

Pearson BTEC Uzbekistan Level 4 Qualifications in

Administrative Support in the Public and Private Sectors

Unit 8: Maintaining Administrative Resources

Teacher Resources

Issue 1



Edexcel, BTEC and LCCI qualifications

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Introduction

This resource booklet is a companion to the Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors specification. The specification tells you what must be taught and what must be assessed. This resource booklet gives you suggestions and ideas as to how you can do this.

This booklet gives you ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery and of managing independent learning, and how to approach assessments. The booklet also shows you how the specification content might work in practice and inspires you to start thinking about different ways of delivering your qualification.

This resource booklet gives you:

- guidance on how to deliver the unit
- recommended resources to support the delivery of the unit
- a scheme of work that show the topics, activities and assessments covered in the unit
- lesson plans with detailed guidance on how to deliver the lessons in the unit.

The information in this resource booklet has been put together by teachers who have been close to the development of the qualification and so understand the challenges of finding new and engaging ways to deliver BTEC qualifications.

The delivery guidance in this booklet gives you information on what you need to consider as you plan the delivery of the unit. This includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find tips and ideas on how to plan for and deliver your assignments.

We have included a list of carefully selected resources for each unit. These resource lists offer suggestions for books, websites and videos that you can direct your learners to use and/or that you can use to complement delivery.

Unit 8: Maintaining Administrative Resources

Delivery guidance

On completion of this unit, learners will understand the procedures typically followed when procuring and maintaining administrative resources.

Approaching the unit

All administrative job roles will involve some level of responsibility in respect of the resources required to provide a professional administrative service to internal and external stakeholders. Firstly, administrative staff who use physical resources, such as equipment and office supplies, need to understand that the equipment they use should be maintained properly, and that office supplies should not be wasted. Secondly, some administrative job roles will have direct responsibility for ensuring that there are enough office supplies to meet the demands from administrative staff.

This unit is concerned with the responsibilities of administrative staff for maintaining the supplies of administrative resources, which for the purposes of this unit includes both equipment and office supplies. However, at this level it is accepted that in most junior roles the maintenance of administrative resources will primarily be focused on materials held in the stationery store or some similar location. The unit introduces the learner to the concept of inventory management, and shows how the level and value of the inventory can be calculated to avoid wasting resources.

The introduction of sustainable business practices provides the opportunity for the teacher to introduce learners to contemporary issues and challenges that are facing businesses throughout the global economy. Teachers should encourage learners to consider the impact of business practices on their own local environment, and how changes in these practices can impact positively on the environment and the citizens living in the local community. There may be opportunities to invite representatives from local businesses to meet with the learners to discuss how sustainable practices are incorporated into their operations.

Figure 1 shows the relationship between the three learning aims covered in this unit.

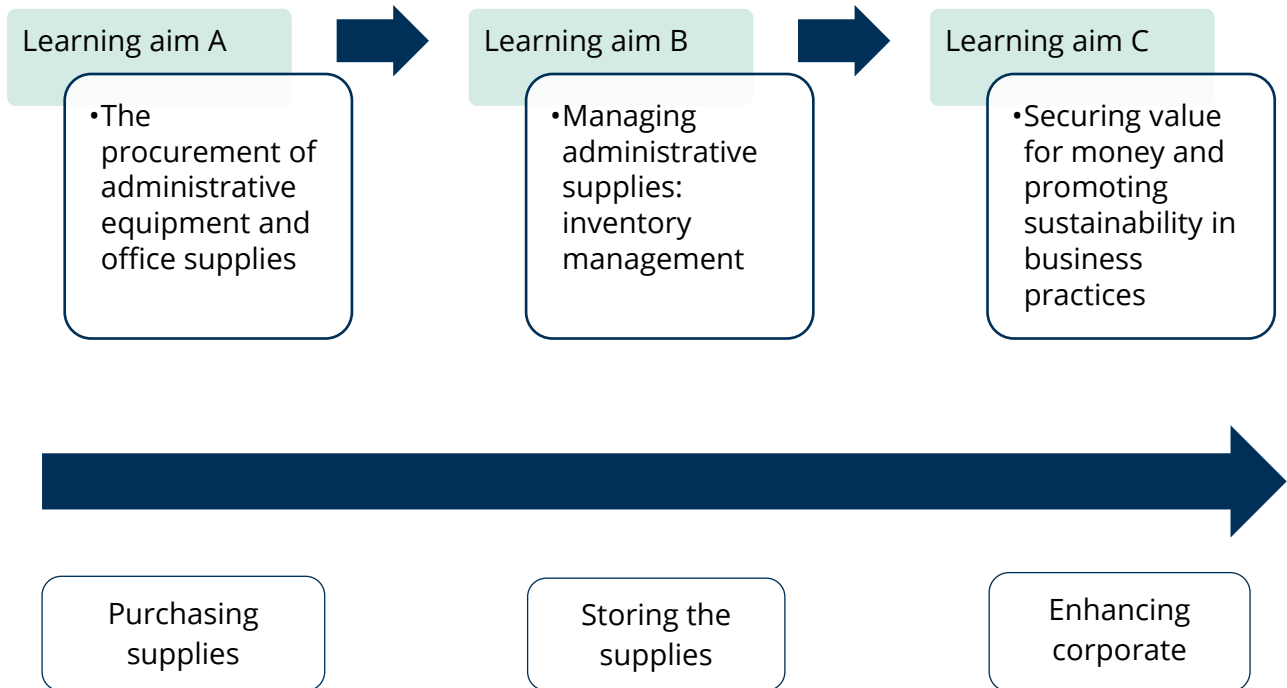


Figure 1: The relationship between the three Learning aims covered in Unit 8

Unit 8 is closely associated with Unit 10, *Financial Administrative Support*, and introduces learners to several financial terms used in business with which they may not be familiar. It is therefore recommended that the learners maintain an ongoing glossary of key terms. The teacher might find it useful to test the learners' understanding of these key terms by including knowledge-based lead in activities in the form of short classroom tests that can be marked by the learners themselves.

A knowledge and understanding of this financial business terminology will be useful to learners when they commence their study of Unit 10, with its focus on the functions and role of a Finance Department.

Figure 2 highlights the links between Unit 8 and Unit 10.

