

Pearson BTEC Uzbekistan Level 4 Qualifications in

# Administrative Support in the Public and Private Sectors

Unit 6: Administrative Support for Projects

**Teacher Resources**

**Issue 1**



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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 6: Administrative Support for Projects

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## Delivery guidance

On completion of this unit learners will have developed the skills to provide administrative support to projects, including the use of project planning and monitoring tools, and will be able to evaluate the success of projects in order to improve future project planning and management.

### Approaching the unit

The purpose of this unit is for learners to understand the stages involved in preparing, planning, managing and evaluating the outcomes of a project. Learners will carry this out by developing a project plan for a selected organisation.

Learners should have access to adequate IT systems and up-to-date software to allow for effective project document production, including spreadsheet and word processing software. Learners will also need the support of a small team to work with during the project.

It would be beneficial for learners to complete the unit towards the end of the qualification to enable them to build on and consolidate learning from other units. Some centres may wish to deliver this unit in conjunction with *Unit 11: Improving Business Practices* as learners could use project management methodology in business improvement activities and projects.

The project itself should be related to the administration role but, for the purpose of developing knowledge and understanding of project management terminology and methodology, case studies on other diverse projects could be used to demonstrate the appropriateness of the methodologies used. It would be beneficial to learners to have some exposure to realistic business projects so as to fully appreciate the value and importance of project management methodology. In this way, they can also begin to appreciate the challenges involved in satisfying a range of stakeholders and that projects are often carried out alongside a range of competing priorities.

The use of specialist information technology packages should be encouraged, where possible, to enable learners to develop their use of supporting technology when completing the project.

Learners must be able to understand the principles of identifying project activities appropriate for the type of project they select. When evaluating project outcomes, basic statistical analysis could include gathering data into tables, producing charts and calculating percentages.

### Assessment guidance

This unit requires learners to take part in projects and produce a portfolio of evidence that demonstrates their skills in this area. Details of project assessment skills can be found in the Assessment Workbook for this unit. Before delivering the unit, teachers should plan for type and scale of the projects that learners should use. The choice of project is a vital part of this unit and teachers should ensure that the learner chooses a realistic, viable and achievable project. Learners should select a defined, discrete, small-scale project, with an appropriate level of complexity. Possible examples could be organising a conference, setting up a new element of an administration, system, setting up the administrative support aspects of a recruitment exercise, or a the launch of a new product or service.

Assessment workshops have been built into the scheme of work to allow time for learners to work on their projects. Teachers will be able to observe learners demonstrate practical skills, and will complete observation reports to contribute to the work in the portfolio. It is important to note that while learners will work in project teams, the work produced and assessed in their portfolio must be independent work, specific to each individual learner.

### 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 6: Administrative Support for Projects

##### Introduction

Before delivering this unit, you should assemble a range of materials that learners can examine in order to analyse project processes. These materials should include case studies of projects where learners can explore how projects might be planned and managed. Case studies should enable learners to make judgements about the success of projects in relation to initial planning.

You should examine the scheme of work to plan for guest speakers and visits to organisations that can demonstrate real world applications of the management and support processes involved in projects. You should also ensure that the technology support required for this unit is available.



## Unit 6: Administrative Support for Projects

Begin teaching by guiding learners through the assessment model for the unit. You should be able to provide learners with information on teams or projects they will be using for their assessments so that they can have these in mind as you deliver the unit content.

The unit delivery involves teacher presentations that you will need to prepare in advance of the lessons, teacher-led discussions, and activities to be conducted by individual learners, pair-groups, small-groups and whole class groups.

### Learning aim A: Understand the principles of effective project management

Approaches to take when delivering the content for learning aim A include:

- theory components on the characteristics of the project lifecycle and planning
- presentations, discussions and case-study group-work and research exploring:
  - the principles of project management
  - managing workplace and organisational projects
  - roles and responsibilities within a project team
  - factors that may affect project outcomes.

In Lesson 10, towards the end of the delivery of Learning aim A, time has been allocated for a workplace visit for learners to experience real work applications of project management and support, and to speak to experts and project team members. If workplace visits are difficult to manage, you could alternatively arrange for experts to visit the centre as guest speakers and enable learners to question them about their methods, approaches and experiences.

### Learning aim B: Support the delivery of a project

Approaches to take when delivering the content for learning aim B include both theoretical components and practical skills-workshops relating to:

- project documentation and tools relating to planning, communication, risks and issues logs, contingency planning
- monitoring projects and responding to factors impeding project progress and outcomes
- communicating project-related information by a variety of means including meetings, and written reports and updates.

### Unit 6: Administrative Support for Projects

Practical skills workshops should enable learners to become familiar with software packages that support project management and develop the skills to use them independently and effectively. Learners should be given the opportunity to consider case-studies, and work in groups to solve problems related to project delivery. Learners must also be given the opportunity to role-play communication scenarios, to develop professional communication skills, particularly in situations where complex problems need to be resolved.

In lessons 19 and 20, learners should be given the opportunity to take part in assessment workshops to begin the tasks that will be used to assess this aim. These are likely to be initial tasks such as project team meetings and individual planning. The work will continue in later workshops towards the end of the delivery of the unit.

### Learning aim C: Support project teams to manage projects successfully

Teaching approaches when delivering the content for learning aim C include:

- theory components on project management techniques, including managing time, project resources, risks and issues effectively, and project closure and evaluation
- case studies of poorly managed projects, where learner groups can identify alternative, effective approaches
- learner research into ways of managing risk and issues during a project

There is the opportunity towards the end of the delivery of this unit for a guest speaker to provide a masterclass or general session on project management and closure, so that learners are exposed to real world issues affecting projects.

In this section of the unit, learners can develop a range of transferrable 'soft-skills' including: professionalism, presentation skills, communication skills, problem solving, and skills in critical analysis.

Several sessions towards the end of the unit delivery are devoted to assessment workshops, where learners can take part in their projects, and complete assessment tasks. You will be able to observe and assess learners engaging in project tasks and schedule the delivery of their end of project presentations. It is important to note that you cannot provide them with assistance with their projects during these sessions are present only as a skills assessor. Although working in project teams, all individual learners must complete all of the specific tasks detailed in the Assessment Workbook. Time has been provided at the end of the scheme of work for you to feed back the outcome of assessments, and for learners to evaluate the delivery of the unit, which you can use to inform future teaching.

## Details of links to other BTEC units and qualifications

This unit links to:

- Unit 2: Document Preparation, Production and Distribution
- Unit 3: Supporting and Leading Teams
- Unit 5: Business Information Management
- Unit 7: Business Meetings and Events
- Unit 11: Improving Business Practices.

## Resources

### Textbooks

Ashar, K – *Project Management Essentials You Always Wanted to Know* (4<sup>th</sup> Edition), Vibrant Publishers (2019), ISBN-13: 9781949395396

This book provides core information about how to manage the complexity of modern projects for employees moving into management roles involving projects.

Kerzner, H – *Project Management: A Systems Approach to Planning, Scheduling, and Controlling* (12<sup>th</sup> Edition), John Wiley & Sons (2017), ISBN-13: 9781119165354

This book provides information about the fundamentals of project planning, scheduling and management.

Thompson, E – *Agile Project Management: The Step by Step Guide that you Must Have to Learn Project Management Correctly from the Beginning*, Independently published (2019), ISBN-13: 9781072162780

This book provides information on learning how to conduct every step of a project effectively to obtain the maximum results.

### Websites

[www.apm.org.uk](http://www.apm.org.uk)

The Association of Project Management (APM) – The UK Chartered Body for project professionals. This website provides world-leading information about project management.

[www.napm.uz](http://www.napm.uz)

National Agency of Project Management under the President of the Republic of Uzbekistan (NAPM) – NAPM is a state agency acting as a legal entity, reporting to the President, which manages and coordinates the work of state bodies and other organisations.

[www.pmi.org](http://www.pmi.org)

The Project Management Institute (PMI) – A leading association for those who consider project, programme or portfolio management their profession.

