

Pearson BTEC Uzbekistan Level 4 Qualifications in

Administrative Support in the Public and Private Sectors

Unit 4: Communicating in a Business Environment

Teacher Resources

Issue 1



Edexcel, BTEC and LCCI qualifications

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Introduction

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

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

This resource booklet gives you:

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

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

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

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

Unit 4: Communicating in a Business Environment

Delivery guidance

Approaching the unit

The purpose of this unit is to enable learners to develop good communication skills and examine the reasons these skills are important to organisations in the public and private sectors. You should therefore give learners plenty of opportunities to develop the skills necessary to communicate effectively and professionally in a business context. This is a very practical unit and learners should be encouraged to consider their own performance and that of their peers. You will need to provide the learners with several workplace scenarios that they can use to develop these practical skills.

Assessment guidance

The table provides an overview of key content areas for each learning aim. There are three assessments for this unit.

Learning aim	Key content areas	Assessment approach
A Understand the importance of good communication in organisations	A1 Communication types and settings A2 Importance of good communication A3 Impact of poor communication	Learners use information in the Assessment Workbook to produce a guidance document based on communication types, situations, importance and impact.
B Understand the use of professional communication with different stakeholders	B1 Stakeholders B2 Types and styles of professional communication	Learners use information in the Assessment Workbook to prepare a presentation report that explains the communication used with internal and external stakeholders of an organisation.

Learning aim	Key content areas	Assessment approach
C Demonstrate effective communication skills in different business settings	C1 Verbal communication techniques C2 Non-verbal techniques that demonstrate respect and trust C3 Improving own communication skills	Learners use information in the Assessment Workbook to take part in structured role play situations in different contexts, which they explore in reflective accounts.

The following provides guidance on what learners must include in the assessment tasks if they are to achieve the assessment criteria and learning aims.

Learning aim A

The guidance document should contain three key aspects of business communications: (i) types of communication used in different situations; (ii) the importance to an organisation of using good communication; and (iii) the impact on an organisation of poor communication.

Learners should consider how verbal and non-verbal communication is used in different situations and consider their own experiences in the workplace, if applicable, and in the practical communication tasks that form part of the teaching and learning for this unit.

Learning aim B

Learning aim B is assessed through a formal presentation delivered to members of the class. Class members will provide peer reviews of the presentations. Learners can use these to inform their reflections.

When assessing the presentation, you should focus on the content of the presentation, which must target assessment criteria for this learning aim. You can use this as a formative assessment opportunity for the further presentation that takes place for Learning aim C.

Learners will base their presentations on a stakeholder analysis which will enable them to explain the relationship between stakeholder types and the communication styles and methods appropriate to them.

Learning aim C

The final assessment task for this unit relates to role play situations. You will need to provide learners with suitable situations where they can demonstrate practical communication skills in the role of an administrative support employee. These situations must include:

- a presentation to internal stakeholders, e.g. a description of the function of the administrative support department, communication to the team of a given change in processes
- a face-to-face situation with an external stakeholder, e.g. a supplier, or a customer who has a query or issue they need addressed.

You may want to use published resources to help you select or devise appropriate situations.

You should encourage learners to provide feedback to their peers during these role-play situations. Teacher and peer observation templates are provided in the Assessment Workbook.

Also included in this assessment task is a reflective log for the situations detailed above. A template is provided in the Assessment Workbook.

You should encourage learners to keep a reflective log of the practical communication tasks that form part of the teaching and learning for this unit so that they develop experience and practice in using them.

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 4: Communicating in a Business Environment
<p>Introduction</p> <p>To prepare for delivery of this unit you should examine the scheme of work and become familiar with the resources that need to be developed. These resources include teacher presentations, role play scenarios, and business contexts.</p> <p>The scheme of work has been designed to fully prepare learners for the assessment tasks, but you may want to review the timings of delivery based on the number of learners or the timetabled lessons available.</p>
Learning aim A - Understand the importance of good communication in organisations
<p>Delivery of this learning aim is dependent on teacher presentations, learner research and pair-work activities. You will need to provide examples of communications in a variety of different contexts for learners to examine and emulate. Lessons will include:</p> <ul style="list-style-type: none">• using business language• online research and analysis of business communications• the importance of good communication• the impact of poor communication. <p>Use these opportunities to explore a wide variety of organisations in which learners may eventually choose to work, for example:</p> <ul style="list-style-type: none">• public sector organisations such as ministries or municipal organisations• charities or not-for-profit organisations• commercial business organisations. <p>Learners should be given plenty of opportunity to produce written and digital business communications. You may decide to set additional private study outside of the lessons for learners to complete work of this type.</p>

Unit 4: Communicating in a Business Environment

Learning aim B – Understand the use of professional communication with different stakeholders

For this aim it is important that learners fully understand the relationship between an organisation and each of its stakeholders, both internal and external.

Teaching should focus on the professional approach used with stakeholders and the differences that can occur when dealing with stakeholders of different types. At all times learners should consider the impact on the organisation of these communications.

Teachers will need to supply a number of scenarios for role play situations so that learners can appreciate the differences involved when communicating in different situations and with different stakeholders. Learners are encouraged through class-based tasks to analyse these differences in preparation for the assessment. The assessment takes the form of a presentation which will also help them develop the skills required for the next learning aim.

Teachers should ensure that the pairing of learners for class-based activities is not fixed, and that learners are teamed with different individuals from the class so as to widen their experience of communicating with different people.