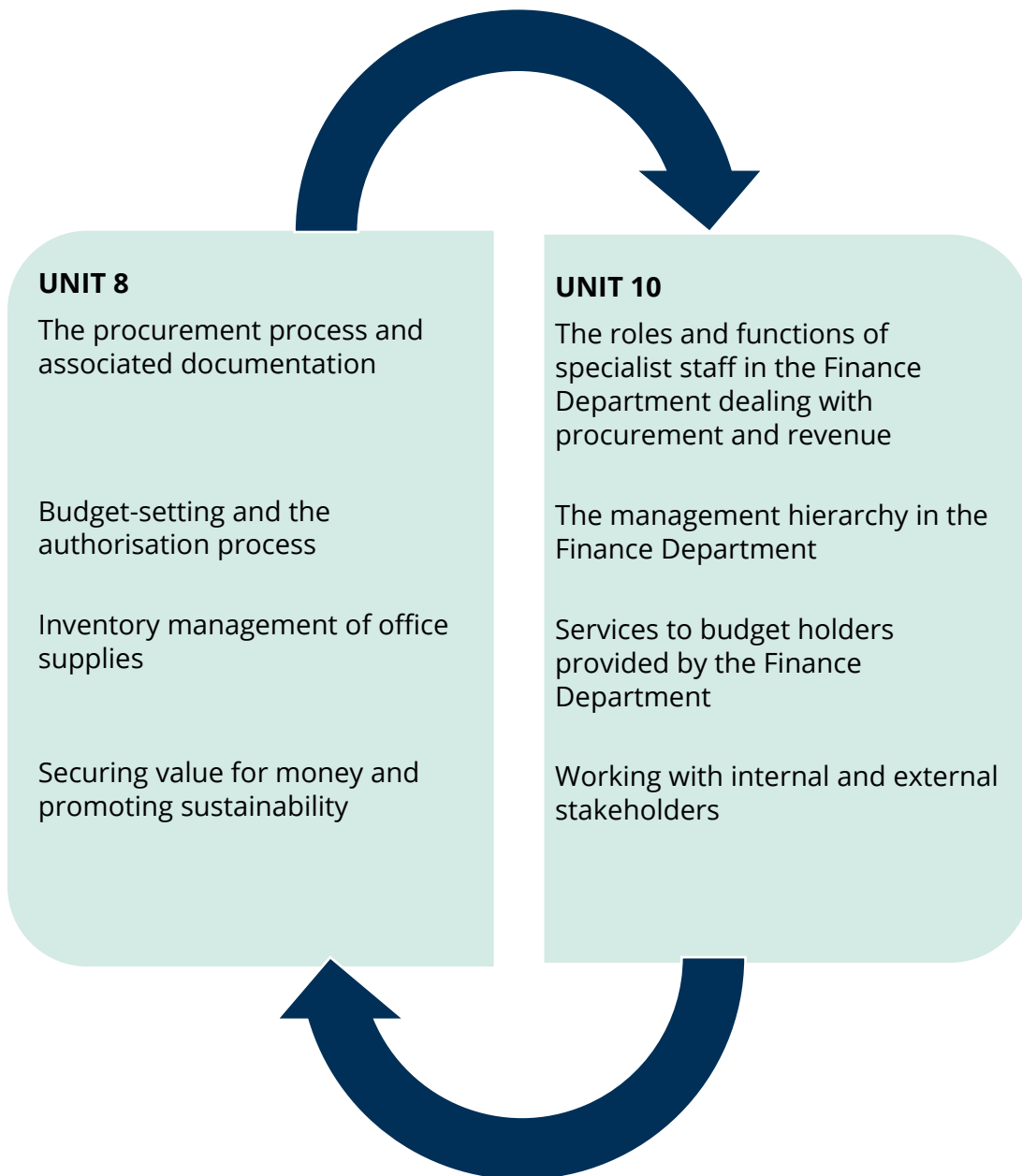


Figure 2: The links between Unit 8 and Unit 10

Assessment

Learning aim	Key content areas	Recommended assessment approach (See Assessment Workbook)
A Explore processes used in organisations to procure administrative resources	A1 Physical resources A2 Procuring administrative resources A3 Procurement procedures	Learners use information in the Assessment Workbook to set up a new administrative office in a small firm and review procurement procedures.
B Examine systems used to maintain administrative resources	B1 Inventory management B2 Inventory documentation B3 Inventory management systems	Learners use information in the Assessment Workbook to design an inventory management system for office consumables in an expanding small business.
C Examine ways in which organisations can use business practices to obtain value for money and promote sustainability	C1 Procurement and sustainability policies C2 Value for money C3 Sustainable business practices	Learners use information in the Assessment Workbook to design a leaflet and a poster aimed at SMEs outlining the business case for promoting value for money sustainable business practices.

Assessment guidance

The recommended assessment approach in the unit specification identifies three assessments, which require learners to exhibit a range of different skills in specific contexts:

- setting up a new office and following procurement procedures
- setting up an inventory management system
- designing a leaflet and a poster explaining the business case for securing value for money in procurement activities and promoting sustainable business practices.

Learning aim A: Assessment Task 1

This task will involve the learners researching office equipment. Teachers may provide the learners with a notional budget with which to purchase the equipment. Learners should take account of the specific circumstances of the business detailed in the 'Background' to this task when recommending the equipment they should purchase. The cost of office equipment and supplies should include any local or national purchase tax.

Equipment costs should consider the features of the equipment that may be useful to the specific business, and any special offers or terms available, such as free warranties and guarantees.

Procurement documentation and individuals' responsibilities must be defined in a flow chart that clearly shows the procurement process, including return of goods to the suppliers.

Learning aim B: Assessment Task 2

In this assessment, the learners are required to prepare the necessary documentation to implement the management of an inventory management system. This will include stock lists and stock cards for individual stock items, as well as ensuring that relevant documents include space for the signature of an authorised signatory (usually a designated budget holder). Learners should show a basic understanding of the notion of re-order levels and minimum levels of stock. Learners can design a system based on either a LIFO or FIFO system, with a rationale that shows an understanding of the system they have chosen.

Learning aim C: Assessment Task 3

For this task, the learners should show creativity in the design of the leaflet and poster, and use the skills they have acquired in other units on the course to produce appropriate documentation. The text should include business terminology relevant to the intended audience – in this instance local, small and medium-sized businesses. Learners should take into account the fact that some small firms will not have a number of specialist roles, and that procurement of all supplies may be in the hands of just one person, in contrast to large organisations, where decision-making and procurement is decentralised to individual departments.

Getting started

This gives you a starting place for one way of delivering the unit. It is based on the recommended assessment approach given in the specification.

Unit 8: Maintaining Administrative Resources
<p>Introduction</p> <p>Time needs to be set aside in the programme for research activities as well as the completion of assessment tasks. The scheme of work included in this booklet provides an example of a teaching schedule which incorporates all of these aspects – formal input from the teacher, research activities, assignment work and individual learner support. The timings of the scheme of work can be adjusted if required. Similarly, additional activities can be added to the programme according to the needs and interests of the learners.</p>
Learning aim A – Explore processes used in organisations to procure administrative resources
<p>In learning aim A learners need to cover both physical resources, such as computers, printers and other hardware, and office consumables, i.e. stock or inventory such as pens, paper and printer paper. Learners will only need to deal with the re-ordering of office consumables and inventory management, since the purchase of office equipment (physical resources) is covered by a separate tender process which is covered in the content of Section C2 of the specification (Implementing a tender process for the procurement of high cost equipment).</p> <p>The purchase of physical resources (equipment) may have an impact on office consumables – for example, new printer cartridges may have to be ordered. Additionally, the purchase of new equipment may impact indirectly on other business costs, such as training and maintenance budgets. It's important that learners are aware of these factors so that they begin to understand that 'purchasing' as a business function can lead to additional indirect costs for the business.</p> <p>Learners should also be aware of the range and types of equipment used in administrative support roles, and the range of consumable office supplies they will use in their future job roles.</p> <p>Ensuring an adequate supply of administrative resources will involve responsibility for ordering stock and the procurement of supplies. Learners will therefore need to be aware of the documentation used when purchasing supplies, and the importance of obtaining the necessary authorisation procedures which need to be followed when committing expenditure on behalf of the organisation.</p>

Unit 8: Maintaining Administrative Resources

Learning aim B – Examine systems used to maintain administrative resources

The maintenance of office supplies involves understanding the role of inventory management in the maintenance of administrative resources. Learners will need to know the different types of inventory management systems including FIFO (First In, First Out) and LIFO (Last In, First Out). It would be useful for learners to complete simple exercises so that they can understand how each of the inventory management systems operates in practice.

Learning aim C – Examine ways in which organisations can use business practices to obtain value for money and promote sustainability

Learning aim C introduces learners to the concept of sustainability – in other words, those business practices and processes that promote the efficient use of natural resources and avoid waste. In recent years, public and political awareness of the importance of protecting the environment has become an increasingly significant influence on business organisations. As a result, the concept of corporate social responsibility (CSR) has been established as a core business objective. Procurement activities allow the learner to identify ways in which they can contribute towards sustainability in their own work role when ordering office supplies and using office equipment, and how a business can implement sustainable business practices.

