**SESSION PLAN**

**COURSE:** ABE Level 3 Business Essentials

**ELEMENT:** Element 1 - The nature of business (Weighting 30%)

**LEARNING OUTCOMES**

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| **1. Explain the purpose of business** | 1.1 Explain the objective of a business  1.2 Describe the nature and purpose of trade  1.3 Explain the relationship between mission, vision, goals, objectives, and strategy  1.4 Explain the impact of business on individuals, economies, and the environment |
| **2. Explain the characteristics of different business structures** | 2.1 Explain the legal structure of a business  2.2 Describe the internal structures of an organisation |
| **3. Explain the functions and activities of an organisation** | 3.1 Explain the main functions within an organisation and their roles |

**NUMBER OF SESSIONS:** Three – approximately eighteen hours in total plus individual directed working within class of ten hours and twelve hours out of class. Additionally, a mentored review session for each learning objective for learners to review and revise. Three hours’ guided revision and two hours’ independent revision for each LO.

**SESSION TOPICS:** Session 1 Explain the purpose of business

Session 2 Explain the characteristics of key business structures

Session 3 Explain the functions and activities of an organisation

**Note to tutors: This is the recommended session plan for Learning Outcomes 1, 2 and 3 of Element 1 of the ABE Level 3 Business Essentials. You should follow the plan, using the resources (referenced as ‘slides’ here) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible. Use the study guide and unit specification for guidance throughout.**

**SESSION 1: Explain the purpose of business (c10 hours)**

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment (+5 hours)** |
| Introduction to session & learning outcomes | Introduction to the world of business and role of an employee in an organisation | 1-4 | Learn about companies, profits and start to discuss aims of a business |  |
|  | Ownership of a business:   * Owner manager * Private or publicly owned * Not for profit * Charities * Social enterprise * Cooperative * Limited by guarantee   Tutor to supervise learners completing Activity 1 – names and locations of 2 examples.  Tutor to discuss any structures that are common tot their region and not highlighted in the resources | 5-6 | Working in pairs, research examples of organisational structures discussed.  Learners to Complete Activity 1 | E1 LO1 Activity 1 |
| Sectors in the economy | Looking at impact of ownership and legal structure on an employee - private public, and voluntary.  Differences between primary, secondary and tertiary sectors  Review example of private sector | 7-11 | For the organisations listed in Activity 1, add which sector (primary, secondary and tertiary) they work within |  |
|  | Further discussion on advantages and disadvantages of working in public or private sectors – Students complete Activity 2 – select learners to present discussion |  | Learners to discuss the advantages and disadvantages of working in private or public sector.  Learners complete Activity 2 | E1 LO1 Activity 2 |
| Need to know | What does this mean for an employee?  Tutor to lead discussion on importance for an employee. | 12 |  |  |
| Assessment criterion | 1.2 | 13 |  |  |
| Barter trade | Lead discussion on benefits of drawback of barter trade | 14 | Learners to discuss and generate ideas for discussion. |  |
| Grey economy | Understanding of grey economy and differences from black economy | 15 | Learners to ensure they understand the difference between black and grey trade and how it grey trade impacts upon a business |  |
| Trading Internationally | Lead discussion on where elements in different supply chains are affected by international business.  Use example of Chinese New Year and impact on trading partners  Students to consolidate learning using Activity 3 | 16 | Debate the benefits of international trade for a business  Completion of Activity 3 – Trade (in pairs) | E1 LO1 Activity 3 |
| Need to know | What does this mean for an employee?  Tutor to lead discussion on importance for an employee | 17 | Consolidation of unit |  |
| Assessment criterion | 1.3 | 18 |  |  |
| Vision Mission Objectives and Strategy | Introduction of terms and what they mean within a business | 19 | Understanding and discussion in class on the differences |  |
| Mission Statement | Learners to understand and review ideas around the mission statement | 20 | Reflecting on examples given in class, learners to research mission statements for local industries |  |
| Case study | Tutors to introduce case study from Ghana on high-performing businesses defining their mission statement.  “*How do high‐performing organizations define their mission in Ghana?*”,  African Journal of Economic and Management Studies, Vol. 3 Issue: 2, pp.184-204. (This article will be available in your online student resources.) |  |  |  |
| Values | Learners to understand and review values a how they affect an organisation  Discuss the values of Hilton Hotels and whether they are useful.  Activity 4 | 21 | Learners to discuss the benefit of ‘values’ and research examples on local or national organisations  Activity 4 (in pairs). | E1 LO1 Activity 4 |
| Objectives and strategy | Tutor to discuss the link between strategy, objectives and goals.  Introduce the link between these company statements.  Activity 5 | 22 | Learners to form links on their examples between only statements for the organisations they research.  Using Activity 5 to complete examples for local and national organisations | E1 LO1 Activity 5 |
| Need to know | What does this mean for an employee?  Tutor to lead discussion on importance of these statements for an employee | 23 |  |  |
| Assessment criterion | 1.4 | 24 |  |  |
| Stakeholders | What are they?  Review the list of possible stakeholders  Tutor to provide 2 organisations - 1 Emirates Airlines and one known to the students for them to agree a list of stakeholders.  Activity 6 | 25-27 | Learners to understand the difference between, internal and external stakeholder  Learners to present possible stakeholders for tutor-led exercise.  Activity 6 – in pairs. | E1 LO1 Activity 6 |
| Benefit of trade for economies | Two topics for learners to present upon, with examples   * Benefit businesses bring to economies * Benefits businesses bring to their businesses |  | Learners to work in groups with 2 selected to present. |  |
| Business in the community | Tutor to highlight examples from local communities in the region supported by business.  Tutor to review examples of business affecting the environment  Discuss the BP oil disasters (later to be raised in the risk sessions) | 28-30 | Learners to research the benefits to their local community and provide examples in class. |  |
|  | Tutor to discuss how business decisions can affect the local environment – 1 example to be discussed  Activity 7 – research |  | Learners look at other ways an organisation can help communities and discuss in class.  Activity 7 – small groups. | E1 LO1 Activity 7 |
| Need to know | What does this mean for an employee?  Tutor to lead discussion on importance for an employee |  |  |  |
| Mentoring Session | Three hours of tutor-led mentoring and two hours of independent revision for LO1. |  | Take part in mentoring and revision session as directed. |  |