*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 so as 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

<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Guided Learning Hours</b>	60
<b>Number of lessons</b>	30
<b>Duration of lessons</b>	2 hours
<b>Links to other units</b>	Unit 2: Document Preparation, Production and Distribution Unit 3: Supporting and Leading Teams Unit 5: Business Information Management Unit 7: Business Meetings and Events Unit 11: Improving Business Practices

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

#	Topic	Lesson type	Suggested activities	Resources
1	Unit introduction – supporting business projects		<ul style="list-style-type: none"> <li><b>Lead in:</b> Introduce the unit by providing an overview of the unit and the way in which it will be assessed.</li> <li><b>Paired activity:</b> Learners to share and discuss their current understanding and experiences of project management in a business environment, including where project management aligns with units in the qualification that they have already completed.</li> </ul>	Unit specification Whiteboard and pens <b>PS</b> Presentation slides and notes

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Teacher-led discussion:</b> Learners to feed back to the group and discuss.</li> <li>• <b>Teacher presentation:</b> Projects in a business environment including: types, scale, purpose.</li> <li>• <b>Teacher-led discussion:</b> Discussion of projects in different types of organisations.</li> <li>• <b>Plenary:</b> Confirm the main learning points identified in the lesson.</li> <li>• <b>Private study:</b> Learners write up notes and begin glossary of terms.</li> </ul>	<b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson
2	The project lifecycle <b>A1</b>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to recap previous lesson.</li> <li>• <b>Teacher presentation:</b> Overview of project lifecycle stages, including:                         <ul style="list-style-type: none"> <li>○ initiation</li> <li>○ planning</li> <li>○ execution</li> <li>○ closure and evaluation.</li> </ul> </li> <li>• <b>Paired activity:</b> Learners use case study of project to explore stages in the project lifecycle.</li> <li>• <b>Teacher-led discussion:</b> Learners feed back on activity.</li> </ul>	Unit specification Whiteboard and pens <b>PS</b> Presentation slides and notes <b>AS</b> Case study of projects <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Confirm the main learning points identified in the lesson.</li> <li>• <b>Private study:</b> Learners to write up their notes and update the glossary of key terms.</li> </ul>	
3	The project lifecycle – Initiation stage <b>A1</b>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to recap the project lifecycle.</li> <li>• <b>Teacher presentation:</b> Overview of the format and characteristics of project briefs in relation to scope, purpose, aims and objectives.</li> <li>• <b>Class discussion:</b> Learners to share examples of their own experiences of being part of the initiation stage of a project.</li> <li>• <b>Paired activity:</b> Pairs to analyse handouts of project briefs for a range of purposes and organisations.</li> <li>• <b>Teacher-led discussion:</b> Based on previous activity.</li> <li>• <b>Plenary:</b> Confirm the main learning points identified in the lesson.</li> <li>• <b>Private study:</b> Learners to write up their notes and update the glossary of key terms.</li> </ul>	Unit specification Whiteboard and pens <b>PS</b> Presentation slides and notes <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson <b>AS</b> Examples of project briefs
4	The project lifecycle – Planning stage <b>A1</b>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to recap of the project lifecycle initiation stage.</li> <li>• <b>Teacher presentation:</b> Overview of details required for effective project planning.</li> </ul>	Access to IT systems and spreadsheet software Unit specification Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Class discussion:</b> Learners to share examples of their own experiences of being part of the planning stage of a project.</li> <li>• <b>Paired activity:</b> Pairs to analyse handouts of project plans for a range of purposes and organisations.</li> <li>• <b>Teacher-led discussion:</b> Pairs of learners to feed back to the group and discuss.</li> <li>• <b>Plenary:</b> Confirm the main learning points identified in the lesson.</li> <li>• <b>Private study:</b> Learners write up their notes and update the glossary of key terms.</li> </ul>	<p><b>PS</b> Presentation slides and notes</p> <p><b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</p> <p><b>AS</b> Examples of project plans</p>
5	The project lifecycle – Execution stage  <b>A1</b>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to recap of the project lifecycle planning stage.</li> <li>• <b>Teacher presentation:</b> Overview of project execution and the activities that take place in this stage including monitoring and communication with stakeholders.</li> <li>• <b>Class discussion:</b> Learners to share examples of their own experiences of being part of the stage of a project.</li> <li>• <b>Paired activity:</b> Pairs to analyse handouts of project plans for a range of purposes and organisations.</li> <li>• <b>Teacher-led discussion:</b> Pairs to feed back to the group and discuss.</li> </ul>	<p>Unit specification</p> <p>Whiteboard and pens</p> <p><b>PS</b> Presentation slides and notes</p> <p><b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</p> <p><b>AS</b> Examples of good practice during the execution stage of projects</p>



#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Confirm the main learning points identified in the lesson.</li> <li>• <b>Private study:</b> Learners to write up their notes and update the glossary of key terms.</li> </ul>	
6	The project lifecycle – Closure and evaluation stage <b>A1</b>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to recap of the project lifecycle execution stage.</li> <li>• <b>Teacher presentation:</b> Overview of the project closure and evaluation stage and the activities that take place in this stage.</li> <li>• <b>Class discussion:</b> Learners to share examples of their own experiences of being part of the closure and evaluation stage of a project.</li> <li>• <b>Paired activity:</b> Pairs to analyse handout examples of project evaluations.</li> <li>• <b>Teacher-led discussion:</b> Pairs to feed back to the group and discuss.</li> <li>• <b>Plenary:</b> Confirm the main learning points identified in the lesson.</li> <li>• <b>Private study:</b> Learners to write up their notes and update the glossary of key terms.</li> </ul>	Unit specification  Whiteboard and pens  <b>PS</b> Presentation slides and notes  <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson  <b>AS</b> Handouts of examples of project evaluations

#	Topic	Lesson type	Suggested activities	Resources
7	Project team roles and responsibilities <b>A2</b>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to provide an overview of project teams.</li> <li>• <b>Paired activity:</b> Learners to examine an example of a project team structure chart to understand levels of authority and channels of communication across the team.</li> <li>• <b>Teacher-led presentation:</b> Teacher to present and lead discussion on the responsibilities of the roles of teams and individuals within a project team.</li> <li>• <b>Paired activity:</b> Learners to research the skills required for each member of the project team.</li> <li>• <b>Teacher-led discussion:</b> Based on previous activity.</li> <li>• <b>Plenary:</b> Confirm the main learning points identified in the lesson.</li> <li>• <b>Private study:</b> Learners to write up their notes and update the glossary of key terms.</li> </ul>	Unit specification Whiteboard and pens Internet access <b>PS</b> Presentation slides and notes <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson <b>AS</b> Project team structure chart
8	Internal factors affecting project success <b>A3</b>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Overview of what is meant by internal and external factors in the context of project management.</li> <li>• <b>Teacher-led presentation:</b> Internal factors that may affect the success of a project including how effective project managers would consider these factors during project planning stages, and manage them to mitigate any negative impact on the project.</li> </ul>	Unit specification Whiteboard and pens <b>PS</b> Presentation slides and notes

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Paired activity:</b> Learners to be given examples of internal factors that could affect the success of a project and discuss how project teams can prevent these factors from adversely affecting the project.</li> <li>• <b>Teacher-led discussion:</b> Pairs to feed back their ideas and discuss with the class.</li> <li>• <b>Plenary:</b> Confirm the main learning points identified in the lesson.</li> <li>• <b>Private study:</b> Learners to write up their notes and update the glossary of key terms.</li> </ul>	<p><b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</p> <p><b>AS</b> Handout with examples of factors that could affect project success</p>
9	External factors affecting project success <b>A3</b>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to recap on learning of internal factors affecting a project.</li> <li>• <b>Teacher-led presentation:</b> Internal factors that may affect the success of a project including how effective project managers would consider these factors during project planning stages, and manage them to mitigate any negative impact on the project.</li> <li>• <b>Paired activity:</b> Learners to be given examples of internal factors that could affect the success of a project and discuss how project teams can prevent these factors from adversely affecting the project.</li> <li>• <b>Teacher-led discussion:</b> Pairs to feed back their ideas and discuss with the class.</li> </ul>	<p>Unit specification</p> <p>Whiteboard and pens</p> <p><b>PS</b> Presentation slides and notes</p> <p><b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</p> <p><b>AS</b> Handout with examples of factors that could affect project success</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Confirm the main learning points identified in the lesson.</li> <li>• <b>Private study:</b> Learners to write up their notes and update the glossary of key terms.</li> </ul>	
10	Types of projects <b>A1</b>	V GS	<ul style="list-style-type: none"> <li>• <b>Group activity:</b> A visit a business administration-related organisation that manages a range of different projects.</li> <li>• <b>Guest speaker from organisation:</b> To provide learners with an information on the organisation and how it manages projects</li> <li>• <b>Individual learner activity:</b> Learners to question project team members on the projects they are involved with and project activities.</li> </ul> <p><b>Note:</b> the activities at the visit will be determined by the capacity of the organisation to manage the visit. An alternative approach would be for a class-based lesson with a visiting guest speaker.</p> <ul style="list-style-type: none"> <li>• <b>Plenary:</b> Teacher to confirm the main learning points identified in the lesson and respond to any questions from learners.</li> <li>• <b>Private study:</b> Learners write up their notes using the template for recording key learning points and update the glossary of key terms.</li> </ul>	<b>TF</b> Template for recording notes from the workplace visit

