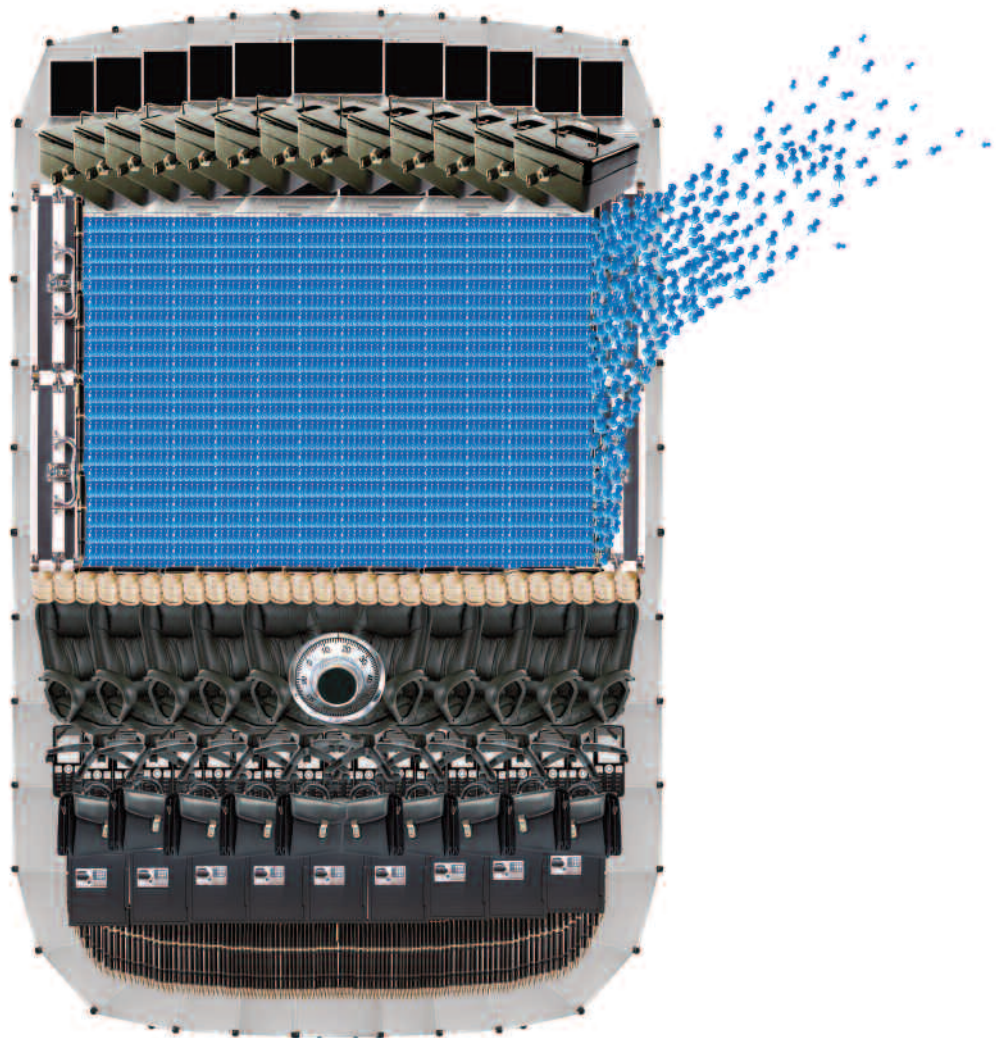


BUSINESS, ADMINISTRATION AND FINANCE

Unit 2: Business administration



Business, Administration and Finance

Level 1 Unit 2: Business administration



Sample scheme of work

This is an example of a possible scheme of work. You can use it as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory workshops to support learners who have/need additional learning time.

This unit is externally assessed through an assignment. A specimen paper, notes for teachers and a mark scheme are available at www.diplomainfo.org.uk

Total GLH	30
Delivery model	<p>This scheme of work is divided into topics and each topic is assigned an approximate number of hours. The topics can then be split according to the duration of sessions and the period of delivery.</p> <p>A list of resources is provided at the end of this document.</p>
Aim	<p>To give learners an insight into working in a real-life environment and to help them perform administration tasks efficiently. Learners will:</p> <ul style="list-style-type: none"> • know the importance of the main administrative roles and processes • know the health and safety requirements relevant to the business environment • be able to compose commonly used business documents • be able to carry out a range of administrative processes effectively.
Notes	<p>The assessment for this unit can be included as part of another unit assessment. This unit could also be co-taught with Unit 1: Business enterprise and Unit 3: Teams and communication in business.</p> <p>Under FS (functional skills):</p> <p>* indicates opportunities for assessment in English of speaking and listening and/or written communication + indicates opportunities for use of mathematics in analysing, interpreting and presenting information ☞ indicates opportunities for assessment in ICT.</p>