The notion of value for money is of obvious importance in business since it promotes the efficient use of supplies. Learners need to be able to show the link between value for money and sustainable business practices.

Details of links to other BTEC units and qualifications

This unit is closely linked with the following units:

- Unit 8: Maintaining Administrative Resources
- Unit 11: Improving Business Practices.

Resources

Videos

- <https://www.youtube.com/watch?v=WQKOqtaYdGo>

The Procurement Process

Procurement, business objectives and sustainability.

- <https://www.youtube.com/watch?v=LQ8r3YZUnFo>

What is PROCUREMENT? What does PROCUREMENT mean? PROCUREMENT meaning, definition & explanation

Covers the main principles of procurement in learner-friendly format and language.

- https://www.youtube.com/watch?v=2-odWK3d_PY

Inventory Management Training

Types of inventory management methods: spreadsheets; third party; software.

- <https://www.youtube.com/watch?v=AEFqUh4PMml>

Little Green Bags: True British Sustainability

Practical examples of sustainability from a USA business perspective.

Websites

- <https://www.codelessplatforms.com/blog/procurement-process-flow/>

Procurement Process Flow

Flow chart of the procurement process.

- <https://thethrivingsmallbusiness.com/sustainable-business-practices/>

8 Sustainable Business Practices – Are You Doing Your Part?

A simple 8-step guide to working sustainably in business.

Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit	Unit 8: Maintaining Administrative Resources
Guided Learning Hours	60
Number of lessons	30
Duration of lessons	2 hours
Links to other units	Unit 10: Financial Administrative Support

Key to learning opportunities			
AW	Assignment Writing	RS	Revision Session
GS	Guest Speaker	V	Visit
IS	Independent Study	WE	Work Experience

#	Topic	Lesson type	Suggested activities	Resources
1	Office equipment (Aim A: Topic A1)		<ul style="list-style-type: none"> • Lead in: Introduction to the unit. • Teacher presentation: Physical resources used in administrative services: equipment and office supplies. • Paired activity: Research features and cost of one piece of office equipment. • Learner presentations: Present findings to the rest of the group. • Teacher-led presentation: Additional or 'add-on' costs of purchasing administrative equipment. • Plenary session: Recap of key learning points. 	Unit specification Whiteboard and pens Flipcharts and pens Computers with internet access PS Presentation slides AS Research office equipment AS Present findings of research activity

#	Topic	Lesson type	Suggested activities	Resources
2	Office supplies (Aim A: Topic A2)		<ul style="list-style-type: none"> • Lead in: Recap of previous lesson. • Quiz: Learners list types of office supplies that are used in business. • Individual learner activity: Research activity to find the cheapest price for a given set of office supplies. • Teacher-led discussion: Compare prices of office supplies to suggest reasons for differences in prices. • Plenary session: Recap of key learning points. 	Unit specification Computers with internet access Whiteboard and pens Flipcharts and pens PS Presentation slides and notes AS Quiz sheet AS Research activity (office supplies) AS Office supplies calculation
3	The procurement process (Aim A: Topic A2)		<ul style="list-style-type: none"> • Lead in: Recap of previous lesson. • Teacher presentation: The procurement process in a business and the importance of record-keeping. • Paired activity: Procurement documentation flow chart game. • Teacher presentation: Data recorded on Procurement documents. 	Unit specification Whiteboard and pens Flipcharts and pens Procurement documents PS Presentation slides and notes AS Flow chart game

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Paired activity: Use completed procurement documentation to record financial data within a specific department. • Plenary session: Recap of key learning points. 	AS Record financial data AS Decision-making
4	Procurement documentation (Aim A: Topic A2)		<ul style="list-style-type: none"> • Lead in: Recap of previous lesson. • Paired activity: Completion of procurement documentation. • Individual learner activity: Review completed documentation of other learners and identify errors. • Teacher-led discussion: Compare learners' answers and identify the issues raised for a business as a result of incorrect data entry. • Paired learner activity: Identify errors in procurement documentation in a range of different organisational scenarios. • Plenary session: Recap of key learning points. 	Unit specification Whiteboard and pens Flipcharts and pens PS Presentation slides and notes AS Complete procurement documentation AS Identify errors in completed procurement documentation AS Impact of errors on an organisation
5	Procurement procedures (Aim A: Topic A3)		<ul style="list-style-type: none"> • Lead in: Recap of previous lesson. • Teacher presentation: Procurement procedures and their purpose. 	Unit specification Whiteboard and pens Flipcharts and pens

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Paired activity: Forecasting the requirements for office supplies over a specific time period. • Teacher presentation: Budget codes and authorisation. • Individual learner activity: Construct simple budget codes for a specific department. • Individual activity: Scenario – using simple budget codes and identifying authorisation requirements. • Teacher presentation: Leasing equipment – reasons, advantages and considerations. • Individual activity: Scenario – research leasing terms and conditions for office equipment and compare with outright purchase. • Teacher-led discussion: Advantages and disadvantages of leasing compared with outright purchase. • Plenary session: Recap of key learning points. 	<p>PS Presentation slides and notes</p> <p>AS Forecasting the requirements of office supplies</p> <p>AS Budget codes</p> <p>AS Using budget codes and the authorisation process</p> <p>AS Research leasing arrangements for office equipment</p>
6	<p>Individual responsibilities (Aim A: Topic A1–A3)</p>		<ul style="list-style-type: none"> • Lead in: Recap of previous lesson. • Teacher presentation: Individual responsibilities in the procurement process. • Paired activity: Consider the individual's responsibilities at each stage in the procurement process. 	<p>Unit specification</p> <p>Whiteboard and pens</p> <p>PS Presentation and slides</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher presentation: Implications for the individual if procurement procedures are not followed. • Group activity: How a business can ensure an individual follows business procedures. • Teacher-led discussion: Feedback from learners on previous activity. • Plenary session: Recap of key learning points covering Learning aim A. 	<p>AS Individual responsibilities in the procurement process</p> <p>AS How the business can ensure compliance from individuals (reference: business procedures)</p>
7	<p>Assessment Task 1, Part a</p> <p>Workshop</p> <p>(Aim A: Topics A1–A3)</p>	AW	<ul style="list-style-type: none"> • Lead in: Recap of Learning aim A. • Teacher-led presentation: Introduce Assessment Task 1, Part a; explain the requirements and clarify the assessment outcomes. Explain the research phase of the assessment; clarify any points of concern or issues raised by the learners. • Individual activity: Learners research office equipment and supplies and purchasing terms. • Teacher support activities: Teacher provides support to individual learners. • Plenary session: Confirm arrangements for the outcomes required from the learners in the next two lessons. 	<p>Unit specification</p> <p>Computers with internet access</p> <p>Whiteboard and pens</p> <p>Assessment recording documentation</p> <p>Internal verification recording documentation</p> <p>PS Teacher presentation slides and notes</p> <p>AS Assessment Workbook, Task 1</p>

#	Topic	Lesson type	Suggested activities	Resources
8-9	Assessment Task 1, Parts b and c Workshop (Aim A: Topics A1-A3)	AW	<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding. • Individual learner activity: Learners work through the tasks identified in Assessment Task 1, Parts b and c. • Teacher support: Teacher provides support to individual learners. • Plenary session: Learners submit completed Assessment Task 1, Parts a, b and c. 	Unit specification Computers with internet access Whiteboard and pens Flipcharts and pens Assessment recording documentation Internal verification recording documentation AS Assessment Workbook, Task 1
10	Purpose of inventory management (Aim B: Topic B1)		<ul style="list-style-type: none"> • Lead in: Recap of previous lesson. • Teacher presentation: The purpose of inventory management. • Paired activity: Case study – the business risks which arise if there is no inventory management system in place. • Teacher-led discussion: Feedback from previous activity. • Group activity: Identify the criteria for the establishment of a robust inventory management system. • Plenary session: Recap of key learning points. 	Unit specification Computers with internet access Whiteboard and pens Flipcharts and pens PS Presentation slides and speaker notes

