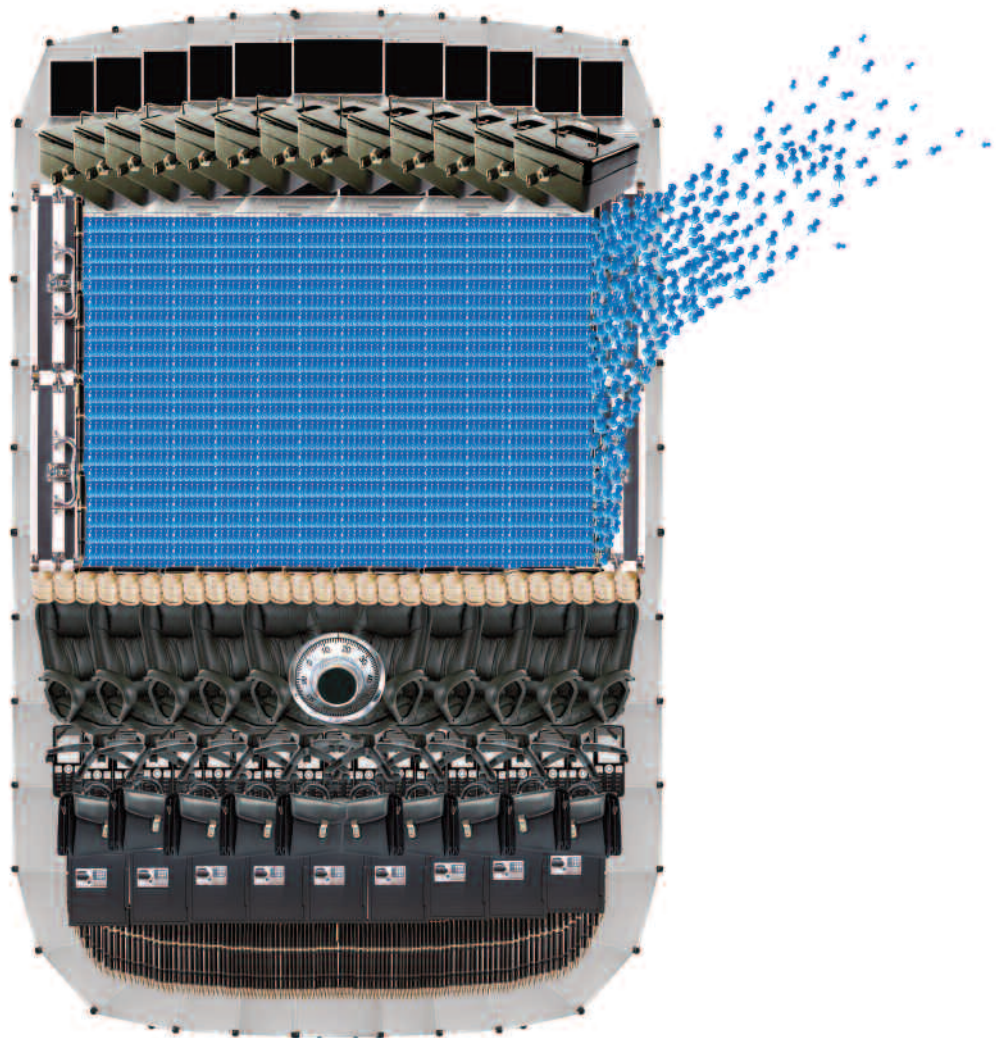


BUSINESS, ADMINISTRATION AND FINANCE

Unit 2: Business communication and administration



Business, Administration and Finance


Level 3 Unit 2: Business communication and 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.

Note: This unit is assessed by means of a two-hour written examination. Pre-release material is made available to centres about six weeks before the date of the examination. It is important that some time is made available for learners to investigate and discuss any issues arising from this material.

