has a worse effect on some people than others e.g. a business having a policy that states that all employees must work full-time. People with young children or other family responsibilities would therefore be disadvantaged.
Informal on-the-job advice	Receiving advice from colleagues whilst working together.
Invoice	A document that lists goods and services provided and the amount due to be paid for these.
Local authority owned	Services such as waste collection, public recreation facilities e.g. playgrounds and sports centres, and libraries are all run by local authorities.
Market research	Gathering information e.g. about customer preferences or competitors' products/services.
Network event	An opportunity for business people to meet together to form business relationships.
Newsletter	A document (either hard-copy or electronic) that is produced periodically e.g. weekly or monthly, to provide information to the intended audience e.g. a business informing employees about new products to be introduced in the run-up to Christmas.
Memo	A brief written message that is sent from one person to another within the same organisation. It is the shortened form of 'memorandum'.
Minutes (of a meeting)	A written summary of what was discussed at a meeting, when it was held and the people who attended.
On-the-job training	Training in the workplace whilst carrying out the actual job role.
Operating system	The system software that runs all of the other programmes and applications on a computer e.g. IOS, Windows and Android.
Partnership	A business owned by 2 or more people who share the responsibility for running the business as well as any profits or losses.
Press release	A written statement sent to the media by an organisation e.g. to announce the opening of a new store.
Prioritisation	Deciding which tasks are most important and completing these tasks first.
Private limited company (Ltd)	A company owned by shareholders who have limited liability. Shares are not available for the general public to buy.
Productivity	A measure of how efficient a business or a worker is e.g. in a café productivity may be measured by the number of customers served.
Proof-reading	Carefully reading a document to identify (and correct) any errors in content, spelling, punctuation or grammar.
Public limited company (PLC)	A company owned by shareholders who have limited liability. Shares are available for the general public to buy.
Purchase order	A document used by a buyer to place an order with a supplier/seller.
Receipt	Written confirmation that payment has been received.
Recruitment	The process of attracting, selecting and employing new employees.

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

Recorded delivery (mail)	A method of sending parcels/letters via Royal Mail where a signature will be received on delivery. The sender can track this to ensure that the item has been received.
Risk (health and safety context)	The chance/probability that someone will be injured or harmed.
Sole trader	A business owned by one person, although other people may be employed. The sole trader has unlimited liability.
Special delivery (mail)	A method of sending parcels/letter via Royal Mail that guarantees next day delivery. A signature will also be obtained on receipt so the sender can track when it has been received.
Staff appraisal (meeting)	A meeting between an employee and (usually) their line manager to discuss the employee's work performance and any training needs.
Stock control	Monitoring stock levels within a business to ensure that there is always sufficient stock available to meet production and/or customer needs.
Teleconferencing	Using a telephone system to hold verbal discussions (meetings) between people in different locations.
Template	A basic outline of a document that can be used a starting point for filling in the necessary details e.g. a report template may be used to ensure that the same format is used consistently across the whole business.
Victimisation	According to the Equality Act, victimisation is when someone treats you badly because you complain about discrimination or you help someone who has been the victim of discrimination.
Video-conferencing	Using computers or similar technology to hold discussions/meetings via video link.
Web-conferencing	Using computers or similar technology to hold a live conference via the internet where computer screens can be shared. Verbal discussions take place via a telephone link or using a computer headset.

COMMON 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
Large, successful businesses are always PLC's	<p>This activity could be used to support learning for LO1 Activity 1.</p> <p>Learners could be divided into small groups and each group be tasked with researching 5-8 large businesses of their choice to discover the type of ownership that each business has and key information about them e.g. turnover, number of employees, number of stores etc.</p> <p>Each group could then feedback to the group their findings. It is likely that all of the businesses researched are PLC's. The tutor could have the names of large, successful businesses that have other forms of ownership available. Each group could be given 5 minutes to research one of these businesses.</p> <p>For example:</p> <ul style="list-style-type: none"> • Iceland Ltd • JCB Ltd • JCT600 Ltd • John Lewis Partnership • Specsavers • The Cooperative Group <p>The tutor could then lead a discussion to summarise the research findings and to answer the question 'are large, successful businesses always PLC's'? Learners could be encouraged to give their views based on their research.</p>	<p>20 British companies are in the world's top 500 Management Today A list of the British companies that are in the world's top 500. This may be a useful starting point for research 'big' businesses. https://www.managementtoday.co.uk/20-british-companies-worlds-top-500/any-other-business/article/1357359</p> <p>Top 10 British Companies Economics Help Lists of the top 10 British businesses, using different criteria. The list based on number of employees includes a number of organisations that are not PLC's. https://www.economicshelp.org/finance/top-10-companies/</p>