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p>1 Knowing the importance of the main administrative roles and processes</p>	<p>Invite guest speakers from local businesses or Connexions to talk about the role of administration in businesses (AC1a).</p> <p>Devise group activities and role plays in which learners deal with customers at reception.</p> <p>If possible, learners should arrange for some administrative work experience at the school/centre or a local business.</p> <p>Working independently or in groups, ask learners to conduct internet-based research to find four administrative job descriptions (reception, secretarial, clerical, administrative support). They should then compare the roles, looking at the tasks carried out for each role and the skills required.</p> <p>As a class, discuss the value of these roles to the running of businesses.</p> <p>This work can be combined with the business documents in LO3 and the processes covered in LO4.</p>	AC1a, b		* ☞	8
<p>2 Knowing the health and safety requirements relevant to the business environment</p>	<p>Learners must provide a record of their work experience. They should record health and safety guidance given in their induction and then look at this against their experience of health and safety in the workplace. Ask learners to produce a report on the health and safety measures observed, including any possible improvements.</p> <p>Invite a guest speaker from a local business to talk about health and safety.</p> <p>Working independently, ask learners to produce a poster to summarise information on a particular health and safety topic or to summarise the rights and responsibilities of employers and employees in relation to health and safety.</p> <p>Working in groups, learners can then produce a checklist that could be issued to new employees so they can assess their workplace.</p> <p>Working independently, ask learners to write a memo setting out the procedures for reporting hazards and accidents in a workplace. This work can be combined with LO3 and LO4.</p>	AC2a–d		*	5

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
3 Composing commonly used business documents	<p>Working in groups, ask learners to produce a folder of good and bad examples of documents (eg letters, memos, faxes, emails, reports, notices).</p> <p>Working independently, learners should then produce a checklist for good practice for preparing the documents listed above. Learners should then use this checklist to produce documents of their own. Learners should assess each other's documents.</p> <p>This work can be combined with the other learning outcomes by developing these documents as media for other LO content.</p>	AC3a, b		* 	10
4 Carrying out a range of administrative processes effectively	<p>Combine the teaching of this learning outcome with the others by developing these documents as media for other LO content.</p>	AC4a–c	SM3	* 	7

RESOURCES

Websites

AQA GCSE Business and Communication Systems mark schemes, business letter:

(2008) <http://store.aqa.org.uk/qual/gcse/qp-ms/AQA-3126-2F-W-MS-JUN08.PDF>

(2007) <http://store.aqa.org.uk/qual/gcse/qp-ms/AQA-31262F-W-MS-JUN07.PDF>

AQA GCSE Business and Communication Systems: http://web.aqa.org.uk/qual/gcse/bus_com_not.php (specimen examination papers)

BBC Bitesize: www.bbc.co.uk/schools/gcsebitesize/ict/implications/3healthandsafetyrev1.shtml

Best Job Interview: www.best-job-interview.com/free-job-descriptions.html

Businessballs: www.businessballs.com/jobdescription.htm (typical job description duties, eg for administrative assistants, switchboard operators and receptionists)

Business Link: www.businesslink.gov.uk/bdotg/action/layer?topicId=1079992873 (health and safety induction for office workers)

Business Link: www.businesslink.gov.uk/Health_and_Environment_files/Health_safety_induction.ppt (slides 17–21 have clear, accessible DSE information)

Office Control: www.healthandsafetyintheoffice.com (information on health and safety law)

Health and Safety Executive: www.hse.gov.uk/pubns/indg36.pdf (HSE working with VDU leaflet)

Health and Safety Executive: www.hse.gov.uk/pubns/law.pdf (health and safety law)

Homeworking: www.homeworking.com/library/telephone.htm

Placements Survival Guide: www.placementsurvivalguide.com/default.asp (provides access to full versions of tests; the fire, electricity and computer sections are most useful)

Speakspeak: www.speakspeak.com/html/d2h_resources_letter_writing_phrases.htm (guidance on writing letters)

Speakspeak: www.speakspeak.com/html/d2g_resources_telephone_language_library.htm (guidance on talking on the phone)

Teach ICT: www.teach-ICT.com (includes software tutorials)

QandAs: <http://career.qandas.com>

YouTube: www.youtube.com/watch?v=GHqZ3zxSwg4 (amusing video to set learners thinking)

YouTube: www.youtube.com/watch?v=JKC6nYJ0F6tU&feature=related (ergonomics video)

Young Workers: www.young-worker.co.uk/youngpeople/responsibilities/index.htm (common hazards)

Books

Ashley, V. and Ashley, S. (2006) *Student Handbook. Level 1: Business and Administration Standards*: London: Council for Administration. See Chapters 4, 6, 7, 9 and 11.

Foster, T.J. and Greig, R. (1989) *Office Skills: Exercises and Assignments*. Gloucestershire: Nelson Thornes. (Contains a useful section on filing assignments, pages 136–51, and examples of business letters pages 268–70.)