#	Topic	Lesson type	Suggested activities	Resources
				<p>AS Case study of inventory management and business risks</p> <p>AS Criteria for a robust inventory management system</p>
11	<p>Inventory documentation</p> <p>(Aim B: Topic B2)</p>		<ul style="list-style-type: none"> • Lead in: Return marked assessments highlighting common good practice or weaknesses. • Teacher presentation: The documents used in inventory management. • Paired activity: Produce a flow chart of the inventory management process. • Paired activity: Completion of inventory documentation. • Teacher-led discussion: Review outcomes of classroom exercises. • Plenary session: Recap of key learning points. 	<p>Unit specification</p> <p>Whiteboard and pens</p> <p>Flipcharts and pens</p> <p>PS Presentation slides and notes</p> <p>AS Flow chart of the procurement process</p> <p>AS Completion of inventory documentation</p>
12	<p>The operation of an inventory management system</p> <ul style="list-style-type: none"> • JIT <p>(Aim B: Topic B3)</p>		<ul style="list-style-type: none"> • Lead in: Recap of previous lesson. • Teacher presentation: The features of centralised and decentralised inventory systems in relation to office supplies. 	<p>Unit specification</p> <p>Whiteboard and pens</p> <p>Computers with internet access</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Paired activity: The advantages and disadvantages of centralised and decentralised inventory management systems. • Teacher-led discussion: Feedback from learners on the previous activity. • Teacher presentation: Just-in-Time (JIT) inventory management. • Individual activity: Research the ways in which JIT operates in business. • Teacher-led discussion: Feedback from learners on the previous activity. • Plenary session: Recap of key learning points. 	<p>PS Presentation and slides</p> <p>AS Advantages and disadvantages of centralised and decentralised inventory management systems</p> <p>AS Research into JIT inventory management systems</p>
13	<p>Inventory management systems</p> <ul style="list-style-type: none"> • FIFO <p>(Aim B: Topic B3)</p>		<ul style="list-style-type: none"> • Lead in: Recap of previous lesson. • Teacher presentation: First In, First Out (FIFO) inventory management. • Individual activity: Research the ways in which FIFO operates in business. • Teacher-led discussion: Feedback from learners on the previous activity. • Individual activity: Case study exercise on calculating the value of the inventory (FIFO methodology). 	<p>Unit specification</p> <p>Computers with internet access</p> <p>Whiteboard and pens</p> <p>Flipcharts and pens</p> <p>PS Presentation slides and speaker notes</p> <p>AS FIFO</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher-led discussion: Receive feedback from learners. • Plenary session: Recap of key learning points. 	AS Inventory calculation
14	Inventory management systems <ul style="list-style-type: none"> • LIFO (Aim C: Topic B3)		<ul style="list-style-type: none"> • Lead in: Recap of previous lesson. • Teacher presentation: Last In, First Out (LIFO) inventory valuation. • Individual activity: Research the ways in which LIFO operates in business. • Teacher-led discussion: Feedback from learners on the previous activity. • Individual activity: Case study exercise on calculating the value of the inventory using LIFO methodology. • Teacher-led discussion: Receive feedback from learners on the previous activity; confirm answers to the case study. • Plenary session: Recap of key learning points. 	Unit specification Computers with internet access Whiteboard and pens Flipcharts and pens PS Presentation slides AS Research the ways in which LIFO is used in business AS Case study (LIFO)
15	Inventory management systems (Aim B: Topic B3)		<ul style="list-style-type: none"> • Lead in: Recap of previous lesson. • Teacher presentation: The role of technology in inventory management. • Individual learner activity: Research the application of computerised inventory management systems in business. 	Unit specification Computers with internet access Whiteboard and pens Presentation slides

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher presentation: Background to the guest speaker who will attend the next lesson. • Paired activity: Prepare questions for guest speaker in the next lesson. • Teacher-led discussion: Review the questions submitted from the previous activity. • Plenary session: Recap of key learning points. 	<p>PS Presentation slides and speaker notes</p> <p>AS Internet research activity</p> <p>AS Question preparation for guest speaker</p>
16	<p>Guest speaker - inventory management</p> <p>(Aim B)</p>	GS	<ul style="list-style-type: none"> • Lead in: Welcome and introduce guest speaker. • Guest speaker: Presentation. • Individual learner activity: Learners ask pre-prepared questions to the guest speaker and take notes of responses. • Teacher-led discussion: Thank guest speaker for their contribution and summarise key learning points arising from the guest speaker's presentation. • Teacher presentation: Recap of key learning points of Learning aim B. 	<p>Unit specification</p> <p>Whiteboard and pens</p> <p>Computer (check with speaker if presenting via presentational software)</p> <p>PS Presentation slides and speaker notes</p> <p>TF To record guest speaker responses to questions</p>

#	Topic	Lesson type	Suggested activities	Resources
17	Assessment Task 2 Workshop (Aim B: Topics B1–B3)	AW	<ul style="list-style-type: none"> • Lead in: Recap of Learning aim B. • Teacher-led presentation: Introduce Assessment Task 2; walk-through the task and clarify the assessment outcomes. Explain the research phase of the assessment; clarify any points of concern or issues raised by the learners. • Individual activity: Learners research inventory management systems and documentation. • Teacher support activities: Teacher provides support to individual learners. • Teacher-led class discussion: Confirm the outcomes required from the learners in the next two lessons. • Plenary session: Recap of key learning points. 	Unit specification Computers with internet access Whiteboard and pens Flipcharts and pens PS Presentation slides AS Assessment Workbook, Task 2 Assessment recording documentation Internal verification recording documentation
18–19	Completion of Assessment Task 2 (Aim B: Topics B1–B3)	AW	<ul style="list-style-type: none"> • Lead in: Confirm understanding of the requirements of Assessment Task 2, Parts a and b; respond to any queries and clarify any issues arising. • Individual learner activity: Learners work through the tasks identified in Assessment Task 2. • Teacher support: Teacher provides support to individual learners. • Plenary session: Learners submit completed Assessment Task 2. 	Unit specification Computers with internet access Whiteboard and pens Flipchart and pens Assessment and internal verification recording documentation

#	Topic	Lesson type	Suggested activities	Resources
				PS Presentation slides AS Assessment Workbook, Task 2
20	Business policies (Aim C: Topic C1)		<ul style="list-style-type: none"> • Lead in: Feedback on Assessment Task 2; walk-thorough assignment. • Teacher presentation: Business policies; reasons for having business policies; types of policies. • Paired activity: Research activities into different types of business policies. • Teacher-led discussion: Receive feedback from previous activity. • Paired activity: Identify the common structures and format of business policies. • Individual activity: Devise a basic business policy relating to a specific business practice. • Plenary session: Recap of key learning points. 	Unit specification Computers with internet access Whiteboard and pens Flipcharts and pens PS Presentation slides with speaker notes AS Research activities into different types of business policies AS Identify the common structures and format of business policies AS Devise a basic business policy relating to a specific business practice

