**SESSION PLAN**

**COURSE:** ABE Level 3 Business Essentials

**ELEMENT:** Element 2 - Key processes and resources in business (Weighting 25%)

**LEARNING OUTCOMES**

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| **4. Describe the key resources required for a business** | 4.1 Explain the role of human resources in an organisation  4.2 Explain how finances are managed within an organisation  4.3 Describe the importance and role of physical resources |
| **5. Explain the different types of customer and their importance** | 5.1 Explain the differences between internal and external customers  5.2 Explain how to monitor customer service |
| **6. Explain the importance of managing business risk** | 6.1 Explain the role of risk management within an organisation  6.2 Describe the role of an employee in managing risk |
| **7. Explain continuous improvement techniques** | 7.1 Explain the concept of continuous improvement  7.2 Explain how continuous improvement supports the success of a business |

**NUMBER OF SESSIONS:** Four - approximately 19 hours’ tutor-led in total with an additional 15 hours’ directed learning activities in class. The learner will prepare for activities independently for 19 hours. Additionally, a mentored review session for each learning objective for learners to review and revise: two hours of guided revision and one-hour independent revision for each LO.

**SESSION TOPICS:** SESSION 4: Describe the key resources required for a business

SESSION 5: Explain the different types of customer and their importance

SESSION 6: Explain the importance of manage business risk

SESSION 7: Explain continuous improvement techniques

**Note to tutors: This is the recommended session plan for Learning Outcomes 4, 5, 6 and 7 of Element 2 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 students ACTIVELY wherever possible.**

### SESSION 4: Describe the key resources required for a business (7 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment (+5 hours)** |
| Introduction | Assessment criterion 4.1  Outline the areas of resource  What they are and how they are used | 1-3 |  |  |
| HR – General understanding | HR – Its role. Tutor to lead discussion on the need for HR and the requirements to carefully plan the skills in the workforce | 4-5 | Students discuss the need and importance of HR in a company. |  |
| Workforce planning. A practical session to understand how you resource a role  Students to prepare in groups – one to present to class  E2 LO4 Activity 1 | 6 | Students to design a recruitment process to present    Activity 1 – in pairs. | E2 LO4 Activity 1 |
| Benefits of inductions – the students will understand the different contracts and discuss the induction for new employees and job changers | 7-10 | Students to discuss the differences in new employees’ contracts and induction process |  |
| Employment laws | Research topic.  Tutor to access summary of local employment rules and present in class   * Health and Safety Rules * Employment laws * Equality and diversity |  | Students to complete Activity 2 on local employment laws and regulations. Working in small groups. | E2 LO4 Activity 2 |
| Need to know | What does an employee need to know? |  | Activity discussing what an employee needs to ask on their first day. |  |
| Training in the workplace | Tutor to lead an interactive session – students researching different types of training  E2 LO4 Activity 3 | 11 | Class discussion  Four groups – representing each type of training  Present their arguments with research and evidence to support using Activity 3 | E2 LO4 Activity 3 |