Some common misconceptions and guidance on how they could be overcome

<p>Disciplinary procedure versus grievance procedure</p>	<p>Individually learners could be given 5 minutes to research definitions of disciplinary and grievance. These could then be shared with the group to agree a class definition of each term.</p> <p>The tutor could then read out scenarios and learners, either individually or in pairs, could write on a mini whiteboard whether they think that the scenario relates to or warrants a disciplinary procedure or a grievance procedure. All learners/pairs can then be asked to hold up their answer at the same time. In some instances both procedures may be correct depending on who is taking the action.</p> <p>The tutor can then assess the understanding of the learners and also question them as to why they have chosen the answer that they have.</p> <p>Scenarios could include:</p> <ul style="list-style-type: none"> • A colleague is being bullied. You report this to your line manager who takes action against the bully. • An employee is regularly late back from lunch, which means that customers are having to wait to be served. • An employee is constantly receiving unwanted remarks from another employee so takes action to stop this. 	<p>Code of Practice 1 – Disciplinary and grievance procedures ACAS An in-depth look at the processes of disciplinary and grievance procedures http://www.acas.org.uk/index.aspx?articleid=2174</p> <p>Dealing with disciplinary action and dismissal at work Citizens Advice An overview of why disciplinary action may be initiated and the procedure to be followed. https://www.citizensadvice.org.uk/work/problems-at-work/dealing-with-disciplinary-action-and-dismissal-at-work/#h-what-is-disciplinary-action-at-work-</p> <p>Dealing with grievances at work Citizens Advice An overview of when grievance procedures may be initiated and the process to be followed. https://www.citizensadvice.org.uk/work/problems-at-work/dealing-with-grievances-at-work/</p>
<p>Promotion in a marketing context versus promotion in a HR context</p>	<p>Learners could be asked to research a definition of promotion. When they feedback to the group there is a probability that some will have the marketing definition and some the HR definition. Who is correct? The tutor can lead a discussion to highlight to learners that both are correct depending on the context.</p>	<p>Business Dictionary Definitions of the two meanings of promotion. http://www.businessdictionary.com/definition/promotion.html</p> <p>A promotion rewards an employee for work contributions The Balance An overview of what promotion means in a HR context. https://www.thebalance.com/a-promotion-rewards-an-employee-for-work-contributions-1918231</p> <p>What is business promotion? The Balance An overview of what promotion means in a marketing context. https://www.thebalance.com/business-promotion-definition-2947189</p>

Some common misconceptions and guidance on how they could be overcome

Risk versus hazard	<p>LO7, activity 2 addresses this issue. If on completion of this activity learners are still confusing the two terms, then the tutor could have a range of images of workplaces, which highlight potential risks. Learners could be tasked to identify the hazards in each image. Once understanding of hazard has been consolidated then the tutor can introduce examples of risk and highlight the difference between the two.</p>	<p>What is the difference between a hazard and a risk? TUC – WorkSmart Basic explanation of the difference with use of examples. https://worksmart.org.uk/health-advice/health-and-safety/hazards-and-risks/what-difference-between-hazard-and-risk</p> <p>Spot the hazards game. Thsawc.org A game that can be interactive on the whiteboard or printed out for learners. https://thsawc.org/files/12-15-16%20Spot%20the%20hazards%20game.pdf</p> <p>Spot the hazard worksheets for different workplaces TES Worksheets relating to different workplaces. Learners need to spot the hazards in each scenario. A good prompt for discussion. https://www.tes.com/teaching-resource/health-and-safety-in-the-workplace-6447021</p>
In today's world, everyone will use an electronic diary rather than a hard copy diary	<p>Learners could be divided into two groups. One will discuss the argument why an electronic diary should be used (and consider why this is a better tool than a paper diary), the other will discuss the argument why a paper diary should be used (and consider why this is a better tool than an electronic diary). Each group could produce a PowerPoint slide that summarises their ideas.</p> <p>The whole group could come back together to listen to each other's arguments. The tutor could then put two large sheets of paper either on tables in different parts of the classroom or on the wall – one headed 'Paper diary' and one headed 'Electronic diary'. Learners should stand next to the tool that they believe is the most effective in a business context. The tutor could then ask learners stood in each location to justify their choice.</p>	<p>Paper diaries versus digital planners and online calendars Pensetc Blog A summary of the pros and cons of each type of diary/planner/calendar. http://blog.pens-etc.co.uk/paper-diaries-vs-digital-planners-online-calendars/</p>

Some common misconceptions and guidance on how they could be overcome

<p>Proofreading isn't necessary if you have 'spell check' on your computer</p>	<p>Learners could be provided with a copy of a business letter and a copy of a document such as an invoice, which have errors within them. This could be spelling, punctuation and grammar, calculations etc.</p> <p>In pairs they could:</p> <ul style="list-style-type: none"> • Identify the errors within the documents. • Consider whether a spell check on a computer would have identified them. It may be beneficial to include some errors in the documents e.g. misspelling of a name, an error in a calculation, a word such as 'form' being used instead of 'from' as a spellcheck is unlikely to have identified these. • Consider possible two impacts on the business if the spell check did not identify the errors. <p>The tutor could then lead a group discussion to reach a conclusion whether proofreading is or is not necessary if you have a 'spell check' on your computer.</p>	<p>The importance of proofreading in business communication. Braintree Marketing An overview of why proofreading is important. http://www.braintreemarketing.com/index.php/articles/the-importance-of-proofreading-in-business-communication/</p>
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SUGGESTED ACTIVITIES


The suggested activities in this delivery guide listed below have also been related to other units and learning outcomes (LOs) within this qualification. This could help with delivery planning and enable learners to cover multiple parts of units.

LO1 Know about organisational structures and functional areas of businesses			
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Types of business ownership	<p>Task 1</p> <p>Learners could be divided into 5 groups. Each group could be tasked to research one of the types of ownership listed in LO1.1.3 of the teaching content for this unit. The resources listed below could be used to introduce the types of ownership prior to learners undertaking this task, or could be provided to them as an additional resource whilst undertaking it.</p> <p>Each group could produce a PowerPoint presentation, which summarises the type of ownership that they have researched. These could then be presented to the remainder of the cohort to provide all learners with a basic knowledge of each.</p>	30 minutes (plus presentation time)	
	<p>Task 2</p> <p>The tutor could produce cards, which show pictures of different businesses e.g. a window cleaner, a large factory and a dentists' surgery. On the classroom white board, each type of ownership could be written i.e. sole trader, partnership, private limited company, public limited company and co-operative.</p> <p>Learners, in turn, could pick one of the cards and stick the picture next to the type of ownership that they think that business is most likely to have. The tutor could ask them to justify why they have chosen this type of ownership. This could be used to prompt discussion as to whether other types of ownership are also possible for that type of business e.g. a local newsagent may be a sole trader or a private limited company.</p> <p>In addition, the tutor could also ask learners to consider who is likely to carry out the business administration duties in each type of business e.g. a window cleaner is likely to carry these duties out themselves whereas a public limited company is likely to have separate functional areas and employ experienced administrators in each area.</p>	20 minutes	
	<p>Task 3</p> <p>To conclude this activity, learners could be divided into pairs. One person in each pair could be provided with a mini whiteboard. The tutor could state a type of ownership e.g. sole trader. The learners with the whiteboards have 30 seconds to write 3 key facts about that type of ownership without their partner seeing what they have written e.g. unlimited liability, one person, and window cleaner. Their partner then has 20 seconds to guess the 3 facts. Learners could then switch roles for the next type of ownership.</p>	10 minutes	