#	Topic	Lesson type	Suggested activities	Resources
11	Recap of learning aim A activities	RS	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to recap learning points from workplace visit.</li> <li>• <b>Class discussion:</b> Learners to discuss the workplace visit and what was observed and learned relating to how the organisation manages different projects in different ways.</li> <li>• <b>Teacher-led discussion:</b> Exploring how different organisations manage projects.</li> <li>• <b>Teacher-led revision session:</b> Revision of Learning aim A to include recap of learning points, question and answer sessions and quiz.</li> <li>• <b>Plenary:</b> Teacher to present first practice assessment. Walk-through of the requirements of Assessment Workbook Tasks 1 and 2.</li> <li>• <b>Private study:</b> Learners to revise learning aim A topics from notes and handouts.</li> </ul>	Unit specification Whiteboard and pens <b>PS</b> Presentation slides and notes <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson <b>AS</b> Learning aim A quiz. Assessment Workbook – Tasks 1 and 2
12	<b>Assessment Workshop</b> Assessment Workbook completion – Tasks 1 and 2 <b>A</b>	AW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Overview of learning aim A activities and associated assessment Tasks 1 and 2.</li> <li>• <b>Individual learner activity:</b> Learners to work through Tasks 1 and 2 in the Assessment Workbook.</li> </ul>	Access to IT systems Unit specification Whiteboard and pens <b>AS</b> Assessment Workbook – Tasks 1 and 2

#	Topic	Lesson type	Suggested activities	Resources
13	Project documentation – Project plan  <b>B1</b>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to feedback on Assessment Tasks 1 and 2/</li> <li>• <b>Teacher presentation:</b> The principles of project planning and what should be considered when creating project plans.</li> <li>• <b>Teacher-led discussion:</b> Discuss the key components of a project plan and identify differences in plans depending on the nature of the project.</li> <li>• <b>Teacher presentation:</b> A range of relevant project management tools that support planning activities:                             <ul style="list-style-type: none"> <li>○ Gantt chart</li> <li>○ PERT chart</li> <li>○ paper-based project plan.</li> </ul> </li> <li>• <b>Small group discussion:</b> Learners to discuss the characteristics of different project planning methods.</li> <li>• <b>Skills workshop:</b> Structured workshop practising skills in creating basic project plans to meet key requirements:                             <ul style="list-style-type: none"> <li>○ project objectives</li> <li>○ project milestones</li> <li>○ progress measurement points</li> <li>○ project activities</li> <li>○ responsibilities of project team members</li> <li>○ resources requirements</li> <li>○ target timescales.</li> </ul> </li> </ul>	Access to IT systems and appropriate business software  Unit specification  Whiteboard and pens  <b>PS</b> Presentation slides and notes  <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson  <b>TF</b> Project plan template

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Confirm the main learning points identified in the lesson.</li> <li>• <b>Private study:</b> Learners to write up their notes and update the glossary of key terms, and research requirements for communication plans.</li> </ul>	
14	Project documentation – Communication plan <b>B1</b>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to provide an overview of the purpose of communication planning in project management.</li> <li>• <b>Teacher presentation:</b> The principles of communication planning and what needs to be considered when creating communication plans.</li> <li>• <b>Teacher-led discussion:</b> Discuss the key components of a communication plan and identify differences in plans depending on the nature of the project and the stakeholders affected.</li> <li>• <b>Group activity:</b> Structured skills workshop practising skills in creating basic communication plans meet key requirements: <ul style="list-style-type: none"> <li>○ communication objectives</li> <li>○ stakeholder engagement</li> <li>○ methods of communication</li> <li>○ styles of communication</li> <li>○ timeliness of communications.</li> </ul> </li> <li>• <b>Plenary:</b> Confirm the main learning points identified in the lesson.</li> </ul>	<p>Access to IT systems and spreadsheet software</p> <p>Unit specification</p> <p>Whiteboard and pens</p> <p><b>PS</b> Presentation slides and notes</p> <p><b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</p> <p><b>TF</b> Communication plan template</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Private study:</b> Learners to write up their notes and update the glossary of key terms, and research risks and issues associated with projects.</li> </ul>	
15	Project documentation – Risk assessment and contingency plans  <b>B1</b>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to introduce the concept of project risks.</li> <li>• <b>Teacher presentation:</b> The principles of project risk assessment, risk categories and the probability of risk.</li> <li>• <b>Small group activity:</b> Using project case studies explored earlier in the unit delivery, learners discuss possible risks associated with them.</li> <li>• <b>Teacher-led discussion:</b> Learners to share outcomes of project-based risks activity and share any personal experiences of having identified or managed project-based risk.</li> <li>• <b>Teacher presentation:</b> Contingency planning.</li> <li>• <b>Group activity:</b> Structured skills workshop practising skills in creating basic contingency plans to meet key requirements:                             <ul style="list-style-type: none"> <li>○ predictable and unpredictable events</li> <li>○ action that can be implemented quickly to resolve risks and issues</li> <li>○ critical activities, resources and procedures important to the success of the project.</li> </ul> </li> <li>• <b>Plenary:</b> Confirm the main learning points identified in the lesson.</li> </ul>	Access to IT systems and appropriate business software  Unit specification  Whiteboard and pens  <b>PS</b> Presentation slides and notes  <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson  <b>TF</b> Contingency plan template  Project case studies



#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Private study:</b> Learners write up their notes and update the glossary of key terms.</li> </ul>	
16	Monitoring projects – using project management tools <b>B2</b>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to recap on previous lessons and the use of project management tools used in project planning.</li> <li>• <b>Teacher-led presentation:</b> How to use project management tools to monitor progress of projects.</li> <li>• <b>Class discussion:</b> Learners to discuss monitoring project progress and what needs to be monitored.</li> <li>• <b>Paired activity:</b> Learners to use examples of project management tools and information to judge the progress and risks associated with the examples provided.</li> <li>• <b>Plenary:</b> Confirm the main learning points identified in the lesson.</li> <li>• <b>Private study:</b> Learners to write up their notes and update the glossary of key terms.</li> </ul>	<p>Access to IT systems and appropriate software and project management tools</p> <p>Unit specification</p> <p>Whiteboard and pens</p> <p><b>PS</b> Presentation slides and notes</p> <p><b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</p> <p><b>AS</b> Scenarios and sample project management tools and data</p>
17	Monitoring projects – Project delivery problems <b>B2</b>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to recap previous lesson.</li> <li>• <b>Teacher-led presentation:</b> How project management tools can be used to identify project delivery problems.</li> <li>• <b>Class discussion:</b> Learners to discuss the types of problems that can impact progress or completion of a project.</li> </ul>	<p>Unit specification</p> <p>Whiteboard and pens</p> <p><b>PS</b> Presentation slides and notes</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Paired activity:</b> Learners to use examples of project delivery problems and the impact each example may have on the progress or achievement of a project.</li> <li>• <b>Teacher-led discussion:</b> Exploring solutions for each project delivery problem and how these could be prevented in advance of problems.</li> <li>• <b>Plenary:</b> Confirm the main learning points identified in the lesson.</li> <li>• <b>Private study:</b> Learners to write up their notes and update the glossary of key terms and research project-related communications and the types of information that need to be communicated.</li> </ul>	<p><b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</p> <p><b>AS</b> Scenarios and examples of project delivery problems</p>
18	Communicating project-related information  <b>B3</b>	IS/RS	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to recap previous lesson.</li> <li>• <b>Teacher presentation:</b> The types and importance and nature of project communications including:                             <ul style="list-style-type: none"> <li>○ progress or checkpoint meetings (verbal)</li> <li>○ project status reports (written)</li> <li>○ project reporting software (written).</li> </ul> </li> <li>• <b>Small group activity:</b> Small groups of learners to use role-play scenarios to practise communicating project-related information using effective verbal communication skills.</li> </ul>	Unit specification  Whiteboard and pens  <b>PS</b> Presentation slides and notes  <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson  <b>TF</b> Project status report template

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Class discussion:</b> Learners to review role-play activities to determine language used and the relevance and accuracy of the information communicated.</li> <li>• <b>Teacher presentation:</b> The key components of a project status report: <ul style="list-style-type: none"> <li>○ accomplishments</li> <li>○ major issues and risks</li> <li>○ plans for the next stage</li> <li>○ budget update and revisions</li> <li>○ project plan update and revisions.</li> </ul> </li> <li>• <b>Individual activity:</b> Learners to use the given template to practise creating project status reports.</li> <li>• <b>Private study:</b> Learners to revise learning and skills undertaken during learning aim B.</li> </ul>	<b>AS</b> Project-related communications scenarios for role play activities
<b>19 &amp; 20</b>	Learning aim B revision and assessment activities  Assessment Tasks 3 and 4 to begin.	RS/AW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to provide an overview of learning aim B.</li> <li>• <b>Revision session:</b> Learning aim B. Teacher to provide opportunity for learners to ask questions about teaching content and activities from learning aim B.</li> <li>• <b>Teacher presentation:</b> Teacher to walk-through Assessment Workbook Tasks 3 and 4, and lead discussions around assessment requirements.</li> </ul>	Unit specification  Whiteboard and pens  <b>PS</b> Presentation slides and notes  Assessment Workbook – Tasks 3 and 4