| Equality and diversity  TED Talk | Tutor to lead discussion on E and D in the workplace  Equality and diversity  Ted Talks: [www.youtube.com/watch?v=zdV80pXhl2g](http://www.youtube.com/watch?v=zdV80pXhl2g)  Inclusion, Exclusion Illusion and Collusion Helen Turnbull TedxDelrayBeach | 12 | Discussion based on talk and the requirement for E and D in the workplace. |  |
| Assessment criterion | 4.2 | 13 |  |  |
| Financial Management | Key Terms to be presented in class   * Cash * Profit * Management Accounting * Financial Accounting | 14-16 | Learner to confirm understanding and application |  |
| Performance Measurement | Performance Measurement  Tutor will show Balance Sheet, Profit and Loss and Cash flow but detail is not needed  The students need an understanding of what it is therefore rather than how it is constructed | 17 | Students will discuss how performance is measured in a business and ideas discussed in class |  |
| Cash and Profit – key differences to understand in a business | Cash vs profit  Review the article by Matt Egan: 16 firms worth billions despite losing money  [www.money.cnn.com/2015/01/23/investing/shazam-tech-startups-lose-money/](http://www.money.cnn.com/2015/01/23/investing/shazam-tech-startups-lose-money/) | 18 | Read article and discuss in class |  |
| Key finance terms for employees to consider – Tutor led learning  Tutor to provide list of key financial terms and student to match as many as they can using E2 LO4 Activity 4 | 19-20 | Students to work using Activity 4 as a framework for learning financial terms. Work in pairs. | E2 LO4 Activity 4 |
| Sourcing and spending funds | Tutor to discuss the sourcing of funds for a business which leads to investment and appraisal methods | 21 | Students to discuss the best ways to raise funds – small groups to research and short presentations |  |
| Class-led discussion on controlling spend | 22 | In groups, students to agree top 10 ways to control spend in a business – brief presentations |  |
| Assessment criterion | 4.3 | 23 |  |  |
| Assets | Explain what an asset is and why it’s valuable and important to its owner.  Discuss the various types of assets (tangible, intangible and intellectual property).  Ask learners to say what they think each of these means.  Ask them to think of examples for each type and why they are assets to an organisation. | 24 | Contribute to the discussion on assets – suggest examples. |  |
| Management of physical resources | Talk about the importance of managing assets in a business.  Discuss how asset maintenance can arise:   * Planned * Condition-based * On-demand.   As learners to think about the impact on financial management of managing assets:   * Depreciation costs * Repair budgets | 25 | Contribute to the discussion on managing assets. Come up with suggestions about the impact on financial management of the need to manage assets. |  |
| Raw materials | Discuss what is meant by raw materials. Ask the class to identify some in a couple of different industries (e.g. a computer manufacturer and a clothing manufacturer).  Explain how raw materials, work in progress and finished goods tie up cash until they are bought and paid for. Continue with the examples of the computer manufacturer and the clothing manufacturer.  Cost of holding too much vs not enough stock.  Objective is to minimise stock held but not run out of stock.  Talk about how this works in practice with some examples. | 26 |  |  |
| Mentoring Session | Two hours of tutor-led mentoring and one hour of independent revision for LO4. |  | Take part in mentoring and revision session as directed. |  |