LO1 Know about organisational structures and functional areas of businesses

Title of suggested activity	Suggested activities	Suggested timings	Also related to
	<p>Resources: The following links may be useful when introducing type of ownership or to provide to learners to aid their research.</p> <p>Bee Business Bee ownership types presentation YouTube (Bee Business Bee) Presentation which summarises the key characteristics of sole traders, partnerships, private limited companies and public limited companies. https://www.youtube.com/watch?v=gFOZp50FRU8</p> <p>Different types of companies – LTDs and PLCs Business Studies – Music, Mud and Making Money YouTube (BBC Teach) Video that looks at private limited companies and public limited companies in the context of the Reading Festival. https://www.youtube.com/watch?v=OFluliml1q0</p> <p>What is a co-operative? Co-operatives UK A summary of the characteristics of a cooperative. https://www.uk.coop/about/what-co-operative</p>		
Key functional areas in a business	<p>Task 1 The group could be divided into smaller groups of 2/3 learners. Each group could be given a card with a functional area written on it (as listed in LO1.2 of the teaching content for this unit). Learners should discuss what they believe the key responsibilities of this functional area would be. 5-10 minutes could also be given for them to research this if necessary and produce a PowerPoint slide that bullet points the key responsibilities of the functional area assigned to them.</p> <p>Each group could then share their ideas with the remainder of the cohort and additional ideas could be suggested if applicable.</p>	15 minutes	Unit 7, LO1
	<p>Task 2 To consolidate their learning each small group could be given a set of cards. The cards could state business administration tasks as listed in LO1.3 of the teaching content for this unit. Groups should be provided with a cross-section of cards from different functional areas. Some may be repeated as, for example, a responsibility of administrators within all functional areas will be to provide administrative support for the managers. However, in the main, groups should be provided with different cards to other groups so that the finished wall displays should not include repeated cards.</p>	20 minutes	

LO1 Know about organisational structures and functional areas of businesses

Title of suggested activity	Suggested activities	Suggested timings	Also related to
	<p>Firstly, each group could decide which functional area each card relates to. The tutor could already have attached to the wall, around the room, cards with the name of each functional area written on them e.g. Marketing. Learners need to then stick their cards next to the relevant functional area and join them together with string.</p> <p>The aim is to have the functional areas in different parts of the room with the relevant tasks attached to them with the string. For example,</p>  <p>Learners, with the help of the tutor, could consider the tasks that have been assigned to each functional area to discuss whether they think that they are all correct and if not, which functional area they believe is more relevant.</p> <p>Resources: The following links could help learners either when carrying out research or consolidating your knowledge.</p> <p>Functions in a business Tutor2u A summary of the key responsibilities of each functional area. https://www.tutor2u.net/business/reference/functions-in-a-business</p>		

LO2 Know about arranging meetings, travel and accommodation

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Arranging and supporting meetings	<p>Task 1</p> <p>Learners could be tasked with arranging a breakfast meeting or an INSET meeting for staff – this could be a practical task or solely a planning task to encourage them to think about what would be required.</p> <p>Learners should discuss what they believe they would be required to do in order to ensure that the meeting is a success e.g.:</p> <ul style="list-style-type: none"> • arranging the venue – where would be appropriate? Why? • confirming the date and time • finding out if there is a budget for any refreshments or resources required – why is this important? • arranging any refreshments – who would this need to be arranged with? What information would they need? • inviting attendees – how would this be done? <p>The tutor could summarise ideas on the whiteboard, or ask one of the learners to do this.</p> <p>As an introduction to Task 2, the tutor could establish that this is an example of a face-to-face meeting – but what other types of meeting could be used?</p>	25 minutes (if discussed/planned only)	Unit 2, LO1 Unit 4, LO4 Unit 5, LO3 Unit 6, LO3
	<p>Task 2</p> <p>The tutor could introduce learners to the different meeting formats as listed in LO2.1.c of the teaching content for this unit (see above).</p> <p>In small groups, learners could then be provided with scenarios to decide which meeting format would be the most appropriate in each case.</p> <p>For example:</p> <ul style="list-style-type: none"> • A manager needs to discuss a quality complaint with members of the production team who are located 20 miles away. • A business administrator needs a manager to read through and then sign some documents. • The finance manager needs to explain a new payment process to the finance administrators. They are based in 6 locations around the UK. • An administrator is to have an appraisal meeting with their line manager. <p>The tutor could ask each group to feedback their ideas. Do they all agree? Would more than one format be appropriate? What is the justification for their decisions?</p> <p>Resources:</p> <p>The following links may be a useful starting point for introducing the different types of meetings.</p>	20 minutes	