Total GLH	60
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 help learners develop the professional communication skills, essential for the world of business. Learners will:</p> <ul style="list-style-type: none"> • be able to understand the role of administration in an organisation and the benefits of effective business communication • know how organisations manage and use information • be able to analyse and set work goals and evaluate progress towards them.
Notes	<p>The assessment for this unit can be included as part of another unit assessment. This unit has close links with the rest of the qualification and, as such, it is suggested that learners are introduced to this topic at the start of the learning programme and that it is taught concurrently with the remaining units.</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 Understand the role of administration in an organisation</p>	<p>Spend three hours on the following activity. Learners could research an organisation they are familiar with. This could be a group activity where groups investigate a particular business or their school/college and report back (could be a PowerPoint presentation), presenting their findings to the class. Areas of research could include:</p> <ul style="list-style-type: none"> • What are the roles different people perform? • Is there an organisation chart? • Why is it important to have clearly defined roles? • How does the administrative function support the business/organisation? <p>Spend three hours on the next activity. In groups, learners could consider the skills needed for an effective administrator.</p> <ul style="list-style-type: none"> • Which of these skills do they possess? (they could ask a critical friend to help answer this) • What emerging skills do they have and how can learners improve further? <p>Spend three hours on the final activity. Change often brings about stress and uncertainty. Learners could investigate ways in which a business may effectively bring about a change in its organisation and minimise staff concerns and worries.</p> <p>Work experience will provide excellent opportunities to explore real roles in a business setting. Learners should be encouraged to investigate people’s roles within a business, and how these roles help to achieve stated business objectives.</p>	AC1a–c	EP IE RL	* 	9


Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p>2 Understand the benefits and importance of effective business communication</p>	<p>Spend one hour on the following activity. One way of introducing this topic would be to look at the learners' school or college and consider the following questions.</p> <ul style="list-style-type: none"> • How does the learners' school or college communicate with students/staff? • How effective are these methods? • What are the alternatives? • How does the school or college communicate with the outside world, eg parents, other stakeholders? • Does the school or college have a communications policy and does it actively evaluate the effectiveness of its communications on a regular basis? <p>Spend four hours on the next activity. From initial class discussion, groups/individuals could focus on certain areas of research and report back to the class.</p> <p>Spend five hours on the final activity. Having considered communication from the school/college perspective, work can be widened to focus on businesses. Areas of discussion/investigation could include:</p> <ul style="list-style-type: none"> • Why is effective communication essential for any business? • Does it matter which methods of communication are used? (eg face to face compared to email) • How do businesses identify who to communicate with and how often? • How can a business effectively evaluate its communication strategy? • Learners could investigate a business they have connections with, eg through work experience/part-time job/family/friend connections. What methods of external communication do they use? How effective are these methods? What improvements could be made? • Consider how business communications can meet the needs of a diverse community? Why is it important for a business to meet its equal opportunities obligations? What are the benefits of promoting equal opportunities? 	AC2a–c	CT IE RL		10

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
	<p>This is a good opportunity to use case studies to bring out the benefits and importance of effective communication (see resources). Teachers could use their own examples of poor communication techniques used by businesses and ask learners to consider the possible consequences and how these techniques could be improved.</p>				

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p>3 Know how organisations manage and use information</p>	<p>Spend four hours on the following activity. A starting point for this topic might be to consider how the learners' school/college manages and uses information. This could be done initially as a class activity and then be broken down into a group/individual activity. Learners may want to consider the following:</p> <ul style="list-style-type: none"> • What information do schools/colleges collect and maintain and what are the purposes/uses of keeping this information? • How does this information inform decision making and what are the restrictions on the use of data? <p>Spend four hours on this activity. Teachers could consider inviting their school/college MIS manager to give an overview of their work and how they use information. This can then be compared with how profit-making organisations use data. Other activities to build on this could be:</p> <ul style="list-style-type: none"> • Consider what information a business needs. (Class discussion) • What are the characteristics of good business information? (Pair/Group activity) • What are the benefits of manual information systems compared to electronic systems? (Pair/Group work) • Investigate the different types of business documents used to capture information (eg sales invoice) and how this information is then used within the business. (Individual study activity) • What are the consequences of a business failing to record information accurately? (End of study, class discussion and reflection) <p>There are links here with Unit 1, when learners are researching and recording information for their business plan.</p>	AC3a, b	IE RL		8