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Assessment workshop:</b> Learners to be assigned working project groups to enable them to begin work on assessed project support. The workshop will begin in Lesson 19 and continue throughout Lesson 20.</li> </ul>	
21	Managing project delivery – Project resources  <b>C1</b>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to provide an overview of the importance of project resource management.</li> <li>• <b>Teacher-led discussion:</b> The types of resource that need to be managed during project delivery including physical and human resources.</li> <li>• <b>Teacher presentation:</b> Ways of managing physical and human resources during project delivery:                             <ul style="list-style-type: none"> <li>○ securing and obtaining resources within budget</li> <li>○ allocating resources</li> <li>○ ensuring project team has sufficient and adequate resources to perform their roles effectively</li> <li>○ identifying and making arrangements for staff training</li> <li>○ providing direction and instruction to project team members.</li> </ul> </li> <li>• <b>Individual activity:</b> Learners to consider resource requirements for the given project and the approach required to manage these.</li> </ul>	Unit specification  Whiteboard and pens  <b>PS</b> Presentation slides and notes  <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Confirm the main learning points identified in the lesson.</li> <li>• <b>Private study:</b> Learners to write up their notes and update the glossary of key terms and to research the principles of stakeholder engagement in the context of a project.</li> </ul>	
22	Managing project delivery – Stakeholder engagement <b>C1</b>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to provide an overview of why it is important to build and maintain professional relationships with project stakeholders.</li> <li>• <b>Class discussion:</b> Learners to discuss the types of stakeholder that need to be engaged during project delivery: <ul style="list-style-type: none"> <li>○ internal stakeholders</li> <li>○ external stakeholders.</li> </ul> </li> <li>• <b>Teacher presentation:</b> Ways of engaging stakeholders: <ul style="list-style-type: none"> <li>○ how and when to communicate</li> <li>○ what stakeholders can expect from project teams.</li> </ul> </li> <li>• <b>Paired activity:</b> Learners to discuss approaches to dealing promptly with stakeholder issues.</li> <li>• <b>Teacher-led discussion:</b> Based on previous activity.</li> <li>• <b>Teacher presentation:</b> Negotiation and influencing skills in the context of stakeholder management during project delivery.</li> </ul>	Unit specification Whiteboard and pens <b>PS</b> Presentation slides and notes <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson <b>AS</b> Scenarios featuring issues with stakeholders during projects for role play activity

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Paired activity:</b> Learners to use scenarios featuring issues with stakeholders to role-play activities that practise dealing with issues and building trust.</li> <li>• <b>Teacher-led discussion:</b> Learners to report on the effectiveness of negotiation and influencing skills demonstrated.</li> <li>• <b>Plenary:</b> Confirm the main learning points identified in the lesson.</li> <li>• <b>Individual activity:</b> Learners to write up their notes and update the glossary of key terms.</li> <li>• <b>Private study:</b> Learners to practise negotiation and influencing skills that build trust and maintain relationships.</li> </ul>	
23	Management of project risks and issues – types of risks and issues  <b>C2</b>	GS	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to recap on learning related to risks, issues and contingency planning.</li> <li>• <b>Guest speaker:</b> Guest speaker from a project-related organisation or business owner to talk about types of issues and risks that affect project delivery and success, along with general ideas and guidance on good project management.</li> <li>• <b>Group activity:</b> Learners to pose questions to the guest speaker relating to organisational decision-making in relation to project management.</li> <li>• <b>Plenary:</b> Review of the outcomes of guest speaker question and answer session, and summary of risks and issues.</li> </ul>	Unit specification  Whiteboard and pens  <b>PS</b> Presentation slides and notes  <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> Learners to write up their notes and update the glossary of key terms.</li> <li>• <b>Private study:</b> Learners to research ways of managing project risks and issues in preparation for next lesson.</li> </ul>	
24	Management of project risks and issues – How to manage risks  <b>C2</b>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to recap previous lesson.</li> <li>• <b>Paired activity:</b> Learners discuss how best to manage the risks given in project-based scenarios.</li> <li>• <b>Teacher-led discussion:</b> Learners to feed back how effective the approach to managing each risk would be.</li> <li>• <b>Teacher presentation:</b> Ways learners can manage risks within a project:               <ul style="list-style-type: none"> <li>○ creating awareness of risks identified</li> <li>○ regular review of risk and issue logs</li> <li>○ close monitoring of high-risk tasks</li> <li>○ applying risk mitigation strategies</li> <li>○ communication with stakeholders</li> <li>○ amending project plans where risks impact on deadlines.</li> </ul> </li> <li>• <b>Teacher presentation:</b> Risk strategies including risk avoidance, risk sharing, risk reduction, risk transfer.</li> <li>• <b>Teacher-led discussion:</b> Teacher to answer questions raised by learners on the presentations.</li> </ul>	Unit specification  Whiteboard and pens  <b>PS</b> Presentation slides and notes  <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson  <b>AS</b> Scenarios of project-based risks and issues

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Confirm the main learning points identified in the lesson.</li> <li>• <b>Private study:</b> Learners to write up their notes and update the glossary of key terms.</li> </ul>	
25	Project closure, evaluation and reporting – project closure  <b>C3</b>		<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to provide a recap prior learning relating to project closure and evaluation.</li> <li>• <b>Teacher presentation:</b> Closing projects effectively:                             <ul style="list-style-type: none"> <li>○ when to close the project</li> <li>○ confirming complete and incomplete tasks</li> <li>○ communicating project closure</li> <li>○ project debriefs.</li> <li>○ the administrative processes required to close projects:</li> <li>○ completing agreed management processes</li> <li>○ closing contracts for purchasing of goods and services</li> <li>○ completing and maintaining relevant project records.</li> </ul> </li> <li>• <b>Paired activity:</b> Learners to discuss the question “Why is it important to close projects effectively?” and feedback for whole class discussion.</li> <li>• <b>Plenary:</b> Teacher to confirm the main learning points identified in the lesson and respond to any questions from learners.</li> <li>• <b>Private study:</b> Learners to write up their notes using the template for recording key learning points.</li> </ul>	Unit specification  Whiteboard and pens  <b>PS</b> Presentation slides and notes  <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson



#	Topic	Lesson type	Suggested activities	Resources
26	Project closure, evaluation and reporting – project evaluation and reporting  <b>C3</b>	RS	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to provide an overview of project evaluation activities and their importance.</li> <li>• <b>Teacher presentation:</b> Project evaluation activities and information gathering: <ul style="list-style-type: none"> <li>○ qualitative and quantitative project data</li> <li>○ information from primary and secondary sources</li> <li>○ collating relevant information to reflect project successes and failures and lessons learned.</li> </ul> </li> <li>• <b>Paired activity:</b> Learners to use handouts of sample project data to practise creating an effective and accurate project evaluation report.</li> <li>• <b>Class discussion:</b> Learners to feed back to the group and discuss the effectiveness of practise evaluation reports.</li> <li>• <b>Teacher presentation:</b> Teacher to provide an overview of different ways of reporting project evaluations including: written, verbal, digital.</li> <li>• <b>Small group activity:</b> Learners to practise delivering a verbal project evaluation report to their peers.</li> <li>• <b>Plenary:</b> Confirm the main learning points identified in the lesson.</li> <li>• <b>Private study:</b> Learners to write up their notes and update the glossary of key terms.</li> </ul>	Unit specification Whiteboard and pens <b>PS</b> Presentation slides and notes <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson <b>TF</b> Evaluation report template <b>AS</b> Handouts of sample project delivery information

#	Topic	Lesson type	Suggested activities	Resources
27, 28 and 29	<b>Assessment workshops</b>  Assessment Tasks 3 – 7	AW	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> Learners to work in project teams to produce evidence for Assessment Workbook Tasks 3 – 7.</li> </ul> <p><b>Teachers must note</b> that while learners will work in project teams, the work produced and assessed in their portfolio must be independent work, specific to each individual.</p> <p>Teachers must use the observation templates in the Assessment Workbook. As additional evidence, learners can complete observation forms for their peers in their project teams.</p> <p>Project work should be completed by the end of lesson 29, and the outcomes of assessment before lesson 30.</p>	Access to IT systems and appropriate business software  Unit specification  Whiteboard and pens  Assessment Workbook – Tasks 3–7
30	Assessment Workbook completion  <b>Learning aims B and C</b>	AW	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Feedback on Assessment Task 3-7: walk through each task and what should have been covered in each; identify good practice points and general areas of weakness in learner work.</li> <li>• <b>Individual learner activity:</b> Review feedback on own work.</li> <li>• <b>Teacher-led discussion:</b> Review the outcomes from previous activity.</li> <li>• <b>Teacher presentation:</b> Unit overview and links with other units.</li> <li>• <b>Group work:</b> Learners discuss and report back on their feedback on the unit.</li> <li>• <b>Teacher-led discussion:</b> Feedback from learners on the unit.</li> </ul>	Unit specification  Whiteboard and pens  <b>PS</b> Presentation slides and notes  Assessment Workbook – Tasks 3–7