LO2 Know about arranging meetings, travel and accommodation

Title of suggested activity	Suggested activities	Suggested timings	Also related to
	<p>How to make a conference call ConferenceCall.co.uk A guide to how teleconferencing works. https://www.conferencecall.co.uk/blog/how-to-make-a-conference-call/</p> <p>Video-conferencing BBC Bitesize A summary of what video-conferencing and the advantages and disadvantages of its use. http://www.bbc.co.uk/schools/gcsebitesize/ict/implications/2workpatternsrev6.shtml</p> <p>What is web-conferencing and how does it work? MyOwnConference https://myownconference.com/blog/en/index.php/web-conferencing/</p> <p>Maths extension activity Learners could be arranged into small groups and tasked with costing the meetings discussed in the task above. They could also be given various different scenarios such as 5 people face-to-face meeting who all work on site, which appears to be free of cost, but 1 hour of each person's time could be calculated. A second scenario may be to have 5 people to meet who work in different parts of the country; costing a venue, lunch, transport and attendance fees etc. The results could be discussed to see how much cost becomes a factor in determining the most appropriate meeting type.</p>	20 minutes	
Arranging business travel and accommodation	<p>Learners could be provided with a range of scenarios. For example:</p> <p><i>Scenario 1</i> – two marketing managers need to travel from Newcastle to a networking event in London. They need to take a large box of promotional brochures with them. They will need to stay in London the night before the event as they must be at the conference venue for 8.30am.</p> <p><i>Scenario 2</i> – a finance manager has been invited to attend a conference in Paris. She has been asked to give a short presentation about the company that she works for, so will need to take her laptop with her. The conference starts at 9.00am and isn't due to finish until 6.00pm so she will need to stay in Paris the night before and the night after the conference.</p> <p>In pairs, learners could:</p> <ul style="list-style-type: none"> research alternative modes of travel and decide (based on cost and convenience) which mode to recommend. Modes of travel should relate to LO2.1.3 of the teaching content for this unit. Learners should be able to justify their choice. identify factors that may influence the choice of accommodation booked research the methods available for booking accommodation e.g. direct with the accommodation, via an online booking website, via an agent. Which would they recommend for each scenario? Why? 	1 hour (depending on the number of scenarios provided)	Unit 2, LO1 Unit 4, LO3

LO2 Know about arranging meetings, travel and accommodation

Title of suggested activity	Suggested activities	Suggested timings	Also related to
	<p>The tutor could then lead a group discussion for learners to compare their ideas and suggestions. Learners could be encouraged to justify these.</p> <p>To conclude, the tutor could lead a discussion of the importance of an administrator producing accurate travel and accommodation itineraries.</p> <p>This activity should also help learners preparing for the Unit 2 examination.</p> <p>Resources: The following links could be used to research travel and accommodation bookings.</p> <p>Trainline Costs and timings of train journeys https://www.thetrainline.com/</p> <p>Expedia Flights and hotel bookings https://www.expedia.co.uk/</p> <p>P&O Ferries Costs and timings of ferries http://www.poferries.com/en/dover-calais?&gclid=Cj0KCQjwsMDeBRDMARIsAKrOP7GfJunOuSRcPL8vYyG0HohsIM96r8DdUq5etnnRITgcN5SBMtHFBWcaAsrQEALw_wcB&gclsrc=aw.ds</p> <p>Hertz Car rental https://www.hertz.co.uk/rentacar/reservation/</p>		

LO3 Know about communication, teamwork and deadlines

Title of suggested activity	Suggested activities	Suggested timings	Also related to
The importance of deadlines	<p>Task 1</p> <p>The tutor could put on the whiteboard the statement 'It's fine to miss the deadline for an assignment and just give a good excuse'. Learners could be given one minute to think about this statement and then volunteer their opinions.</p> <p>Alternatively the tutor could write two versions of this statement onto large sheets of paper – 'It's fine to miss the deadline for an assignment as long as you have a good excuse' and 'It's not fine to miss the deadline for an assignment even if you have a good excuse'. The sheets could be attached to the wall in different locations and learners have to stand next the statement that they agree with.</p> <p>Whatever their opinion the tutor should encourage learners to justify this opinion.</p> <p>The tutor could then lead the discussion into whether the same applies in a business e.g. if a customer has agreed a delivery date with a business, can the business miss this deadline and just give a good excuse? What might the impact of missing this deadline be for both the customer and the business?</p> <p>Or; an administrator misses the deadline for making a payment to a supplier, is this acceptable if they have a good reason? What might the repercussions of missing the deadline be for the business?</p>	15 minutes	Unit 2, LO3 Unit 7, LO1
	<p>Task 2</p> <p>a) Large sheets of paper could be put onto the walls around the room. Each one should give the name of a job role at the top e.g. an administrator in the marketing function or an administrator in the production function (as listed in LO1.3 of the teaching content for this unit). Learners could be divided into pairs. In turn, each pair could visit each sheet of paper and write an example of either an internal or an external deadline that could apply to this job role. At the end of the activity, each job role should have a list of relevant deadlines written beneath it.</p> <p>b) Each pair could now be given one of the job roles/sheets of paper. They could discuss (and add onto the list):</p> <ul style="list-style-type: none"> • problems that could result if each deadline isn't met • how the employee and/or a business could make the deadlines more achievable • what they suggest the employee in that job role should do if they don't think that each deadline will be met <p>c) Depending on the number in the cohort, the tutor and the remainder of the group could 'visit' each sheet of paper/pair. The learners could explain their thoughts. The tutor could use this as an opportunity to introduce the ways of ensuring that deadlines are met and what action to take if struggling to meet a deadline listed in LO3.5 of the teaching content.</p>	30 minutes	