**SESSION 2: Describe the legal and internal structures of an organisation (4 hours)**

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment (+3 hours)** |
| Introduction to session and learning outcomes | Reminder of assessment criteria 2.1 and 2.2 contents |  |  |  |
| Assessment criterion | 2.1 | 31 |  |  |
| Legal structure of a business | Common business structures and how it affects the employee:   * Sole trader * Partnership – unlimited liability * Partnership – limited liability * Limited company * Public limited company   Employee impact includes pay, promotion and training and development | 32-34 | Learners to discuss how pay, promotion and training and development are affected by the size and structure of the company. |  |
| Assessment criterion | 2.2 | 35 |  |  |
| Internal structures of an organisation | Tutor to lead discussion on centralised and decentralised structures of management and reporting structures – hierarchal, flat, and matrix structures  Activity 1  Activity 2 | 36-40 | Learners discuss the pros and cons of structures in class  Activity 1  Research users of matrix management.  Activity 2 – in pairs | E1 LO2 Activity 1  E1 LO2 Activity 2 |
| What does this mean for an employee?  Tutor to lead discussion on importance for an employee | 41 |
| Virtual teams | Tutors to lead discussion on benefits of virtual and remote teams  Activity 3 – This class believes we should study remotely’  Students to propose to class their request to study remotely.  Class to ’vote’ on best proposal | 42 | Learners to debate the pros and cons from workers’ and employees’ point of view – 4 groups to present back  Activity 3 – consider learner and tutor point of view. | E1 LO2 Activity 3 |
| Mentoring Session | Three hours of tutor-led mentoring and two hours of independent revision for LO2. |  | Take part in mentoring and revision session as directed. |  |

**SESSION 3: Explain the main functions within an organisation and their roles (4 hours)**

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment (+2 hours)** |
| Introduction to session and learning outcomes | 3.1 | 43 |  |  |
| Functional teams | Tutor to lead on reason for functions and common departments within an organisation  Activity 1 | 44 | Learners to consider job roles for each functional team and complete Activity 1 which includes researching small businesses and understanding their functional teams | E1 LO3 Activity 1 |
| Core and primary activities – defined and discussed  Activity 2 | 45-46 | Understanding and linking to organisations known to students.  Activity 2 – in pairs. | E1 LO3 Activity 2 |
| Need to know | What does this mean for an employee?  Tutor to lead discussion on importance for an employee |  | Participate in the discussion |  |
| Mentoring Session | Three hours of tutor-led mentoring and two hours of independent revision for LO3. |  | Take part in mentoring and revision session as directed. |  |