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p>4 Be able to communicate effectively within the business environment</p>	<p>Spend four hours on the following activity. The school/college is a good starting point to investigate effective communication, including the styles and methods of communication. The focus for this topic should be on the appropriateness of the form of communication used. In order to appreciate this, learners need to assess the purpose for which the communication is to be used. Consideration should be given to the audience and therefore, the style of language.</p> <p>Possible activities could include:</p> <ul style="list-style-type: none"> • Prepare an audit of how communication technology is used in your school or college. How effective is the technology? What could be done differently or better? (Independent study activity – three hours) • Why is it important for a business to adopt a range of media when communicating with its intended audience? (Class discussion activity – three hours) • Consider the different business documents available to a business – how and when are they best used? How important is the audience when selecting a document? (Group work – two hours). • In groups a range of business documents could be prepared. Evaluate these documents: Do they achieve their stated goals? How suitable are they? Are they easy to understand? Do they seek an appropriate response? Are they free from bias? Are they professionally presented? How could they be improved? (Group work – two hours) • Learners should be encouraged to make a presentation to a suitable audience (possible link with Unit 1). They should consider the characteristics of a professional presentation. Is it necessary to provide a paper copy of the presentation? How important is the choice of language? What does body language reveal to the audience? How could a presentation be improved? (Group work leading to independent/group presentations – four hours) • If a visiting speaker is invited to make a presentation, learners can observe how s/he communicates and what makes them effective presenters? (Independent work – two hours) • Learners may find that work experience gives them the opportunity to observe meetings and see first hand the use of business communications. They may have the chance to see 	AC4a–d	EP IE RL SM TW	* ☺	20

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
	<p>the main documents used in a meeting. Who attended the meeting? Was there an agenda? Were minutes taken? What were the main action points emerging from the meeting? These could be kept as a record for future consideration. (four hours)</p> <p>English and ICT can be fully embedded within this learning outcome.</p> <p>There are clear links here with Unit 1 where learners will need to present their business plan to prospective investors, etc.</p> <p>Work experience will provide excellent opportunities to explore this learning outcome.</p>				

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p>5 Be able to analyse and set work goals and evaluate progress towards them</p>	<p>Possible activities could include:</p> <ul style="list-style-type: none"> • What are SMART objectives/goals? Why is it important for a business to have SMART objectives? (Class discussion activity – 2 hours) • Investigate the SMART objectives of an institution or business that learners are familiar with. How are these objectives communicated and evaluated? How realistic are the targets? (Learners could work in pairs or independently – 2 hours) • SWOT analysis is a powerful tool that can be applied to most business situations. Learners can consider when it is appropriate to use in a business setting. How might a school or college use SWOT? Could learners apply SWOT to a decision they are about to make? What are the limitations of SWOT? (Learners could work in pairs or independently – 2 hours) • Learners could investigate their school's or college's Health and Safety (H&S) policy. How is this communicated? What risk assessments are kept and how are they applied in every day working life? Learners can consider the extension of H&S to their Institutions Visits Policy – what assessments and procedures need to be followed and why. How are accidents reported? Are students involved in the creation of H&S procedures? (Independent research project – 2 hours) • Learners could produce a SWOT analysis of their school's or college's H&S policy – what are the threats that need to be addressed? The results could be reported back in the form of a presentation to the school's/college's H&S officer. (3 hours) • During work experience or if learners have a part-time job, an investigation of the business's H&S policy could be undertaken. For example, how are staff informed, trained and updated on H&S issues? (2 hours) <p>Work experience will provide excellent opportunities to explore this learning outcome.</p>	AC5a–c	IE4 RL2 RL5	* 	13

RESOURCES

Websites

The Times 100: www.times100.co.uk (includes some useful information about communication and case studies, eg www.thetimes100.co.uk/case-study--changing-working-patterns-at-lloyds-tsb--99-302-1.php)

The Health and Safety Executive: www.hse.gov.uk/youngpeople/index.htm (advice on young people at work)

The Royal Society for the Prevention of Accidents (RoSPA) Young Workers: www.youngworker.co.uk

Books

Belbin, M. (1996) *Team Roles at Work*. Oxford: Butterworth-Heinemann.

Bradbury, A. (2006) *Successful Presentation Skills. Third Edition*. London: Kogan Page.

Carysforth, C. (1998) *Communication for Work*. Oxford: Heinemann Education.

Hughes, P. and Hughes, L. (2008) *Easy Guide to Health and Safety*. Oxford: Butterworth-Heinemann.

Sandler, C. and Keefe, J. (2008) *1001 Business Letters for all Occasions*. Cincinnati, OH: Adams Media Corporation.

SurrIDGE, M, Chapman, T, Merrills, S and Cornelius, D (2005) *Applied Business*. London: HarperCollins. (see Chapter 5)

Articles from the *Business Review Magazine*