LO3 Know about communication, teamwork and deadlines

Title of suggested activity	Suggested activities	Suggested timings	Also related to
	<p>Task 3</p> <p>To conclude this activity each learner could choose a card with an example of a deadline on it. They should state what is likely to happen if the deadline isn't met.</p> <p>For example:</p> <ul style="list-style-type: none"> • A customer is expecting a delivery of clothes, which were ordered online, tomorrow. • An apprentice has a report to finish for their line manager. The line manager needs it tomorrow because the CEO wants the information the following day. • A train needs booking today for a manager to travel to an important meeting in London tomorrow. • An events assistant has arranged to meet a client to discuss possible venues for a party at 10.00am tomorrow morning. <p>Resources:</p> <p>The following links provide more in-depth information that might help learners to consolidate their knowledge:</p> <p>Deliver on deadline every time Fast Company & Inc Hints on how to meet deadlines in the workplace https://www.inc.com/harvey-mackay/how-to-meet-deadlines-under-pressure.html</p> <p>The value of meeting deadlines in business Houston Chronicle An overview of why meeting deadlines is important. http://smallbusiness.chron.com/value-meeting-deadlines-business-18475.html</p>	10 minutes	
Teamworking	<p>Task 1</p> <p>Tutors could introduce this LO via team building task(s). This could be particularly beneficial if this is the first unit undertaken and the group are unfamiliar with each other.</p> <p>Tasks could include:</p> <ul style="list-style-type: none"> • in teams, moving tennis balls from a bucket on one side of the room to another on the other side of the room, and back, the quickest. Hint: they will find it easier if they sit in a line rather than each take one ball – but can they work this out as a team? • the whole group could be asked to line up in shoe size order/birthdays etc. This could be with or without speaking to each other. • teams of 3/4 could be provided with an A4 sheet of paper and a pair of scissors – every member of the team has to step through the sheet of paper. The link below explains how this can be done: How can a person walk through a sheet of paper? Let's Talk Science http://letstalkscience.ca/Resources/Activities-Try-These/ArticleId/150/how-can-a-person-walk-through-a-sheet-of-paper 	10–20 minutes (depending on the number of tasks undertaken)	Unit 2, LO3 Unit 7 (working as part of a team throughout)

LO3 Know about communication, teamwork and deadlines

Title of suggested activity	Suggested activities	Suggested timings	Also related to
	<ul style="list-style-type: none"> teams of 3/4 could be tasked to build the tallest (stable) Lego tower in a given time. <p>Task 2 The tutor could lead a whole group discussion as to whether learners believe that working together on the task(s) was easier than working alone and their reasons for this. Some learners may have preferred to work alone and it may be interesting to discover why they felt that this was the case – if applicable this could be used to reinforce that team work requires all team members to participate.</p> <p>Task 3 In their teams from Task 1, learners could be asked to:</p> <ul style="list-style-type: none"> list reasons why they think they may be asked to work as part of a team in the workplace what methods they think will be used (or have experienced themselves) by team members to share experience and advice as an extension activity they could also be asked to identify situations where they believe that each method would be appropriate e.g. team meetings may be used to share experiences of dealing with difficult customers. <p>An additional task could also be incorporated to consider the impact of meeting/not meeting deadlines on other members of a team.</p> <p>The tutor could either monitor the ideas/work of each group, bearing in mind the reasons and methods listed in 3.3 & 3.4 of the teaching content or conclude with a whole group discussion to share their ideas.</p> <p>English extension activity After completing Task 3, learners could produce 'A Guide to Team-Working' as a brochure or poster or aimed at new learners, or workers in a business context.</p> <p>It could include the following sections:</p> <ul style="list-style-type: none"> What is team-working? Why is team-working important in business? How can I be a good team-worker? What makes a poor team-worker? <p>Learners should ensure that the material and presentation is appropriate for the target audience and include presentational devices e.g. bullet points, illustrations, headings.</p> <p>Resources: The following links could help learners to consolidate their knowledge:</p>	<p>5 minutes</p> <p>20 minutes</p> <p>30 minutes</p>	

LO3 Know about communication, teamwork and deadlines

Title of suggested activity	Suggested activities	Suggested timings	Also related to
	<p>10 Benefits of Teamwork in the Workplace Career Addict An overview of reasons why team work can benefits employers and employees. http://www.careeraddict.com/5-benefits-of-teamwork-in-the-workplace</p> <p>20 ways to communicate effectively with your team Small Business Trends Overview of methods that could be used to share knowledge and experience. https://smallbiztrends.com/2013/11/ways-to-communicate-effectively-in-the-workplace.html</p>		
Verbal communication in the workplace	<p>Task 1 This task aims to show learners how verbal communication can be interpreted differently by different people and when it might be used within a business administration setting. It can also be used to show how we often rely on non-verbal communication such as body language and facial expressions as well as listening to what is being said.</p> <p>The tutor could:</p> <ul style="list-style-type: none"> • Give each learner a sheet of A4 paper. • Ask learners to close their eyes and follow verbal instructions. • Giving instructions about what to do with the piece of paper: <ul style="list-style-type: none"> - fold it in half - fold the lower left corner over the upper right corner - turn it 90 degrees to the left - fold it again - rip a half-circle in the middle of the right side - fold it in half - tear off a corner - open it out - rip it into two pieces etc. <p>Once the tutor has given a list of instructions (approximately 10), they could ask everyone to open their eyes. Even though all learners received the same instructions, it is likely that they will have different results.</p> <p>The tutor could then lead a discussion to draw conclusions from this activity. This could include:</p> <ul style="list-style-type: none"> • The outcome was dependent on the starting point e.g. some learners may have held the paper portrait and some landscape. This is the same when communicating because it is likely that some people will have more knowledge and understanding then others. • Some learners could have interpreted to rip a piece of paper as ripping it in half; others could have a big piece and a small piece. The instructions were not as clear as they could have been. This can cause issues when a message is being communicated. 	25 minutes	Unit 2, LO2 Unit 6, LO2 & LO3 Unit 7, LO3