#	Topic	Lesson type	Suggested activities	Resources
21	Procurement policies (Aim C: Topic C1)		<ul style="list-style-type: none"> • Lead in: Recap of previous lesson. • Teacher presentation: Procurement policies: format and structure. • Paired activity: Devise a business policy for the procurement of office supplies. • Teacher-led discussion: Receive feedback from previous activity. • Teacher presentation: The relationship between business policies and operating practices in relation to the procurement process. • Paired activity: Compile a set of operating practices for the procurement policy. • Teacher-led discussion: Receive feedback from previous activity. • Plenary session: Recap of key learning points. 	Unit specification Computers with internet access Whiteboard and pens Flipcharts and pens PS Presentation slides and speaker notes AS Devise a procurement policy AS Devise a set of operating practices for the procurement process
22	Sustainability (Aim C: Topic C1)		<ul style="list-style-type: none"> • Lead in: Recap of previous lesson. • Teacher presentation: The external business environment and the growing influence of sustainability on business. • Group work: How business activities impact on the environment. 	Unit specification Computers with internet access Whiteboard and pens PS Presentation slides and speaker notes

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher-led discussion: Receive feedback from previous activity. • Individual learner activity: The business case for sustainability. • Plenary session: Recap of key learning points. 	<p>AS How business activities impact on the environment</p> <p>AS The business case for sustainability</p>
23	<p>Sustainability policies (Aim C: Topic C1)</p>		<ul style="list-style-type: none"> • Lead in: Recap of previous lesson. • Teacher presentation: Types and format of sustainability policies. • Individual learner activity: Research examples of different types of sustainability policies operated in business organisations. • Teacher-led discussion: Receive feedback from previous activity. • Individual learner activity: Devise a sustainability policy for the procurement of administrative resources. 	<p>Unit specification</p> <p>Computers with internet access</p> <p>Whiteboard and pens</p> <p>Flipcharts and pens</p> <p>PS Presentation slides and speaker notes</p> <p>AS Internet research into sustainability policies</p> <p>AS Devise a sustainability policy for administrative resources.</p>
24	<p>Sustainable business practices (Aim C: Topic C2)</p>		<ul style="list-style-type: none"> • Lead in: Recap of key learning points of the previous lesson. 	<p>Unit specification</p> <p>Computers with internet access</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher presentation: Types and format of sustainability policies; link in with the notion of corporate social responsibility. • Individual learner activity: Research examples of different types of sustainability practices operated in business organisations. • Teacher-led discussion: Receive feedback from previous activity. • Individual learner activity: Research ways in which businesses promote their sustainability practices. • Teacher-led discussion: Receive feedback from previous activity. • Individual learner activity: Prepare a set of practical examples that could promote sustainability in the procurement of administrative resources. • Plenary session: Recap of key learning points. 	<p>Whiteboard and pens</p> <p>Flipcharts and pens</p> <p>PS Presentation slides with speaker notes</p> <p>AS Research examples of different types of sustainability practices</p> <p>AS Research ways in which businesses promote their sustainability practices</p> <p>AS Prepare a set of practical examples that could promote sustainability in the procurement of administrative resources</p>
25	<p>Value for money</p> <p>(Aim C: Topic C3)</p>		<ul style="list-style-type: none"> • Lead in: Recap of previous lesson. • Teacher presentation: The factors to take into account when securing value for money in procurement decisions. • Paired activity: Case study in the procurement process to secure value for money as opposed to the cheapest price. 	<p>Unit specification</p> <p>Computers with internet access</p> <p>Whiteboard and pens</p> <p>Flipcharts and pens</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher-led discussion: Receive feedback from previous activity. • Group work activity: Prepare a set of practical examples that could promote sustainability in the procurement of administrative resources. • Teacher-led discussion: Receive feedback from previous activity. • Plenary session: Recap of key learning points. 	<p>PS Presentation slides with speaker notes</p> <p>AS Promoting sustainability</p>
26	<p>Value for money and sustainability (Aim C: Topic C3)</p>		<ul style="list-style-type: none"> • Lead in: Recap of previous lesson. • Teacher presentation: Value for money and sustainability – can value for money and sustainability be achieved in the procurement of administrative resources? • Group activity: Presentation – the cost savings achieved by implementing sustainable business practices. • Group activity: Group presentations. • Teacher-led discussion: Receive feedback from previous activity. • Plenary session: Recap of key learning points. 	<p>Unit specification</p> <p>Computers with internet access</p> <p>Whiteboard and pens</p> <p>Flipcharts and pens</p> <p>PS Presentation slides with speaker notes</p> <p>AS Group presentation</p>

#	Topic	Lesson type	Suggested activities	Resources
27	Assessment Task 3 Workshop (Aim C: Topic C1–C3)	AW	<ul style="list-style-type: none"> • Lead in: Recap of Learning aim C. • Teacher-led presentation: Introduce Assessment Task 3; walk-through the individual tasks and clarify the assessment outcomes. • Individual activity: Learners research the characteristics of business leaflets and promotional/informational posters aimed at the business community. • Teacher support activities: Teacher provides support to individual learners. • Plenary session: Confirm arrangements for the outcomes required from the learners in the next two lessons. 	Unit specification Computers with internet access Whiteboard and pens Flipcharts and pens Assessment and internal verification recording documentation PS Presentation slides AS Assessment Workbook, Task 3
28–29	Completion of Assessment Task 3 (Aim C: Topics C1–C3)	AW	<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding. • Individual learner activity: Learners work through the tasks identified in Assessment Task 3, Parts a and b. • Teacher support: Teacher provides support to individual learners. • Plenary session: Learners submit completed Assessment Task 3 and provide feedback. 	Unit specification Computers with internet access Whiteboard and pens Flipcharts and pens Assessment and internal verification recording documentation

#	Topic	Lesson type	Suggested activities	Resources
				PS Presentation slides AS Assessment Workbook, Task 3
30	Unit Review (Aims A–C)		<ul style="list-style-type: none"> • Lead in: Feedback on Assessment Task 3. • Individual learner activity: Review feedback on learners' own work. • Teacher-led discussion: Review outcomes from previous activity. • Teacher presentation: Overview of the unit and links with other units. • Group work: Learners discuss and report back with their feedback on the unit. • Teacher-led discussion: Feedback from learners on the unit. 	Unit specification Whiteboard and pens Flipcharts and pens PS Presentation slides AS Review feedback on Assessment Task 3 TF Feedback on the unit Assessment recording documentation