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	1

<b>Lesson objectives</b>	<p>To introduce learners to:</p> <ul style="list-style-type: none"> <li>• the unit and its assessment.</li> <li>• concept of project management</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Whiteboard and pens</li> <li>• <b>PS</b> Presentation slides and notes</li> <li>• <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to introduce the unit, its aims, and assessment model.</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>• <b>Paired activity:</b> Learners to share and discuss their current understanding and experiences of project management in a business environment, including where project management aligns with units in the qualification that they have already completed.</li> <li>• <b>Teacher-led discussion:</b> Learners to feed back to the group and discuss.</li> <li>• <b>Teacher presentation:</b> Projects in a business environment including: types, scale, purpose. The teacher should use a range of examples from small-scale, mini-projects to large-scale projects, exploring the similarities and differences in how these can be managed, and the administrative support required.</li> <li>• <b>Teacher-led discussion:</b> Discussion of projects in different types of organisations, for example public and private sector organisations, including national and local government organisations, charities, business organisations from start-ups to national and multi-national corporations.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Teacher confirm the main learning points identified in the lesson and respond to any questions from learners.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> Learners to write up their notes using the template for recording key learning points and begin a glossary of key terms.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	2

<b>Lesson objectives</b>	To introduce learners to: <ul style="list-style-type: none"> <li>• 'The project lifecycle'</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Whiteboard and pens</li> <li>• <b>PS</b> Presentation slides and notes</li> <li>• <b>AS</b> Case study of projects</li> <li>• <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to recap of types of business information and their uses from lesson 3.</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher presentation:</b> Teacher to provide learners with an overview of the term 'project life cycle'.</li> <li>• <b>Guest speakers:</b> Guests speakers to talk about the stages of the project lifecycle and how organisations approach these stages               <ul style="list-style-type: none"> <li>○ initiation</li> <li>○ planning</li> <li>○ execution</li> <li>○ closure and evaluation.</li> </ul> </li> <li>• <b>Paired activity:</b> Learners use case studies of projects to explore the stages in the project lifecycle. The case studies should include information that enables learners to consider what activities might have taken place at each stage of the project. Case studies can relate to projects of different types and scales.</li> <li>• <b>Teacher-led discussion:</b> Learners feed back on activity.</li> </ul>
Concluding activities (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Teacher to confirm the main learning points identified in the lesson and respond to any questions from learners.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> Learners write up their notes using the template for recording key learning points and update the glossary of key terms.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	3

<b>Lesson objectives</b>	<p>Learners must understand:</p> <ul style="list-style-type: none"> <li>• characteristics of the project lifecycle – initiation stage</li> <li>• features and content of a project brief.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Whiteboard and pens</li> <li>• <b>PS</b> Presentation slides and notes</li> <li>• <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> <li>• <b>AS</b> Examples of project briefs</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to recap the project lifecycle.</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher presentation:</b> Teacher to provide an overview of project planning and the information that is needed for an effective project plan:               <ul style="list-style-type: none"> <li>○ scope and purpose</li> <li>○ aim and objectives.</li> </ul> </li> <li>• <b>Class discussion:</b> Discussion on learner experiences of being part of the planning stage of a project. Learners should be encouraged to share their own experiences.</li> <li>• <b>Paired activity:</b> Learners to analyse handouts of project plans for a range of purposes and organisations to identify particular characteristics of each example.</li> <li>• <b>Teacher-led class discussion:</b> Discussion on findings from analysis of different project plans.</li> </ul>
Concluding activities (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Teacher to confirm the main learning points identified in the lesson and respond to any questions from learners.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> Learners write up their notes using the template for recording key learning points and update the glossary of key terms.</li> </ul>



## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	4

<b>Lesson objectives</b>	<p>Learners must understand:</p> <ul style="list-style-type: none"> <li>• the planning stage of the project lifecycle</li> <li>• the content of a project plan.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Access to IT systems and spreadsheet software</li> <li>• Unit specification</li> <li>• Whiteboard and pens</li> <li>• <b>PS</b> Presentation slides and notes</li> <li>• <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> <li>• <b>AS</b> Examples of project plans</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>● <b>Lead in:</b> Teacher to recap of the project lifecycle initiation stage.</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher presentation:</b> Project planning and the information that is needed for an effective project plan:               <ul style="list-style-type: none"> <li>○ resources</li> <li>○ finance and budgets</li> <li>○ quality planning</li> <li>○ responsibilities</li> <li>○ deadlines</li> <li>○ milestones</li> <li>○ progress monitoring methods and frequencies.</li> </ul> </li> <li>● <b>Teacher-led discussion:</b> Learners to share and discuss examples of their own experiences of being part of the planning stage of a project.</li> <li>● <b>Paired activity:</b> Learners to analyse handouts of project plans for a range of purposes and organisations.</li> <li>● <b>Teacher-led discussion:</b> Based on previous activity.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> Teacher to confirm the main learning points identified in the lesson and respond to any questions from learners.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>● <b>Individual learner activity:</b> Learners write up their notes using the template for recording key learning points and update the glossary of key terms.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	5

<b>Lesson objectives</b>	<p>Learners must understand:</p> <ul style="list-style-type: none"> <li>• the execution stage of the project lifecycle</li> <li>• activities associated with the execution stage of a project.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Whiteboard and pens</li> <li>• <b>PS</b> Presentation slides and notes</li> <li>• <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> <li>• <b>AS</b> Examples of good practice during the execution stage of projects</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to recap of the project lifecycle planning stage.</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher presentation:</b> Overview of project execution and the activities that take place in this stage:               <ul style="list-style-type: none"> <li>○ monitoring and recording progress of project milestones</li> <li>○ monitoring and managing risk</li> <li>○ using contingency plans</li> <li>○ managing communications with stakeholders</li> <li>○ time management.</li> </ul> </li> <li>• <b>Class discussion:</b> Discussion to encourage learners to reflect on their experiences of working in the execution stage of a project.</li> <li>• <b>Paired activity:</b> Pairs to analyse examples of good practice of activities undertaken during the execution of a project and identify how these practices may support their own performance during the project.</li> <li>• <b>Teacher-led discussion:</b> Pairs to feed back to the group and discuss.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Teacher to confirm the main learning points identified in the lesson and respond to any questions from learners.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> Learners write up their notes using the template for recording key learning points and update the glossary of key terms.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	6

<b>Lesson objectives</b>	<p>Learners must:</p> <ul style="list-style-type: none"> <li>• understand the closure and evaluation stage of the project lifecycle</li> <li>• explore examples of project evaluations.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Whiteboard and pens</li> <li>• <b>PS</b> Presentation slides and notes</li> <li>• <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> <li>• <b>AS</b> Handouts of examples of project evaluations</li> </ul>
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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"> <li>● <b>Lead in:</b> Teacher to recap of the project lifecycle execution stage.</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher presentation:</b> Overview of project closure and evaluation and the activities that take place in this phase:                             <ul style="list-style-type: none"> <li>○ knowing when to close a project</li> <li>○ reviewing project outcomes</li> <li>○ identifying project successes and failures</li> <li>○ recording project outcomes</li> <li>○ identifying lessons learned for future projects.</li> </ul> </li> <li>● <b>Teacher-led discussion:</b> Discussion to encourage learners to reflect on their experiences of working in the closure and evaluation stage of a project.</li> <li>● <b>Paired activity:</b> Learners to work in pairs to analyse examples of project evaluation reports to explore the components that make for an effective evaluation.</li> <li>● <b>Teacher-led discussion:</b> Pairs to feed back to the group and discuss.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> Teacher to confirm the main learning points identified in the lesson and respond to any questions from learners.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>● <b>Individual learner activity:</b> Learners write up their notes using the template for recording key learning points and update the glossary of key terms.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	7

<b>Lesson objectives</b>	<p>Learners must understand:</p> <ul style="list-style-type: none"> <li>• the roles and responsibilities of project team members</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Whiteboard and pens</li> <li>• Internet access</li> <li>• <b>PS</b> Presentation slides and notes</li> <li>• <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> <li>• <b>AS</b> Project team structure chart</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Lead in:</b> Teacher to provide an overview of the need for defined roles and responsibilities of personnel working as part of a project team.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>● <b>Paired activity:</b> Learners to examine an example of a project team structure chart to understand levels of authority and channels of communication across the team.</li> <li>● <b>Teacher-led presentation:</b> Teacher to present and lead a discussion on the responsibilities of the following roles within a project team:               <ul style="list-style-type: none"> <li>○ project manager</li> <li>○ project sponsor</li> <li>○ project board</li> <li>○ project team members</li> <li>○ project administrator.</li> </ul> </li> <li>● <b>Paired activity:</b> Learners to research the skills required for each member of the project team. Teachers should provide learners with a range of project types, of different scale and scope to use when considering the skills of team members.</li> <li>● <b>Teacher-led discussion:</b> Based on previous activity.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> Teacher to confirm the main learning points identified in the lesson and respond to any questions from learners.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>● <b>Individual learner activity:</b> Learners write up their notes using the template for recording key learning points and update the glossary of key terms.</li> </ul>



## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	8

<b>Lesson objectives</b>	<p>Learners must understand:</p> <ul style="list-style-type: none"> <li>• internal factors that may affect project success.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Whiteboard and pens</li> <li>• <b>PS</b> Presentation slides and notes</li> <li>• <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> <li>• <b>AS</b> Handout with examples of factors that could affect project success</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to provide learners with an overview of what is meant by internal and external factors in the context of project management.</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> Internal factors that may affect the success of a project including how effective project managers would consider these factors during project planning stages, and manage them to mitigate any negative impact on the project.</li> <li>• <b>Paired activity:</b> Learners to be given examples of internal factors that could affect the success of a project and discuss how project teams can prevent these factors from adversely affecting the project.</li> <li>• <b>Teacher-led discussion:</b> Pairs to feed back their ideas and discuss with the class.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Teacher to confirm the main learning points identified in the lesson and respond to any questions from learners.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> Learners write up their notes using the template for recording key learning points and update the glossary of key terms.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	9

<b>Lesson objectives</b>	<p>Learners must understand:</p> <ul style="list-style-type: none"> <li>external factors that may affect project success.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Unit specification</li> <li>Whiteboard and pens</li> <li><b>PS</b> Presentation slides and notes</li> <li><b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> <li><b>AS</b> Handout with examples of factors that could affect project success</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to recap on learning of internal factors affecting a project.</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> External factors that may affect the success of a project including how effective project managers would consider these factors during project planning stages, and manage them to mitigate any negative impact on the project.</li> <li>• <b>Paired activity:</b> Learners to be given examples of external factors that could affect the success of a project and discuss how project teams can prevent these factors from adversely affecting the project.</li> <li>• <b>Teacher-led discussion:</b> Pairs to feed back their ideas and discuss with the class.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Teacher to confirm the main learning points identified in the lesson and respond to any questions from learners.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> Learners write up their notes using the template for recording key learning points and update the glossary of key terms.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	10

<b>Lesson objectives</b>	<p>A visit to an organisation to:</p> <ul style="list-style-type: none"> <li>• introduce learners to the types of projects managed by local organisations</li> <li>• provide learners with opportunities to speak with project team members</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• <b>TF</b> Template for recording notes from the workplace visit</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
<p>Main activities (120 minutes)</p>	<ul style="list-style-type: none"> <li>● <b>Group activity:</b> A visit a business administration-related organisation that manages a range of different projects.</li> <li>● <b>Guest speaker from organisation:</b> To provide learners with an information on the organisation and how it manages projects</li> <li>● <b>Individual learner activity:</b> Learners to question project team members on the projects they are involved with and project activities.</li> </ul> <p><b>Note:</b> the activities at the visit will be determined by the capacity of the organisation to manage the visit. An alternative approach would be for a class-based lesson with a visiting guest speaker.</p> <ul style="list-style-type: none"> <li>● <b>Plenary:</b> Teacher to confirm the main learning points identified in the lesson and respond to any questions from learners.</li> </ul>
<p>Private study</p>	<ul style="list-style-type: none"> <li>● <b>Individual learner activity:</b> Learners write up their notes using the template for recording key learning points and update the glossary of key terms.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	11

<b>Lesson objectives</b>	<p>Learners must:</p> <ul style="list-style-type: none"> <li>• reflect on the visit to the employer organisation and share their experiences and learning</li> <li>• understand types of projects managed by different organisations</li> <li>• recap learning activities from learning aim A</li> <li>• understand the assessment tasks required to achieve learning aim A.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Whiteboard and pens</li> <li>• <b>PS</b> Presentation slides and notes</li> <li>• <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> <li>• <b>AS</b> Learning aim A - quiz</li> <li>• Assessment Workbook – Tasks 1 and 2</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to recap learning points from workplace visit.</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>• <b>Class discussion:</b> Learners to discuss the workplace visit and what was observed and learned relating to how the organisation manages different projects in different ways.</li> <li>• <b>Teacher-led discussion:</b> Exploring how different organisations manage projects.</li> <li>• <b>Teacher-led revision session:</b> Revision of Learning aim A to include recap of learning points, question and answer sessions and quiz.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Teacher to present first practice assessment. Walk-through of the requirements of Assessment Workbook Tasks 1 and 2.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual activity:</b> Learners to revise learning aim A topics from notes and handouts.</li> </ul>



## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	12

<b>Lesson objectives</b>	<p>Learners must:</p> <ul style="list-style-type: none"> <li>complete assessment tasks for learning aim A Tasks 1 and 2.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Access to IT systems</li> <li>Unit specification</li> <li>Whiteboard and pens</li> <li><b>AS</b> Assessment Workbook – Tasks 1 and 2</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

<b>Activities</b>	<b>Teaching notes</b>
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li><b>Lead in:</b> Teacher to provide guidance on assessment arrangements for learning aim A.</li> </ul>
Main activities (110 minutes)	<ul style="list-style-type: none"> <li><b>Individual learner activity:</b> Learners to work through the Tasks 1 and 2 in the Assessment Workbook for learning aim A.</li> </ul>
Private study	<ul style="list-style-type: none"> <li><b>Individual activity:</b> Learners to reflect on assessment activities and learning associated with learning aim A and prepare any questions.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	13

<b>Lesson objectives</b>	<p>Learners must:</p> <ul style="list-style-type: none"> <li>• understand project planning in a practical context</li> <li>• develop skills in creating project plans.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Access to IT systems and appropriate business software</li> <li>• Unit specification</li> <li>• Whiteboard and pens</li> <li>• <b>PS</b> Presentation slides and notes</li> <li>• <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> <li>• <b>TF</b> Project plan template</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to feedback on Assessment Tasks 1 and 2, including general points of good practice and issues to be addressed or developed.</li> </ul>
Main activities (95 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher presentation:</b> The principles of project planning and planning considerations.</li> <li>• <b>Teacher-led discussion:</b> Discuss the key components of a project plan and identify differences in plans depending on the nature of the project.</li> <li>• <b>Teacher presentation:</b> A range of relevant project management tools that support planning activities: <ul style="list-style-type: none"> <li>○ Gantt chart</li> <li>○ PERT chart</li> <li>○ paper-based project plan.</li> </ul> </li> <li>• <b>Small group discussion:</b> Learners to discuss the characteristics of different project planning methods and feed back to class.</li> <li>• <b>Group activity:</b> Structured skills workshop practising skills in creating basic project plans meet key requirements: <ul style="list-style-type: none"> <li>○ project objectives</li> <li>○ project milestones</li> <li>○ progress measurement points</li> <li>○ project activities</li> <li>○ responsibilities of project team members</li> <li>○ resources requirements</li> <li>○ target timescales.</li> </ul> </li> </ul>
Concluding activities (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Teacher to confirm the main learning points identified in the lesson and respond to any questions from learners.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> Learners write up their notes using the template for recording key learning points and update the glossary of key terms.</li> <li>• <b>Individual learner activity:</b> Learners research requirements for communication plans.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	14

<b>Lesson objectives</b>	<p>Learners must:</p> <ul style="list-style-type: none"> <li>• develop learner understanding of communication planning in a project management context</li> <li>• develop skills in creating communication plans.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Access to IT systems and appropriate business software</li> <li>• Unit specification</li> <li>• Whiteboard and pens</li> <li>• <b>PS</b> Presentation slides and notes</li> <li>• <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> <li>• <b>TF</b> Communication plan template</li> </ul>
<p>Key: <b>AS</b>: Activity Sheet; <b>TF</b>: Template Form; <b>PS</b>: Presentation Slide</p>	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>● <b>Lead in:</b> Teacher to provide an overview of the purpose of communication planning in project management.</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher presentation:</b> The principles of communication planning and what needs to be considered when creating communication plans.</li> <li>● <b>Teacher-led discussion:</b> Discuss the key components of a communication plan and identify differences in plans depending on the nature of the project and stakeholders affected.</li> <li>● <b>Group activity:</b> Structured skills workshop practising skills in creating basic communication plans meet key requirements: <ul style="list-style-type: none"> <li>○ communication objectives</li> <li>○ stakeholder engagement</li> <li>○ methods of communication</li> <li>○ styles of communication</li> <li>○ timeliness of communications.</li> </ul> </li> </ul>
Concluding activities (10 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> Teacher to confirm the main learning points identified in the lesson and respond to any questions from learners.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>● <b>Individual learner activity:</b> Learners write up their notes using the template for recording key learning points and update the glossary of key terms.</li> <li>● <b>Individual learner activity:</b> Learners research risks and issues associated with projects.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	15