LO3 Know about communication, teamwork and deadlines

Title of suggested activity	Suggested activities	Suggested timings	Also related to
	<ul style="list-style-type: none"> Having eyes closed means that learners could not see what others were doing or look for a reaction from the tutor. This could be related to the significance of facial expressions and body language. <p>To conclude the activity, learners could be asked to list/suggest methods of verbal communication that would be used within a business administration role and when each would be appropriate. The tutor could guide their ideas if necessary, via questioning with the aim of listing the methods in LO3.1.2. of the teaching content for this unit.</p> <p>Task 2</p> <p>Individually learners could write a list of what they believe to be the most important 5 actions/skills/ things to say/not say when making or answering telephone calls in the workplace.</p> <p>Once they have written what they believe are the top 5, they could then research this via the Internet. Once they have carried out their research, they could rewrite their list to include other ideas. What they have decided is the most important action/skill/thing to say should be at the top of their list.</p> <p>Learners could then share what they believe to be the most important skill with the rest of the group. A volunteer could summarise these on the whiteboard. Do they all agree? Can they justify their decision? Have they changed their minds made based on what their peers have said?</p> <p>The tutor could conclude this activity by asking the question 'Does it depend on the purpose of the telephone call?' Learners could be encouraged to think about different businesses and different job roles and whether it makes difference if the call is internal or external to the business.</p> <p>Resources:</p> <p>The following links may help learners to identify relevant telephone skills:</p> <p>Five telephone communication skills for customer service Skills You Need Ltd An overview of relevant skills and why they are important https://www.skillsyouneed.com/rhubarb/customer-service-telephone-skills.html</p> <p>Telephone etiquette OfficeSkills.org Suggested techniques for making and answering telephone calls http://officeskills.org/telephone_etiquette.html</p>	45 minutes	

LO4 Know about handling mail and payments

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Handling mail	<p>Task 1</p> <p>Learners could be provided with a range of items/scenarios. Ideally, all mail delivery types listed in LO4.1.1.a of the teaching content should be researched. For example,</p> <ul style="list-style-type: none"> • A parcel that weighs 5kg that needs to be sent to a customer in France. The value of the item is £20. • A letter, to be sent within the UK that must arrive tomorrow morning. • A packet that weighs 1.5kg, to be sent within the UK that has a value of £100. There is no urgency as long as it arrives within 7 days. <p>In pairs, learners could research the options available to send these items. They should make a decision as to how they would choose to send each item. The key in this task is to decide on the appropriate method rather than calculating the cost. Alternatively, tasks 1 and 2 could be amalgamated.</p> <p>Once decisions have been made, the group could compare their decisions and justify their choices.</p>	20-45 minutes (depending on the number of items)	Unit 4, LO5
	<p>Task 2</p> <p>Learners could be provided with a range of items (different sizes, weights and values) that a business needs to send via the Royal Mail. The tutor could also provide them with tape measures and weighing scales. In pairs, learners could calculate the cost of sending each item via 1st and 2nd class mail.</p> <p>Resources:</p> <p>Methods of sending mail and the costs of each option: https://www.royalmail.com/</p> <p>Cost of sending a parcel Royal Mail Webpage to calculate the cost of sending a parcel via Royal Mail. https://www.dpdlocal-online.co.uk/?gclid=Cj0KCQjwjbveBRDVARIsAKxH7vkCcvYwYhh2nFMtvvLK33vqS_vPSsSfhAFBG-zBnhARzdNVnh4L-1QaAg6tEALw_wcB</p> <p>Cost of sending a parcel myHermes Webpage to calculate the cost of sending a parcel via Hermes. https://www.myhermes.co.uk/send-a-parcel.html?gclid=Cj0KCQjwjbveBRDVARIsAKxH7vIbDo52SeCc52-tQWn3hERaRbgc0DPxs2eIGIYe2tSKojELluNflpsaAndxEALw_wcB#/price?jwng_s=Google&jwng_cid=289691907&jwng_aid=55812618434&jwng_kwd=sending%20a%20parcel</p> <p>Cost of sending a parcel DPD Webpage to calculate the cost of sending a parcel via DPD. https://www.dpdlocal-online.co.uk/?gclid=Cj0KCQjwjbveBRDVARIsAKxH7vkCcvYwYhh2nFMtvvLK33vqS_vPSsSfhAFBG-zBnhARzdNVnh4L-1QaAg6tEALw_wcB</p>	25 minutes	

LO4 Know about handling mail and payments

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Payment methods used/accepted in different types of business	<p>Task 1 A tutor-led class discussion could be used to introduce the methods of obtaining/making payments.</p> <p>Learners could discuss their own experiences of how they make payments for certain goods and services and if they have part-time job roles, how this business accepts payments from customers. A list could be made on the whiteboard of the methods that they are familiar with and this could be linked to the different businesses that accept each method of payment to identify any similarities/differences.</p>	20 minutes	Unit 4, LO3
	<p>Task 2 In small groups, learners could be provided with 4 scenarios (all groups being given the same scenarios). Each group could discuss which methods of payment they think are appropriate for the business in each scenario. There should be a mix of businesses that are accepting payments and businesses that are making payments. For example:</p> <ul style="list-style-type: none"> • An online sportswear store allows customers to place orders and pay for these, via the Internet. • An administrator needs to pay at the Post Office for ten books of stamps. • A marketing administrator needs to pay a printing company for promotional brochures that have been produced. • A college has arranged a visit to a drinks manufacturer for business students. The students need to pay the college for the coach transport. <p>The tutor could monitor the discussions to guide learners if necessary. The whole group could then discuss their ideas. Do they agree on payment methods? Do they disagree? What is the reasoning behind their choices? Why do they think that alternative payment options are unsuitable?</p> <p>Resources: Payment method types Zuora An overview of payment methods from a business that supplies some of these facilities. https://knowledgecenter.zuora.com/CB_Billing/L_Payment_Methods/Payment_Method_Types</p>	25 minutes (including concluding discussion)	
	<p>Maths extension activity Ask learners to list how they paid for their last ten purchases ie. Credit card, debit card, cash, PayPal, phone, direct debit etc. The results across the class could be collated and shared (anonymously) and the results represented in chart form (a pie chart would be most suitable) Discuss whether this result would be expected with different demographics ie, age brackets, gender, rural/urban location etc.</p>	30 minutes	