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	1 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand the range of equipment used in the provision of administrative services, together with their features and costs.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Flipcharts and pens • Computers with internet access • PS Presentation slides and notes • AS Research office equipment • AS Present findings of research activity
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: Introduce the unit and how it will be assessed.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Lead in: Introduction to the unit. • Teacher presentation: Physical resources used in administrative services: equipment and office supplies (office consumables); features and costs. • Paired activity: Research features and cost of one piece of office equipment; learners identify the costs from different suppliers. • Learner presentations: Present findings to the rest of the group. • Teacher-led presentation: Additional or 'add-on' costs of purchasing administrative equipment, including extended warranties, insurance, training and maintenance.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: Teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and start compiling the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	2 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand the factors that influence the price of office supplies.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Computers with internet access • Whiteboard and pens • Flipcharts and pens • PS Presentation slides and notes • AS Quiz sheet • AS Research activity (office supplies) • AS Office supplies calculation
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Recap of previous lesson. • Quiz: <i>Office supplies that are used in business.</i> Learners list as many types as they can.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Individual learner activity: Research activity to find the cheapest price for a given set of office supplies. For example the learners could be given a list of office consumables, including pens, printer paper, note pads, paper clips etc, and then research price lists of various suppliers. Learners would need to take into consideration any additional costs such as purchase tax (if applicable), delivery charges and any discounts for bulk purchases. • Teacher-led discussion: Compare prices of office supplies to suggest reasons for differences in prices. • Individual learner activity: Calculate the cost of a given set of office supplies, based on the previous research activity. • Teacher-led discussion: Discuss responses to the previous individual learner activity.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: Teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	3 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand the procurement process in an organisation • understand the data that can be extracted from the procurement process and its use in management decision-making.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Flipcharts and pens • Procurement documents • PS Presentation slides and notes • AS Flow chart game • AS Record financial data • AS Decision-making
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Review of previous lessons on stakeholder expectations.
Main activities (90 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: The procurement process in a business and the importance of record-keeping. ● Paired activity: Procurement documentation flow chart game. Distribute pre-printed cards of each stage of the procurement process. Learners must then place these in the correct order to form a procurement process flow chart. ● Teacher presentation: Data recorded on procurement documents and the importance of the data in capturing management information (to inform decision-making). ● Paired activity: Use completed procurement documentation to record financial data within a specific department. For example, learners could identify the office consumables required in one of the main departments (Marketing, Finance, Production, etc) and identify any specialist requirements. For instance, in the Finance Department there may be a need for sales books and other ledgers, and petty cash voucher slips.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: Teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: Learners write up their notes and update the glossary of key terms. ● Individual learner activity: Learners identify the information that could be used to assist decision-making in the organisation. For example, they could complete a table in which they are required to identify examples of: <ul style="list-style-type: none"> ○ costs of materials ○ suppliers ○ add-on costs ○ trade discounts ○ customer service, e.g. returns.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	4 (120 minutes)
Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand the errors that can occur when completing procurement documentation • understand the effect of data entry errors on the organisation.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Flipcharts and pens • PS Presentation slides and notes • AS Complete procurement documentation • AS Identify errors in completed procurement documentation • AS Impact of errors on an organisation
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Recap on previous lesson.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Paired activity: Completion of procurement documentation from point of raising the order to delivery of the items. • Individual learner activity: Review completed documentation of other learners and identify errors. • Teacher-led discussion: Compare learner answers and identify the issues raised for a business as a result of incorrect data entry, including potential impact on customers and suppliers. • Paired activity: Identify errors in procurement documentation in a range of different organisational scenarios and identify the effect on a business; compare responses with other learners.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: Teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	5 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand the purpose of procurement procedures in an organisation • understand the need to forecast the usage of administrative supplies • understand the purpose of budget codes and how they are constructed • understand the advantages and disadvantages of leasing office equipment.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Computers with internet access • Whiteboard and pens • Flipcharts and pens • PS Presentation slides and notes • AS Forecasting the requirements of office supplies • AS Budget codes • AS Using budget codes and the authorisation process • AS Research leasing arrangements for office equipment
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Recap of previous lesson.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher presentation: Procurement procedures and their purpose. • Paired activity: Forecasting the requirements for office supplies over a specific time period in two different departments (Human Resources and Marketing, assuming a centralised inventory management system is in place). • Teacher presentation: Features of the procurement process, including the importance of budget codes and authorisation; how simple alpha-numeric budget codes are constructed (department/section/stock item). • Individual learner activity: Construct simple alpha-numeric budget codes for specific departments from a given set of scenarios. • Individual activity: Apply simple budget codes and identify authorisation requirements in specific scenarios. • Teacher presentation: Leasing equipment – reasons, advantages and considerations. • Individual activity: Scenario – research leasing terms and conditions for office equipment and compare with outright purchase. • Teacher-led discussion: Advantages and disadvantages of leasing compared with outright purchase.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: Teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	6 (120 minutes)
Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand the responsibilities of an individual when committing funds on behalf of a business with reference to the procurement process.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS Presentation and slides • AS Individual responsibilities in the procurement process • AS How the business can ensure compliance from individuals (reference: business procedures)
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Q&A session on previous lesson.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Teacher presentation: Individual responsibilities in the procurement process. • Paired activity: Consider the individual's responsibilities at each stage in the procurement process. • Teacher presentation: Implications for the individual if procurement procedures are not followed (include both 'positive responses', e.g. training and support, and 'negative' responses, e.g. disciplinary action – warnings, dismissal). • Group activity: How a business can ensure an individual follows business procedures; the role of the organisation in ensuring that an individual is aware of business procedures – induction, training, staff handbooks, meetings. • Teacher-led discussion: Feedback from learners on previous activity.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Confirm key learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	7 (120 minutes)
Lesson objectives	To enable learners to: <ul style="list-style-type: none"> • complete Assessment Task 1, Part a.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Computers with internet access • Whiteboard and pens • Assessment recording documentation • Internal verification recording documentation • PS Teacher presentation slides and notes • AS Assessment Workbook
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead in: Recap of Learning aim A.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: Introduce Assessment Task 1, Part a; explain the requirements and clarify the assessment outcomes. Explain the research phase of the assessment; clarify any points of concern or issues raised by the learners. • Individual activity: Learners research office equipment and supplies and purchasing terms (in relation to Assessment Task 1, Part a). • Teacher support activities: Teacher provides general support only to individual learners, which allows them to work independently. (Identifies good practice; use of appropriate search terms when using the internet.)
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Confirm arrangements for the outcomes required from the learners in the next two lessons, in which they will complete Assessment Task 1, Parts b and c.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	8–9 (240 minutes)