### SESSION 5: Explain the different types of customer and their importance (2 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment (+4 hours)** |
| Introduction to session and learning outcomes | 5.1 | 27 |  |  |
| Tutor-led activity discussing different types of customers:   * Internal customers * External customers * B2B * B2C * C2C | 28-29 | Learners complete Activity 1 in pairs - giving examples of customers for different businesses. | E2 LO5 Activity 1 |
| 5.2 | 30 |  |  |
| Customer service standards – discussion on what they should be for a new and existing business | 31-32 | Research on Customer Charters for local and global business Activity 2 – working in pairs. | E2 LO5 Activity 2 |
| Monitoring customer service  Examples of systems used in local and global organisations. |  |  |  |
| Tutor-led SLA and KPI – where these can be applied throughout a business | 33-34 | Activity 3: Setting KPIS for customers – learners to review KPIs from internet research. | E2 LO5 Activity 3 |
| How do you maintain a strong customer base? | 35 |  |  |
| Review of setting SMARTER goal. Tutor to use course related learning goals as a basis for SMART goal setting |  | Short activity for learners to set SMARTER objectives |  |
| Mentoring Session | Two hours of tutor-led mentoring and one hour of independent revision for LO5. |  | Take part in mentoring and revision session as directed. |  |

### SESSION 6: Explain the importance of manage business risk (4 hours in class / 3 hours’ guided research)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment (+3 hours)** |
| Introduction to session and learning outcomes | 6.1 | 36 |  |  |
| Understanding Risk- introduction to main types of risk within business | 37 | Discussion group on types of risk to a business and presentation to class |  |
| Tutor to discuss list of risks and provide local examples (if none, well known international examples are fine) examples |  |
| Risk Assessment – Example incorporating several risk factors | Tutor to use the in-BP Oil Deep Horizon Drilling Rig disaster as a basis for discussion on risk – this incident involves many areas, financial, health and safety, contingency, information, reputational, operational and strategic risk.  Start by asking learners what they know about the disaster and its consequences for the environment and the company.  Learners to read the Emerald Insights resource and this will form the basis of presentations on risk.  **Case Study – Activity 1**  **This activity should last over several sessions.**  Deepwater Horizon exposed BP’s PR strengths and weakness  David Pollitt, (2014) "Deepwater Horizon exposes BP’s PR strengths and weaknesses: Company lacked critical tools in aftermath of oil-rig disaster", Human Resource Management International Digest, Vol. 22 Issue: 7, pp.23-25. (This article will be available in your online student resources.) | 38 | Learners to discuss the risk management involved in BP Oil Deep Horizon Drilling Rig disaster.  Case study – Activity 1 | E2 LO6 Activity 1 |
| Business continuity | Business Continuity  Using a scenario, the tutor will discuss ideas for planning for disasters. | 39 | Tell the students their Wi-Fi access has been disconnected.  Learners to plan how to travel to the countries capital without the use of technology. |  |
| Risk assessment | Risk Assessment activity using Activity 2 |  | Learners to perform a risk assessment, in pairs, on the classroom! | E2 LO6 Activity 2 |
| Assessment criterion | 6.2 | 40 |  |  |
| Role of an employee in managing risk | Overview of the role of an employee in risk management.  The obligation of an employee to support their company in managing risk. | 41 |  |  |
| Reporting | All employees who have concerns (for instance, regarding theft, bribery, corruption within the business, etc.) should raise them with either their line manager or HR immediately to prevent the business being negatively affected. |  |  |  |
| Personal risk | Employee behaviour.  Need to consider actions they can take to avoid the following risks:   * IT security * Conduct * Release of personal information * Reputation * Financial risk |  |  |  |
| Mentoring Session | Two hours of tutor-led mentoring and one hour of independent revision for LO6. |  | Take part in mentoring and revision session as directed. |  |

### SESSION 7: Explain continuous improvement techniques (2 hours)

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment (+3 hours)** |
| Introduction to session and learning outcomes | 7.1 | 42 |  |  |
| Understanding continuous improvement – key areas  Lean Six Sigma Kaizen TPS  Activity 1 | 43-44 | Students to summarise learning in Activity 1 | E2 LO7 Activity 1 |
| Assessment criterion | 7.2 | 45 |  |  |
| Examples of continuous improvement in organisation known to the learner | Discuss examples of continuous improvement in organisations known to the learner.  Examples might include:   * Reducing waste * Empowering the workforce * Reduction in cost * Innovating products and processes | 46 | Class discussion on examples of continuous improvement that have supported the success of a business. |  |
| Case study | Tutor to use the 2 articles to discuss concepts of continuous improvement practice within the workplace.   Activity 2  **Achieving success with lean**  Julie Sisson, Ahmad Elshennawy, (2015) ["Achieving success with Lean: An analysis of key factors in Lean transformation at Toyota and beyond"](http://www.emeraldinsight.com/doi/abs/10.1108/IJLSS-07-2014-0024), International Journal of Lean Six Sigma, Vol. 6 Issue: 3, pp.263-280. (This article will be available in your online student resources.)  **Managing risk and building resilient organisations in a riskier world**  Peter Cheese, (2016) ["Managing risk and building resilient organisations in a riskier world"](http://www.emeraldinsight.com/doi/abs/10.1108/JOEPP-07-2016-0044), Journal of Organizational Effectiveness: People and Performance, Vol. 3 Issue: 3, pp.323-331. (This article will be available in your online student resources.) |  | Learners to review the 2 articles and research examples of staff suggestion schemes and continuous improvement methods  Activity 2 | E2 LO7 Activity 2 |
| Need to know | What an employee needs to know |  |  |  |
| Mentoring Session | Two hours of tutor-led mentoring and one hour of independent revision for LO7. |  | Take part in mentoring and revision session as directed. |  |