LO5 Know about technology used in business administration

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Computer devices/ resources/hardware	<p>Task 1 Learners could each be provided with a set of pictures of the computer devices, computer resources and computer hardware listed in LO5.1/2/3 of the teaching content for this unit. In pairs, they could also be provided with cards that state the name of the item in each picture. They could be asked to match the picture with the correct label. Once the tutor has identified that these are correct, learners could write the correct label onto each picture.</p>	10 minutes	Unit 4, LO3 Unit 7, LO1
	<p>Task 2 Learners could then be asked to sort their picture cards into three piles – one for the items that they believe are computer devices, one for the items that they believe are computer resources and one for the items that they believe are classified as computer hardware.</p> <p>The tutor could lead a group discussion to identify the correct category of each item. Learners could then label each picture accordingly. For revision purposes, it may be useful to have a version of this on the wall of the teaching room, after the activity has been completed. NB. These items should be categorised as per LO5.1/2/3 of the teaching content; some internet sources categorise these differently.</p> <p>The tutor could also encourage learners to explain what they believe each item to be used for within a business administration role.</p>	20 minutes	
Use of technology in the workplace	<p>Task 1 The group could be divided into smaller groups of 2/3. Each group could be given a card stating a form of technology as listed in LO5.2 of the teaching content for this unit. Learners could discuss what they believe to be possible uses of this form of technology in workplace.</p> <p>Each group could then share their ideas with the remainder of the cohort. Further ideas could be suggested if applicable and an overall list compiled either on the whiteboard or by the original group adding to their list.</p>	20 minutes	Unit 3 Unit 4, LO3 Unit 7, LO2 & LO4
	<p>Task 2 Each small group could now be given a set of cards with pictures on of all of the forms of technology listed in LO5.2. They could also be provided with a second set of cards, each card giving either a type of business e.g. online retailer, or job role e.g. administrator in the human resource function of a business. NB. More than one card for each type of business/job role is likely to be needed. Learners should match the technology to the type of business or job role.</p> <p>The tutor could monitor the groups and discuss with learners if they themselves have experienced using any of these forms of technology within the workplace as well as discussing when it may have been used in the school/college.</p>	40 minutes	

LO5 Know about technology used in business administration

Title of suggested activity	Suggested activities	Suggested timings	Also related to
	<p>Once this has been done by matching the cards (and checked by the tutor), learners could produce a poster which summarises their ideas and should provide a useful resource for revision of this LO.</p> <p>Resources: Why social media is important for business marketing Marketing Insider Group Reasons why having a social media presence will benefit a business. https://marketinginsidergroup.com/content-marketing/why-social-media-is-important-for-business-marketing/</p> <p>Top 7 live chat benefits you need to know Digital Doughnut Overview of some of the benefits of having online chat available for customers. https://www.digitaldoughnut.com/articles/2018/february/top-7-live-chat-benefits-you-need-to-know</p>		

LO6 Know about using business documents and stationery

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Understanding transactional documents	<p>Task 1</p> <p>The tutor could ask learners to think about a business that wants to buy products from a supplier e.g. a supermarket wanting to buy tins of beans. What will the process be from start to finish? Learners should hopefully identify that the supermarket needs to place an order, receive the delivery and then pay for it. Tutors could then introduce learners to the transactional documents that are used within businesses and the purpose of each.</p> <p>To consolidate this knowledge, learners could be provided with examples of each document. If blank copies can be obtained from the school/college finance office then these could be useful. Alternatively, the links below provide some examples:</p> <p>Purchase order Hampshire County Council An example of a purchase order. http://www3.hants.gov.uk/purchase_and_service_orders.jpg</p> <p>Purchase orders Hearst Newspapers An overview of what purchase orders are used for, who completes them etc. http://smallbusiness.chron.com/purchase-order-work-40933.html</p> <p>Invoice Microsoft Invoice templates https://templates.office.com/en-US/Basic-invoice-TM00000042</p> <p>Invoicing and taking payment from customers Gov.uk A basic overview of what an invoice is and what must be included on an invoice https://www.gov.uk/invoicing-and-taking-payment-from-customers</p> <p>What is a credit note? Zervant A brief explanation of what a credit note is and a downloadable template. https://www.zervant.com/en/news/credit-note-explanation-free-template/</p> <p>Receipt template Word Templates A brief explanation of what a receipt is and when it should be used and a downloadable template. http://www.wordtemplates.org/category/receipt-templates/</p>	40 minutes	Unit 2, LO4

Title of suggested activity	Suggested activities
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	<p>Task 2</p> <p>The tutor could produce versions of each document, which have errors on them. In pairs/small groups, learners could identify what they think the error is on each document and the impact that they think this will have e.g. an error in the quantity column of a purchase invoice will result in the wrong quantity being delivered and an incorrect date could mean receiving the delivery to early/too late.</p> <p>Each pair/group could then feedback to the remainder of the group to compare their ideas.</p> <p>This task could also be repeated for documents used for internal staff communication as listed in LO6.1 of the teaching content. In this instance it may be necessary for the tutor to highlight the error e.g. an incorrect date on an agenda, so that learners can then identify the impact that this error might have on the business, on employees within the business and potentially on customers.</p>	30 minutes	
How is stationery ordered, received, stored and disposed of?	<p>Task 1</p> <p>The tutor could arrange a visit to the school/college office so that learners can find out first-hand how stationery is ordered, received, stored and disposed of. It would also be useful if learners could be shown any order forms that are used.</p> <p>Does the process depend on the type of stationery that is being ordered or who the stationery is for?</p> <p>Task 2</p> <p>Learners could individually produce a flow chart that summarises the process(es) that are used by the school/college office to order, receive, store and dispose of stationery items.</p> <p>Task 3</p> <p>For comparison, learners could be asked to research the processes that are used by other organisations e.g. if they have part-time job roles – what process is used there? Do family/friends have any knowledge of all/part of the process used within organisations that they work for? Learners could compare this information the following lesson and discuss how processes may differ and why they think this may be.</p>	<p>40 minutes</p> <p>30 minutes</p> <p>15 minutes (plus homework to carry out research)</p>	Unit 4, LO2