Lesson objectives	To enable learners to: <ul style="list-style-type: none"> • complete Assessment Task 1, Parts b and c.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Computers with internet access • Whiteboard and pens • Flipcharts and pens • Assessment recording documentation • Internal verification recording documentation • AS Assessment Workbook, Task 1, Parts b and c
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Recap of previous lesson.
Main activities (220 minutes)	<ul style="list-style-type: none"> • Individual learner activity: Learners work through the tasks identified in Assessment Task 1, Parts b and c. • Teacher support: Teacher provides general support only to individual learners, which allows them to work independently.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Learners submit Assessment Task 1, Parts a, b and c.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	10 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand the purpose of inventory management • understand the risks to the organisation of weak inventory management systems.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Computers with internet access • Whiteboard and pens • Flipcharts and pens • PS Presentation slides and speaker notes • AS Case study of inventory management and business risks • AS Criteria for a robust inventory management system
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<p>Lead in: Distribute assessed work to learners; highlight good practice points and address any issues or weaknesses in the work presented for assessment.</p>
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher presentation: The purpose of inventory management and the implications of weak inventory management systems. • Paired activity – case study: The business risks which arise if there is no inventory management system in place. Learners could complete a table that highlights the specific risks and provide examples of the impact of each risk. For example: <ul style="list-style-type: none"> ○ <i>Risk:</i> the business may run out of office consumables. ○ <i>Impact:</i> staff may not be able to complete their job roles. ○ <i>Other risks include:</i> motivation of staff may be reduced; quality of work may be reduced; emergency ordering of office consumables may result in increased costs. ○ <i>Outcomes:</i> <ul style="list-style-type: none"> – Level of customer service may be reduced. – Contracts may be lost. – Bottlenecks may occur. – Sales may be lost. • Teacher-led discussion: Feedback from previous activity. • Group activity: Identify the criteria for the establishment of a robust inventory management system. Each group feed back their findings to the rest of the class.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: Teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	11 (120 minutes)
Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand the inventory management processes and documentation.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Flipcharts and pens • PS Presentation slides and notes • AS Flow chart of the procurement process • AS Completion of inventory documentation
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (90 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: The documents used in inventory management and the data they contain. ● Paired activity: Produce a flow chart of the inventory management process. ● Paired activity: Completion of inventory documentation at each stage of the process. This will include: <ul style="list-style-type: none"> ○ requisition forms ○ purchase order forms ○ goods received notes ○ goods returned notes ○ inventory cards (stock cards). ● Teacher-led discussion: Review the outcomes of the previous classroom exercises; identify good practice points and highlight common errors.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	12 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand the features of centralised and decentralised inventory management systems, and the advantages and disadvantages of each • understand the features of Just-in-Time (JIT) inventory management.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Computers with internet access • PS Presentation and slides • AS Advantages and disadvantages of centralised and decentralised inventory management systems • AS Research into JIT inventory management systems
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Question and answer session to confirm understanding of the material covered in the previous lesson.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher presentation: The features of centralised and decentralised inventory systems in relation to office supplies. • Paired activity: <i>Advantages and disadvantages of centralised and decentralised inventory management systems.</i> Learners record features of centralised and decentralised procurement systems in a table and refer to a set of teacher-prepared business scenarios to identify the advantages and disadvantages of each procurement method. The scenarios include a medium-sized business (with a decentralised procurement system) and a large business (with a centralised procurement system). The learners could then be asked to suggest a procurement system (centralised or decentralised) for a new business, e.g. a tech start-up with a workforce of eight people: four working on software design, two working on website design, and two providing administrative support. • Teacher-led discussion: Feedback from learners on the previous activity. • Teacher presentation: The key features of JIT inventory management and its advantages; introduce the increasing role of technology in inventory management. • Individual activity: Learners research the ways in which JIT operates in business (office supplies; manufacturing; supermarkets); allocate different sectors to individual learners. • Teacher-led discussion: Feedback from learners on the previous activity.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: Teacher confirms the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	13 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand First In, First Out (FIFO) inventory management and how it is used in business.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Computers with internet access • Whiteboard and pens • Flipcharts and pens • PS Presentation slides and speaker notes • AS FIFO • AS Inventory calculation
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Recap of previous lesson.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher presentation: First In, First Out (FIFO) inventory management. • Individual activity: Research the ways in which FIFO operates in business. Learners may use the internet to explore how different businesses operate a FIFO inventory management system, e.g. in retail grocery stores where perishable goods are sold, or in shops selling designer clothes which may go out of fashion relatively quickly. • Teacher-led discussion: Feedback from learners on the previous activity. • Individual activity: Simple case study exercise (4–5 stock items) on calculating the value of the inventory of office consumables using FIFO methodology. • Teacher-led discussion: Receive feedback from learners.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: Recap of key learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes from the lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	14 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand the main features of the Last In, First Out (LIFO) inventory system.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Computers with internet access • Whiteboard and pens • Flipcharts and pens • PS Presentation slides • AS Research the ways in which LIFO is used in business • AS Case study (LIFO)
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Recap of previous lesson.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher presentation: Last In, First Out (LIFO) inventory valuation. • Individual activity: Research the ways in which LIFO operates in business. For example, sellers of identical products such as stone, sand and bricks usually have to take inventory from the top of large stacks or piles, leaving the oldest batches to sit at the bottom of the piles for much longer than newer batches. Companies such as vending machine operators also have to choose LIFO for inventory management, as the first products they put in their machines are sold last. • Teacher-led discussion: Feedback from learners on the previous activity. • Individual activity: Simple case study exercise on calculating the value of inventory using LIFO methodology (use the same data used in the FIFO calculation from the previous lesson – learners can then compare and contrast the two systems). • Teacher-led discussion: Receive feedback from learners on the previous activity; confirm answers to the case study.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: Write up lesson notes.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	15 (120 minutes)
Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand the role of technology in inventory management.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Computers with internet access • Whiteboard and pens • Flipcharts and pens • PS Presentation slides and speaker notes • AS Internet research activity • AS Question preparation for guest speaker
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Recap of previous lesson.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher presentation: The role of technology in inventory management. • Individual learner activity: Learners research the application of computerised inventory management systems in business (this can be with different sectors allocated to individual learners). Feedback the results of their research to the rest of the class. • Teacher presentation: Background to the guest speaker who will attend the next lesson (the speaker can be invited from a business or could be one of the staff working in the institution with responsibility for inventory management). • Paired activity: Prepare questions for the guest speaker in the next lesson. • Teacher-led discussion: Review the questions submitted from the previous activity.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: Recap of the main learning points covered in the lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	16 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand the practical application of an inventory management system in an organisation.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Computer (check with speaker if presenting via presentational software) • PS Presentation slides and speaker notes • TF To record guest speaker responses to questions
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Welcome and introduce guest speaker.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Guest speaker: Presentation/talk. • Individual learner activity: Learners ask pre-prepared questions to the guest speaker and take notes of responses. Learners ask follow-up questions to the guest speaker to clarify any outstanding issues or areas of interest. • Teacher presentation: Thank guest speaker for their contribution. • Teacher-led discussion: Key learning points arising from the guest speaker's presentation. • Teacher presentation: Recap of key learning points from Learning aim B.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: Feedback from learners on Learning aim B, providing them with the opportunity of raising any points of clarification about the subject content that they find difficult to understand. The teacher responds to any of the issues and directs the learners to additional sources of information to which they can refer. The teacher may also consider that additional private study or individual learner support may be appropriate.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	17 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand the requirements of Assessment Task 2.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Computers with internet access • Whiteboard and pens • Flipcharts and pens • PS Presentation slides • AS Assessment Workbook, Task 2 • Assessment recording documentation • Internal verification recording documentation
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Recap of Learning aim B, including clarifications required in questions from learners.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: Introduce Assessment Task 2; walk through the task and clarify the assessment outcomes. Explain the research phase of the assessment; clarify any points of concern or issues raised by the learners. • Individual activity: Learners research inventory management systems and documentation. • Teacher support activities: Teacher provides general support to individual learners, e.g. clarifications etc, ensuring that learners work independently. • Teacher-led class discussion: Confirm arrangements for the outcomes required from the learners in the next two lessons.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: Recap of key learning points.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	18–19 (240 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • complete Assessment Task 2, Parts a and b.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Computers with internet access • Whiteboard and pens • Flipcharts and pens • Assessment and internal verification recording documentation • PS Presentation slides • AS Assessment Workbook, Task 2
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Confirm understanding of the requirements of Assessment Task 2, Parts a and b; respond to any queries and clarify any issues arising.
Main activities (220 minutes)	<ul style="list-style-type: none"> • Individual learner activity: Learners work through the tasks identified in Assessment Task 2, Parts a and b. • Teacher support: Teacher provides general support to individual learners, e.g. clarifications etc, ensuring that learners work independently. • Plenary session: Learners submit completed Assessment Task 2, Parts a and b.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Feedback from learners on Assessment Task 2.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	20 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • receive feedback on Assessment Task 2 • identify strengths and weaknesses of their assessed work • understand the need for business policies • understand the format and content of business policies.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Computers with internet access • Whiteboard and pens • Flipcharts and pens • PS Presentation slides with speaker notes • AS Research activities into different types of business policies • AS Identify the common structures and format of business policies • AS Devise a basic business policy relating to a specific business practice
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Feedback on Assessment Task 2; walk thorough assignment; identify strengths and weaknesses of learner submissions.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher presentation: Business policies; reasons for having business policies; types of policies (statutory and non-statutory); the difference between business policies and policy procedures (implementation of the policy). • Paired activity: Research activities into different types of business policies. Research can be online, using materials published by organisations, articles on business policies, etc. • Teacher-led discussion: Learners feed back from previous activity. • Paired activity: Identify the common structures and format of business policies. • Individual activity: Devise a basic business policy relating to a specific business practice, e.g. training, induction, staff absentee reporting (<i>not procurement, which will be covered in the next lesson</i>). • Plenary session: Recap of key learning points.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: Write up lesson notes.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	21 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand how to devise a procurement policy • understand the features of the procurement process.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Computers with internet access • Whiteboard and pens • Flipcharts and pens • PS Presentation slides and speaker notes • AS Devise a procurement policy • AS Devise a set of operating practices for the procurement process
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Recap of previous lesson.
Main activities (90 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: Procurement policies – format and structure. ● Paired activity: Each pair is given the profile of a different business and required to devise a business policy for the procurement of office supplies. Examples of different businesses include: <ul style="list-style-type: none"> ○ a small business operating out of a single office but with a team of 12 sales representatives ○ a medium-sized enterprise comprising four departments – Marketing, Finance, Human Resources and Production; each department has responsibility for the procurement of their own office supplies ○ a large business comprising six departments – Marketing, Finance, Human Resources, Production, IT Services and Customer Relations; the business operates a centralised system for the procurement of office supplies and has a reputation for its corporate social responsibility initiatives. ● Teacher-led discussion: Receive feedback from previous activity. ● Teacher presentation: The relationship between business policies and operating practices in relation to the procurement process. ● Paired activity: Compile a set of operating practices for the procurement policy devised in the earlier lesson activity. ● Teacher-led discussion: Receive feedback from previous activity.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: Key learning points covered in the lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	22 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand the benefits of sustainability in a business context.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Computers with internet access • Whiteboard and pens • Flipcharts and pens • PS Presentation slides and speaker notes • AS How business activities impact on the environment • AS The business case for sustainability
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Recap of previous lesson.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher presentation: The external business environment and the growing influence of sustainability on business. • Group work – research activity: <i>How business activities impact on the environment.</i> Groups conduct internet research to show how business activities impact on the environment. Aspects such as pollution and the depletion of physical resources could be considered, along with one-off environmental disasters such as oil spillages and chemical leakages into the water supply. The link between the impact on the environment and on local communities, including health and the standard of living, could also be explored. <p>Learners may also consider some of these aspects from a local or regional perspective in Uzbekistan.</p> <p>(NOTE: In the next lesson learners will research examples of socially responsible businesses who are promoting sustainability in their business operations).</p> <ul style="list-style-type: none"> • Teacher-led discussion: Receive feedback from previous activity. • Individual learner activity: The business case for sustainability (direct and indirect benefits).
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: Recap of the key learning points covered in the session.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	23 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand the different types of sustainability policies adopted by organisations.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Computers with internet access • Whiteboard and pens • Flipcharts and pens • PS Presentation slides and speaker notes • AS Internet research into sustainability policies • AS Devise a sustainability policy for administrative resources
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Recap of the key learning points from the previous lesson.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher presentation: Types and format of sustainability policies; link in with the notion of corporate social responsibility. • Individual learner activity: Learners research: <ul style="list-style-type: none"> ○ how business activities impact on the environment ○ how large businesses seek to protect the environment. <p>The Annual Reports of businesses will contain sections on sustainability and corporate social responsibility, with many giving excellent examples of their sustainability policies and initiatives. Learners should highlight the main objectives of a business's sustainability or corporate responsibility policies. Learners can then compare and contrast the sustainability activities of businesses operating in different sectors of the economy, e.g. retail, hospitality, manufacturing, energy.</p> • Teacher-led discussion: Receive feedback from previous activity. • Individual learner activity: Devise a sustainability policy for the procurement of administrative resources.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: Recap of the key learning points covered in the lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	24 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand the range of sustainability practices adopted by organisations • understand how organisations promote their sustainability practices.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Computers with internet access • Whiteboard and pens • Flipcharts and pens • PS Presentation slides with speaker notes • AS Research examples of different types of sustainability practices • AS Research ways in which businesses promote their sustainability practices • AS Prepare a set of practical examples that could promote sustainability in the procurement of administrative resources
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Recap of key learning points of the previous lesson.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher presentation: Sustainability practices adopted by businesses; the business case for sustainability. • Individual learner activity: Research examples of different types of sustainability practices operated in business organisations (differentiate between internal and external practices). • Teacher-led discussion: Receive feedback from previous activity. • Individual learner activity: Research ways in which businesses promote their sustainability practices (differentiate between the internal operating environment and the external environment within which the organisation operates). • Teacher-led discussion: Receive feedback from previous activity. • Individual learner activity: Prepare a set of practical examples that could promote sustainability in the procurement of administrative resources.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: Recap of key learning points drawn from the lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	25 (120 minutes)
Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • consider the importance of value for money and sustainability in procurement
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Computers with internet access • Whiteboard and pens • Flipcharts and pens • PS Presentation slides with speaker notes • AS Promoting sustainability
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Recap of previous lesson.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher presentation: The factors to take into account when securing value for money in procurement decisions. • Paired activity: Case study in the procurement process to secure value for money as opposed to the cheapest price. Each pair competes against other learners to see who can secure the best value for money when purchasing a given set of office consumables or a piece of office equipment (say a new printer or a set of laptop computers) from a set budget (to be determined by the teacher). Each pair must prepare a rationale regarding why they think their proposed purchase provides the best value for money for the business (even if they have not secured the cheapest price for the order). • Teacher-led discussion: Receive feedback from previous activity. • Group work activity: Prepare a set of practical examples that could promote sustainability in the procurement of administrative resources. • Teacher-led discussion: Receive feedback from previous activity.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: Recap of key learning points drawn from the lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	26 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand the concept of value for money in the procurement of administrative resources • understand the link between value for money and sustainability.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Computers with internet access • Whiteboard and pens • Flipcharts and pens • PS Presentation slides with speaker notes • AS Group presentation
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Recap of the key learning points from the previous lesson.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher presentation: Value for money and sustainability – can value for money and sustainability be achieved in the procurement of administrative resources? • Group activity: Prepare a presentation with speaker notes providing an example of the cost savings that can be achieved by implementing sustainable business practices in the procurement of administrative resources in a small business organisation. • Group activity: Group presentations. • Teacher-led discussion: Receive feedback from previous activity.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: Recap of key learning points drawn from the lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	27 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand the requirements of Assessment Task 3.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Computers with internet access • Whiteboard and pens • Flipchart and pens • Assessment and internal verification recording documentation • PS Presentation slides • AS Assessment Workbook, Task 3
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Recap of Learning aim C.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: Introduce Assessment Task 3; walk through the individual tasks, clarifying the assessment outcomes. Explain the research phase of the assignment and clarify any points of concern or issues raised by learners. • Individual activity: Learners research the characteristics of business leaflets and promotional/informational posters aimed at the business community. • Teacher support activities: Teacher provides general support only to individual learners, which allows them to work independently.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: Confirm arrangements for the outcomes required from the learners in the next two lessons.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	28–29 (240 minutes)