<b>Lesson objectives</b>	<p>Learners must:</p> <ul style="list-style-type: none"> <li>• understand project-based risks and how to assess potential risks and their impact on project success</li> <li>• understand the importance of contingency plans in project management</li> <li>• develop skills in risk assessment and creating contingency plans.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Access to IT systems and appropriate business software</li> <li>• Unit specification</li> <li>• Whiteboard and pens</li> <li>• <b>PS</b> Presentation slides and notes</li> <li>• <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> <li>• <b>TF</b> Contingency plan template</li> <li>• Project case studies</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to provide an overview of the importance of identifying potential risks and issues before they occur and forming a plan to deal with them should they occur</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher presentation:</b> The principles of project risk assessment including: categorising types and the probability of risk.</li> <li>• <b>Small group activity:</b> Using project case studies explored earlier in the unit delivery, learners discuss potential risks associated with them.</li> <li>• <b>Teacher-led discussion:</b> Learners to share outcomes of research into project-based risks and share experiences of having identified or managed project-based risk.</li> <li>• <b>Teacher presentation:</b> Teacher to deliver a presentation on the requirement for projects to have a contingency plan and contingency plans can be created.</li> <li>• <b>Group activity:</b> Structured skills workshop practising skills in creating basic contingency plans that meet key requirements: <ul style="list-style-type: none"> <li>○ predictable and unpredictable events</li> <li>○ action that can be implemented quickly to resolve risks and issues.</li> <li>○ critical activities, resources and procedures important to the success of the project.</li> </ul> </li> </ul>
Concluding activities (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Teacher to confirm the main learning points identified in the lesson and respond to any questions from learners.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> Learners write up their notes using the template for recording key learning points and update the glossary of key terms.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	16

<b>Lesson objectives</b>	<p>Learners must:</p> <ul style="list-style-type: none"> <li>• understand the importance of monitoring projects and the methods available to do so</li> <li>• develop skills in using project management tools to monitor and track progress towards achievement of projects and project tasks.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Access to IT systems and appropriate software and project management tools</li> <li>• Unit specification</li> <li>• Whiteboard and pens</li> <li>• <b>PS</b> Presentation slides and notes</li> <li>• <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> <li>• <b>AS</b> Scenarios and sample project management tools and data</li> </ul>
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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"> <li>• <b>Lead in:</b> Teacher to recap on previous lessons and the use of project management tools in project planning.</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher presentation:</b> Teacher to deliver a presentation on project monitoring to include:               <ul style="list-style-type: none"> <li>○ the importance of monitoring progress against planning</li> <li>○ methods and approaches for monitoring projects</li> <li>○ project team members' responsibilities for monitoring progress</li> <li>○ project management tools.</li> </ul> </li> <li>• <b>Group activity skills workshop:</b> Learners to practice using project management tools and information to judge the progress and risks associated with the examples provided.</li> </ul>
Concluding activities (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Teacher to confirm the main learning points identified in the lesson and respond to any questions from learners.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> Learners write up their notes using the template for recording key learning points and update the glossary of key terms.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	17

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>To provide learners with an understanding of project delivery problems and their impact on project success</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Unit specification</li> <li>Whiteboard and pens</li> <li><b>PS</b> Presentation slides and notes</li> <li><b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> <li><b>AS</b> Scenarios and examples of project delivery problems</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to recap previous lesson</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> How project management tools can be used to identify project delivery problems.</li> <li>• <b>Class discussion:</b> Learners to discuss the types of problems that can impact progress or completion of a project.</li> <li>• <b>Paired activity:</b> Learners to discuss examples of project delivery problems and the impact each example may have on the progress or achievement of a project.</li> <li>• <b>Teacher-led discussion:</b> Teacher to lead a class discussion exploring solutions for each project delivery problem and how these could be prevented in advance of problems.</li> </ul>
Concluding activities (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Teacher to confirm the main learning points identified in the lesson and respond to any questions from learners.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> Learners write up their notes using the template for recording key learning points and update the glossary of key terms</li> <li>• <b>Individual learner activity:</b> Learners research project-related communications and the types of information that need to be communicated.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	18

<b>Lesson objectives</b>	<p>Learners must:</p> <ul style="list-style-type: none"> <li>• understand project-related communications and their importance</li> <li>• develop written and verbal skills to communicate project-related information</li> <li>• create project status reports</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Whiteboard and pens</li> <li>• <b>PS</b> Presentation slides and notes</li> <li>• <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> <li>• <b>TF</b> Project status report template</li> <li>• <b>AS</b> Project-related communications scenarios for role play activities</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (5 minutes)	<ul style="list-style-type: none"> <li>● <b>Lead in:</b> Teacher to recap previous lesson</li> </ul>
Main activities (105 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher presentation:</b> The types and importance and nature of project communications including: <ul style="list-style-type: none"> <li>○ progress or checkpoint meetings (verbal)</li> <li>○ project status reports (written)</li> <li>○ project reporting software (written).</li> </ul> </li> <li>● <b>Small group activity:</b> Learners to use role-play scenarios to practise communicating project-related information using effective verbal communication skills.</li> <li>● <b>Small group activity:</b> Learners to review role-play activities to determine language used and relevance and accuracy of the information communicated.</li> <li>● <b>Teacher presentation:</b> The key components of a project status report: <ul style="list-style-type: none"> <li>○ accomplishments</li> <li>○ major issues and risks</li> <li>○ plans for the next stage</li> <li>○ budget update and revisions</li> <li>○ project plan update and revisions.</li> </ul> </li> <li>● <b>Individual learner activity:</b> Learners to use the given template to practise creating project status reports.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> Teacher to provide a summary of the lesson, confirm the main learning points identified in the lesson and respond to any questions from learners.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>● <b>Individual learner activity:</b> Learners write up their notes using the template for recording key learning points and update the glossary of key terms</li> <li>● <b>Individual learner activity:</b> Learners to revise learning and skills undertaken during learning aim B.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	19 and 20

<b>Lesson objectives</b>	<p>Learners must:</p> <ul style="list-style-type: none"> <li>• revise learning aim B</li> <li>• take part in practical project workshop to begin Assessment Tasks 3-4.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Whiteboard and pens</li> <li>• <b>PS</b> Presentation slides and notes</li> <li>• <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> <li>• <b>AS</b> Assessment Workbook – Tasks 3 and 4</li> </ul>
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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"> <li>• <b>Lead in:</b> Teacher to provide an overview of learning aim B and associated tasks.</li> </ul>
Main activities (110 minutes)	<ul style="list-style-type: none"> <li>• <b>Revision session:</b> Learning aim B. Teacher to provide the opportunity for learners to ask questions about teaching content and activities from learning aim B.</li> <li>• <b>Teacher presentation:</b> Teacher to walk-through Assessment Workbook Tasks 3 and 4, and lead discussions around assessment requirements.</li> <li>• <b>Assessment workshop:</b> Learners to be assigned working project groups to enable them to begin work on assessed project support. This workshop will begin in Lesson 19 and continue throughout Lesson 20.</li> </ul> <p><b>Note:</b> Project support assessments will require learners to undertake a range of tasks and collect physical and electronic evidence. Teachers should take the opportunity to observe learners in the assessment workshops and make judgements as to their progress against the assessment criteria for the unit. The Assessment Workbook contains documents to support teachers in these tasks, including observation templates.</p>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	21

<b>Lesson objectives</b>	<p>Learners must understand:</p> <ul style="list-style-type: none"> <li>• the types of resources required during project delivery</li> <li>• the management of project resources.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Whiteboard and pens</li> <li>• <b>PS</b> Presentation slides and notes</li> <li>• <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> </ul>
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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"> <li>● <b>Lead in:</b> Teacher to provide an overview of the importance of project resource management.</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led discussion:</b> The types of resource that need to be managed during project delivery including: <ul style="list-style-type: none"> <li>○ physical resources</li> <li>○ human resources.</li> </ul> </li> <li>● <b>Teacher presentation:</b> Ways of managing physical and human resources during project delivery: <ul style="list-style-type: none"> <li>○ securing and obtaining resources within budget</li> <li>○ allocating resources</li> <li>○ ensuring project team has sufficient and adequate resources to perform their roles effectively</li> <li>○ identifying and making arrangements for staff training</li> <li>○ providing direction and instruction to project team members.</li> </ul> </li> <li>● <b>Individual activity:</b> Learners to consider resource requirements for their Assessment Task project and the approach that will be required to manage these.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> Teacher to confirm the main learning points identified in the lesson and respond to any questions from learners.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>● <b>Individual learner activity:</b> Learners to write up their notes using the template for recording key learning points.</li> <li>● <b>Individual learner activity:</b> Learners to research the principles of stakeholder engagement in the context of a project.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	22