LO7 Know workplace legislation and common business policies that affect employees in business administration

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Legislation and how it will affect employee actions in the workplace	<p>Task 1</p> <p>To introduce learners to legislation that affects employees in the workplace they could be asked, in pairs or small groups, to write three laws that they think should be in place.</p> <ul style="list-style-type: none"> • One law should relate to health and safety • One law should relate to equality • One law should relate to protecting the confidentiality of information. <p>The laws could be written onto mini whiteboards. Each pair/ group could then present their ideas to the rest of the cohort. This can be used to prompt discussion as to why they believe that their laws are needed and how they could affect their own actions in the workplace.</p>	40 minutes	Unit 4, LO4 Unit 7, LO3
	<p>Task 2</p> <p>Tutors could divide learners into three groups.</p> <ol style="list-style-type: none"> 1. Group one could research the requirements of the Health and Safety (Display Screen Equipment) Regulations, the Health and Safety at Work Act and Manual Handling Operations Regulations. 2. Group two could research the General Data Protection Regulation (GDPR) 3. Group three could research the Equality Act. <p>Each group could then produce a presentation that summarises their findings for the remainder of the cohort.</p> <p>Resources:</p> <p>Useful information for learners may be found using the following links:</p> <p>Health and Safety Legislation – laws in the workplace Health and Safety Executive (HSE) Overview of current legislation http://www.hse.gov.uk/legislation/</p> <p>Equality Act 2010 ACAS Summary of key points of the Equality Act http://www.acas.org.uk/index.aspx?articleid=3017</p> <p>Citizens Advice This page has links to information about different types of discrimination. https://www.citizensadvice.org.uk/resources-and-tools/search-navigation-tools/Search/?q=discrimination&c=TOP-PUBLIC</p>	1 hour 30 minutes	

LO7 Know workplace legislation and common business policies that affect employees in business administration

Title of suggested activity	Suggested activities	Suggested timings	Also related to
	<p>ITPro What is GDPR and everything you need to know from requirements to fines? A summary of the key features of the General Data Protection Regulation (GDPR) http://www.itpro.co.uk/it-legislation/27814/what-is-gdpr-everything-you-need-to-know</p> <p>Houston Chronicle How to keep a confidential workplace Advice to small businesses about how to maintain confidentiality in the workplace. http://smallbusiness.chron.com/keep-confidential-workplace-11005.html</p> <p>Personal data and record keeping ACAS An in-depth summary of the types of personal records that a business might hold and how their confidentiality could be maintained http://www.acas.org.uk/media/pdf/c/a/Acas_Personnel_data_record_keeping-accessible-version-July-2011.pdf</p> <p>Task 3 In pairs, learners could be provided with scenarios where legislation is being breached. They could decide which legislation is being breached, how/why this is the case, how employees/the employer should have behaved and what they think the potential repercussions might be (for the employer and the employee). For example:</p> <ul style="list-style-type: none"> • Simon works in a library. He sees that there is a puddle on the floor where a child has split a drink but it is time for his lunch break. While he is having lunch a visitor slips in the puddle and injures her ankle. • Bethany needs to arrange delivery of a sofa for a customer but the customer needs to pay for it first. She telephones the customer and asks for their credit card details. Bethany writes them down and then leaves them on her desk. • Xavier works in an office. His chair is broken which means that he suffers back pain at the end of each day. His employer has refused to replace the chair until next month. <p>The tutor could use this discussion to check the learners' knowledge and understanding of the legislation and how this will affect their actions as employees within the workplace.</p> <p>English extension activity Learners, in pairs, could choose one of the scenarios given in Task 3. Individually, each learner could write an incident or witness report of the incident from the point of view of a witness. This could be the employee involved, another employee or a customer. The report should contain appropriate formal language and style and include accurate factual details. Learners could then compare each report and discuss how much information should be included, and appropriate language and layout for the report.</p>	<p>30 minutes</p> <p>30 minutes</p>	

LO7 Know workplace legislation and common business policies that affect employees in business administration

Title of suggested activity	Suggested activities	Suggested timings	Also related to
	If copies of an Incident Book, or similar pro-forma are available, they could be used. If not, learners could organise an appropriate layout for the report.		
Carry out a risk assessment	<p>Task 1 The tutor could lead a whole class discussion to debate what the terms 'risk' and 'hazard' mean. Learners could also suggest examples relating to workplaces that they are familiar with, including the school/college.</p> <p>Task 2 Learners should be introduced to the idea of a risk assessment i.e. what it is. Tutors could provide learners with an example of a risk assessment form.</p> <p>Learners could then complete the hazard section of a risk assessment form by either:</p> <ul style="list-style-type: none"> • visiting different areas of the school/college e.g. science lab, administration office, sports centre etc. • attending a workplace that they are familiar with e.g. work placement or part-time job role. <p>Task 3 On returning to the classroom, in pairs or groups, learners could compare the risk assessments that they have carried out and discuss potential methods of resolving the issues (hazards) that have been identified.</p> <p>Task 4 As a whole group, the learners could discuss what they feel to be the most serious hazards that have been identified and suggest possible solutions to make each workplace a safer working environment. This should include what they, as potential employees, could do (or not do) on a day-to-day basis to help make the workplace safer.</p> <p>To conclude the tutor could ask learners to summarise why they think that risk assessments are carried out in the workplace.</p> <p>Resources: The link below may help learners to understand how a risk assessment is carried out:</p> <p>What are the 5 step to risk assessment? TUC – WorkSmart A summary of the 5 steps that a business should go through when carrying out a risk assessment. https://worksmart.org.uk/health-advice/health-and-safety/hazards-and-risks/what-are-five-steps-risk-assessment</p>	10 minutes	Unit 7, LO5
		5 minutes (plus time to complete part of the risk assessment form)	
		15 minutes	
		10 minutes	



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