Lesson objectives	To enable learners to: <ul style="list-style-type: none"> • complete Assessment Task 3, Parts a and b.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Computers with internet access • Whiteboard and pens • Flipcharts and pens • Assessment and internal verification recording documentation • PS Presentation slides • AS Assessment Workbook, Task 3, Parts a and b
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (210 minutes)	<ul style="list-style-type: none"> • Individual learner activity: Learners work through the tasks identified in Assessment Task 3. • Teacher support: Teacher provides general support only to individual learners, which allows them to work independently.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: Learners submit completed Assessment Task 3 and provide feedback on their views of the assignment tasks – what they found useful and the parts they found difficult.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 8: Maintaining Administrative Resources
Lesson number	30 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • receive feedback on Assessment Task 3 • identify strengths and weaknesses of their assessed work • provide feedback on the unit.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Flipcharts and pens • PS Presentation slides • AS Review feedback on Assessment Task 3 • TF Feedback on the unit • Assessment recording documentation
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Feedback on Assessment Task 3: walk through each task and what should have been covered in each; identify good practice points from work submitted by learners; identify any general areas of weakness in learner work.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Individual learner activity: Review feedback on own work. • Teacher-led discussion: Review the outcomes from previous activity – main points covered. • Teacher presentation: Overview of the unit and links with other units. • Group work: Learners discuss and report back on their feedback on the unit.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: Feedback from learners on the unit.

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