

BUSINESS, ADMINISTRATION AND FINANCE

Unit 6: Understanding business in a changing world



Business, Administration and Finance

Level 2 Unit 6: Understanding business in a changing world



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 assessed through a centre set and marked assignment, which will be externally moderated.

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 provide learners with investigative and practical skills that would be useful in business and social enterprise organisations. Learners will:</p> <ul style="list-style-type: none"> • understand the various internal and external stakeholders in a range of businesses and social enterprises • understand good business practices and why these are important for a business • understand the different types of change that occur in the business environment • know the importance to business and individuals of keeping pace with change • be able to evaluate the impact which businesses can have on the local and wider community.
Notes	<p>The assessment for this unit can be included as part of another unit assessment.</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 Understanding the various internal and external stakeholders in a range of businesses and social enterprises</p>	<p>Provide an overview of the learning objectives and the tasks to be carried out for this unit.</p> <p>Outline different types of businesses and their objectives, and key stakeholders.</p> <p>Introduce the case studies to be used for delivering LO1, 2 and 5. See the resources at the end for ideas. You could use a large organisation, such as Kellogg's, and a local small-profit organisation and a local social enterprise, cooperative or charity.</p> <p>Working in groups, ask learners to identify the stakeholders of one of the businesses and present this to the rest of the class (LO1a).</p> <p>Follow with a discussion or activity to summarise the similarities and differences between the three businesses (LO1b).</p> <p>For assessment of LO1, 2 and 5, ask learners to select two businesses to investigate.</p>	LO1a, b	IE3	<p>✓</p>	9
<p>2 Understanding good business practices and why these are important for a business</p>	<p>Introduce ethical issues for a business, such as sustainability, impact on the environment, working practices, social responsibility, diversity and inclusion (LO2a).</p> <p>Use short case studies and activities or discussions to illustrate ethical issues and best practice.</p> <p>Then ask learners to work in small groups to sketch out aspects of an ethical policy for a real or simulated organisation (LO2b).</p> <p>For assessment, learners will choose one of their selected businesses to give a presentation and produce a magazine article about the business, its stakeholder relationship and its approach to good business practice.</p>	LO2a, b		<p>*</p> <p>✓</p>	15

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
3 Evaluating the impact that businesses can have on the local and wider community	<p>Extending the work already done on good business practices, introduce the roles businesses can play in the local and wider communities.</p> <p>Using case studies of where businesses have been responsive to local needs, ask learners to rank the success of these examples.</p> <p>Using the Business in the Community Awards for Excellence, explore with learners the impact that global businesses can have on communities.</p> <p>For assessment, ask learners to produce a magazine article about the impact businesses can have on diversity and inclusion, and the local and wider communities (LO5a, c).</p> <p>Allow learners one hour of controlled assessment time for writing up the task for LO1, LO2 and LO5.</p>	LO5a–c	IE4 IE6		15
4 Understanding the different types of change that occur in the business environment	<p>Introduce learners to the different types of internal (eg technology, culture, structure, strategy) and external (eg technology, economic and political factors, legislation, competition, the environment, the market) changes that a business can encounter (LO3a).</p> <p>Working in groups, ask learners to produce a 'now and then' overview of their local area, outlining the changes in employment patterns (LO3b, c).</p> <p>For assessment, learners should produce a short report on how one of their chosen businesses from LO1, LO2 and LO5 has been affected by internal and external changes.</p> <p>Allow learners two hours of controlled assessment time for writing up the task for LO3 and LO4.</p>	LO3a–c		* + 	9
5 Knowing the importance to business and individuals of keeping pace with change	<p>Introduce the way in which change affects individuals both now and in the future. Effects of change include feelings towards change, training, job prospects and personal skills and growth.</p> <p>Ask learners to carry out interviews with members of staff at the school/centre or with external employers to gather information on the effects of change.</p> <p>For assessment, ask learners to produce an action plan entitled 'How I can equip myself for the future'. Learners could use PLTS as a focus.</p> <p>Highlight the links with other units, eg Unit 1: Business enterprise and Unit 7: Success at work.</p>	LO4a, b		*	12

RESOURCES

Websites

Biz/ed: www.bized.co.uk/educators/16-19/business/hrm/lesson/training1.htm (information on change)

Business in the Community: www.bitc.org.uk (includes articles, resources, case studies and information on award-winning businesses that have made a difference in the wider community)

The Celtic Football Club: www.celticfc.net/home/communityCoaching/communityNews.aspx (includes the club's charity interests as well as social responsibility; many football clubs now have charity foundations)

The Chartered Institute of Personnel and Development:

www.cipd.co.uk/subjects/corpstrtgy/changemmt/chngmgmt.htm?IsSrchRes=1 (information on change management)

Ethical Corporation: www.ethicalcorp.com/magazine/issue.asp?toi=89 (a magazine section with articles on ethical issues for companies)

The Ethical Consumer Research Association: www.ethicalconsumer.org (includes buyers' guides, an online magazine, research, analysis and boycotts)

Kellogg's: www.kelloggs.co.uk/company/corporateresponsibility (the company's dedicated corporate responsibility website, including sections on diversity, Kellogg's in the community and responsible marketing)

The Social Enterprise Coalition: www.socialenterprise.org.uk/pages/case-studies.html?SP=1892 (includes case studies on social enterprises)

The Times 100: www.thetimes100.co.uk/index (see the case studies on business ethics and corporate social responsibility, and external influences)