<b>Lesson objectives</b>	<p>Learners must:</p> <ul style="list-style-type: none"> <li>• understand project stakeholder management techniques</li> <li>• practise skills in negotiating and influencing stakeholders</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Whiteboard and pens</li> <li>• <b>PS</b> Presentation slides and notes</li> <li>• <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> <li>• <b>AS</b> Scenarios featuring issues with stakeholders during projects for role-play activity</li> </ul>
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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"> <li>● <b>Lead in:</b> Teacher to provide an overview of why it is important to build and maintain professional relationships with project stakeholders.</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led class discussion:</b> Learners to discuss the types of stakeholders that need to be engaged during project delivery: <ul style="list-style-type: none"> <li>○ internal stakeholders</li> <li>○ external stakeholders.</li> </ul> </li> <li>● <b>Teacher presentation:</b> Ways of engaging stakeholders: <ul style="list-style-type: none"> <li>○ how to communicate</li> <li>○ when to communicate</li> <li>○ what stakeholders can expect from project teams.</li> </ul> </li> <li>● <b>Paired activity:</b> Learners to discuss approaches to dealing promptly with issues with stakeholder issues.</li> <li>● <b>Teacher-led discussion:</b> Based on previous activity.</li> <li>● <b>Teacher presentation:</b> Teacher to present negotiation and influencing skills in the context of project stakeholder management.</li> <li>● <b>Paired activity:</b> Learners to use scenarios featuring issues with stakeholders to role-play activities that practise dealing with issues and building trust.</li> <li>● <b>Teacher-led discussion:</b> Learners to report on the effectiveness of negotiation and influencing skills demonstrated.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> Teacher to confirm the main learning points identified in the lesson and respond to any questions from learners.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>● <b>Individual learner activity:</b> Learners to write up their notes using the template for recording key learning points.</li> <li>● <b>Individual learner activity:</b> Learners to practise negotiation and influencing skills that build trust and maintain relationships.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	23

<b>Lesson objectives</b>	<p>Learners must:</p> <ul style="list-style-type: none"> <li>• further develop knowledge of project-based risks and issues</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Whiteboard and pens</li> <li>• <b>PS</b> Presentation slides and notes</li> <li>• <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> </ul>
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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"> <li>• <b>Lead in:</b> Teacher to recap on learning around risks, issues and contingency planning from lesson 16.</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>• <b>Guest speaker:</b> Guest speaker from a project-related organisation or business owner to talk about types of issues and risks that affect project delivery and success along with general ideas and guidance on good project management.</li> <li>• <b>Group activity:</b> Learners to pose questions to the guest speaker relating to organisational decision-making in relation to project management.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Review of the outcomes of guest speaker question and answer session, and summary of risks and issues.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> Learners to write up their notes using the template for recording key learning points.</li> <li>• <b>Individual learner activity:</b> Learners to research ways of managing project risks and issues in preparation for next lesson.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	24

<b>Lesson objectives</b>	<p>Learners must:</p> <ul style="list-style-type: none"> <li>develop knowledge and understanding of approaches to managing project-based risks and issues.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Unit specification</li> <li>Whiteboard and pens</li> <li><b>PS</b> Presentation slides and notes</li> <li><b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> <li><b>AS</b> Scenarios of project-based risks and issues</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Lead in:</b> Teacher to recap previous lesson.</li> </ul>
Main activities (80 minutes)	<ul style="list-style-type: none"> <li>● <b>Class discussion:</b> Learners to discuss skills needed to manage risks relating to projects.</li> <li>● <b>Paired activity:</b> Learners discuss how best to manage the risks given in project-based scenarios.</li> <li>● <b>Teacher-led discussion:</b> Learners to feed back how effective the approach to managing each risk would be.</li> <li>● <b>Teacher presentation:</b> Ways learners can manage risks within a project: <ul style="list-style-type: none"> <li>○ creating awareness of risks identified</li> <li>○ regular review of risk and issue logs</li> <li>○ close monitoring of high-risk tasks</li> <li>○ applying risk mitigation strategies</li> <li>○ communication with stakeholders</li> <li>○ amending project plans where risks impact on deadlines.</li> </ul> </li> <li>● <b>Teacher presentation:</b> Risk strategies: <ul style="list-style-type: none"> <li>○ risk avoidance</li> <li>○ risk sharing</li> <li>○ risk reduction</li> <li>○ risk transfer.</li> </ul> </li> <li>● <b>Teacher-led discussion:</b> Teacher to answer questions raised by learners on the presentations.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> Teacher to confirm the main learning points identified in the lesson and respond to any questions from learners.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>● <b>Individual learner activity:</b> Learners to write up their notes and update the glossary of key terms.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	25

<b>Lesson objectives</b>	<p>Learners must understand:</p> <ul style="list-style-type: none"> <li>• approaches to closing projects effectively.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Whiteboard and pens</li> <li>• <b>PS</b> Presentation slides and notes</li> <li>• <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> </ul>
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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"> <li>● <b>Lead in:</b> Teacher to provide a recap on prior learning relating to project closure and evaluation.</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher presentation:</b> Closing projects effectively: <ul style="list-style-type: none"> <li>○ when to close the project</li> <li>○ confirming complete and incomplete tasks</li> <li>○ communicating project closure</li> <li>○ project debriefs.</li> <li>○ the administrative processes required to close projects: <ul style="list-style-type: none"> <li>○ completing agreed management processes</li> <li>○ closing contracts for purchasing of goods and services</li> <li>○ completing and maintaining relevant project records.</li> </ul> </li> </ul> </li> <li>● <b>Paired activity:</b> Learners to discuss the question “Why is it important to close projects effectively?” and feedback for whole class discussion.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> Teacher to confirm the main learning points identified in the lesson and respond to any questions from learners.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>● <b>Individual learner activity:</b> Learners to write up their notes using the template for recording key learning points.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	26

<b>Lesson objectives</b>	<p>Learners must:</p> <ul style="list-style-type: none"> <li>• understand the principles of project evaluation</li> <li>• develop their skills in completing effective project evaluations.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Whiteboard and pens</li> <li>• <b>PS</b> Presentation slides and notes</li> <li>• <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> <li>• <b>TF</b> Evaluation report template</li> <li>• <b>AS</b> Handouts of sample project delivery information</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> Teacher to provide an overview of project evaluation activities and their importance.</li> </ul>
Main activities (100 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher presentation:</b> Project evaluation activities and information gathering: <ul style="list-style-type: none"> <li>○ qualitative and quantitative project data</li> <li>○ information from primary and secondary sources</li> <li>○ collating relevant information to reflect project successes and failures and lessons learned.</li> </ul> </li> <li>• <b>Paired activity:</b> Learners to use handouts of sample project data to practice creating an effective and accurate project evaluation reports.</li> <li>• <b>Group activity:</b> Learners to feed back to the group and discuss effectiveness of practice evaluation reports.</li> <li>• <b>Teacher presentation:</b> Overview of different ways of reporting project evaluations: <ul style="list-style-type: none"> <li>○ written</li> <li>○ verbal</li> <li>○ digital.</li> </ul> </li> <li>• <b>Small group activity:</b> Learners to practise delivering a verbal project evaluation report to their peers.</li> </ul>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Teacher to confirm the main learning points identified in the lesson and respond to any questions from learners.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> Learners to write up their notes using the template to record key learning points.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	27, 28 and 29

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>Assessment workshops to provide opportunity for the learners to complete Assessment Tasks 3–7 required to achieve learning aims B and C</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Access to IT systems and appropriate business software</li> <li>Unit specification</li> <li>Whiteboard and pens</li> <li><b>AS</b> Assessment Workbook – learning aims B and C, Tasks 3–7</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

<b>Activities</b>	<b>Teaching notes</b>
Main activities (120 minutes)	<p><b>Assessment workshops</b></p> <ul style="list-style-type: none"> <li><b>Individual learner activity:</b> Learners to work in project teams to produce evidence for Assessment Workbook Tasks 3 – 7.</li> </ul> <p><b>Teachers must note</b> that while learners will work in project teams, the work produced and assessed in their portfolio must be independent work, specific to each individual.</p> <p>Teachers should use the observation templates found in the Assessment Workbook. As additional evidence, learners can complete observation forms for their peers in their project teams.</p> <p>Project work should be completed by the end of lesson 29, and the outcomes for assessment prepared for learners before lesson 30.</p>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 6: Administrative Support for Projects
<b>Lesson number</b>	30

<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>• receive feedback on Assessment Tasks 3-7</li> <li>• identify strengths and weaknesses of their assessed work</li> <li>• provide feedback on the unit.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Access to IT systems and appropriate business software</li> <li>• Unit specification</li> <li>• Whiteboard and pens</li> <li>• <b>PS</b> Presentation slides and notes</li> <li>• <b>TF</b> Template for recording the outcomes of key learning points drawn from the lesson</li> <li>• <b>TF</b> Teacher observation records</li> <li>• <b>AS</b> Assessment Workbook – learning aims B and C Tasks 3-7</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (30minutes)	<ul style="list-style-type: none"> <li>● <b>Lead in:</b> Feedback on Assessment Task 3-7: 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.</li> </ul>
Main activities (60 minutes)	<ul style="list-style-type: none"> <li>● <b>Individual learner activity:</b> Review feedback on own work.</li> <li>● <b>Teacher-led discussion:</b> Review the outcomes from previous activity – main points covered.</li> <li>● <b>Teacher presentation:</b> Overview of the unit and links with other units.</li> <li>● <b>Group work:</b> Learners discuss and report back on their feedback on the unit.</li> </ul>
Concluding activity (30 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-led discussion:</b> Feedback from learners on the unit.</li> </ul>

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