This aim explores the importance of considering audience when communicating in business contexts, and provides the opportunity for learners to give feedback to their peers. Learners must be encouraged to provide this feedback using professional standards of communication.

Learning aim C – Demonstrate effective communication skills in different business settings

This aim is delivered through a wide variety of practical workshop-style lessons. Teachers will deliver a range of knowledge-based presentations on unit content, but most of the lessons will be learners actively engaging in discussions, presentations and role play scenarios. It is important that the teacher provides a wide range of scenarios to be used in order for learners to experience different situations and contexts common to business organisations.

Learners will take an active part in lessons, as presenters and in a variety of other roles, but they will also take part in terms of peer reviews. As with Learning aim B, learners must be encouraged to provide this feedback using professional standards of communication.

An important element of the final assessment is learner reflection on performance in communication situations. The scheme of work has been designed to provide learners with a range of opportunities to practise these skills throughout the delivery of the unit.

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 7: Business Meetings and Events
- Unit 12: Work Experience.

Resources

Textbooks

Higgins, J and Way, B – *10 Skills for Effective Business Communication*, Techno Press (2018), ISBN 9781641520980

This textbook offers strategies for improving communication skills using step-by-step guidance and exercises. The textbook also introduces the psychology behind effective communication skills.

Lewis, D L – *Effective Communication in the Workplace*, independently published (2019), ISBN 9781092221221

This textbook provides learners with ideas and information on how people communicate, how and why communication influences the behaviour of others and how communication can be used effectively in different business and workplace settings.

Lowndes, D and Carniege, L – *Communication in the Workplace*, independently published (2019), ISBN 9781695423503

This textbook explores the importance of effective workplace communication, as well as providing hints and tips on ways to improve workplace communication.

Journals

International Journal of Communication (USC Annenberg Press)

This journal is focused on the study of communication, which includes communication mediums such as social media.

Journal of Communication (Wiley)

This journal focuses on communication research to bring forward the latest thinking in communication as a discipline and as a process.

Websites

www.businessballs.com

Free resources, articles and ideas for communication skills and reflective learning.

www.businesscasestudies.co.uk

Case studies based on communication in the workplace.

www.mindtools.com

Free resources and articles on improving communication skills.

www.youtube.com

Free access to videos on communication skills and communication in the workplace.

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

Unit	Unit 4: Communicating in a Business Environment
Guided Learning Hours	60
Number of lessons	30
Duration of lessons	2 hours
Links to other units	Unit 2: Document Preparation, Production and Distribution Unit 3: Supporting and Leading Teams Unit 7: Business Meetings and Events Unit 12: Work Experience

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

#	Topic	Lesson type	Suggested activities	Resources
1	Introduction to the unit and its assessment A1		<ul style="list-style-type: none"> • Teacher presentation: Introduce the unit content, assessment criteria and the purpose and content of the Assessment Workbook and reflective learning, and the process of reflection. Direct learners to helpful resources. • Teacher-led discussion: Questions from learners on the unit and assessment model. • Teacher-led discussion: Explore the concept of communication, including formal and informal settings. • Teacher-led presentation: The process of communication. • Paired activity: Barriers to communication. • Teacher-led discussion: Ways to overcome barriers to communication in business environments. • Plenary: Confirm understanding and set the scene for the next lesson. 	Unit specification Assessment Workbook PS Presentation slides and notes Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Resources
2	Communication types and contexts A1		<ul style="list-style-type: none"> • Individual activity: Learners make notes on contrasting situations when they have communicated with other people. • Teacher-led class discussion: Based on previous activity, communicating in different situations. • Paired activity: The differences between written and spoken communication, in both formal and informal settings. • Teacher-led class discussion: Based on previous activity. • Individual activity: Learners complete activity sheet – communication characteristics of different types, in different contexts. 	<p>PS Presentation slides and notes</p> <p>Whiteboard and pens</p> <p>AS Communication characteristics</p>

#	Topic	Lesson type	Suggested activities	Resources
3	Communication types and settings – oral/verbal A1		<ul style="list-style-type: none"> • Teacher-led presentation: Oral/verbal communication types and settings, as stated in the unit specification. • Paired activity: Each pair of learners discusses the features of clear communication – at least one type and one setting. • Teacher-led class discussion: Based on the previous activities. • Group activity: Small group formal communication practice using scenarios provided by the teacher. Members of groups act both as participants in scenario and observers providing feedback. • Teacher-led class discussion: Based on the previous activities. • Private study: Learners record characteristics of communications in different types and in different contexts. 	PS Presentation slides and notes Whiteboard and pens AS Scenarios for group work communication practice
4	Types of communication – digital A1		<ul style="list-style-type: none"> • Teacher-led presentation: Types and purpose of digital communication in a business context, as stated in the unit specification. • Paired activity: Each pair researches online examples of digital presentation and records characteristics on worksheet. • Teacher-led class discussion: Based on the previous activities. • Private study: Learners conduct further online research about digital communication to reinforce learning, and assemble a record of the characteristics of digital communications. 	PS Presentation slides and notes Whiteboard and pens AS Research questions for digital communication Computers with internet access

#	Topic	Lesson type	Suggested activities	Resources
5	Types of communication – digital (2) A1		<ul style="list-style-type: none"> • Teacher-led presentation: Recap of types and purpose of digital communication in a business context. • Paired activity: Learners work in pairs to produce a series of digital communications appropriate to given scenarios. • Paired activity: Each pair works with a second pair to critique each other's work. • Teacher-led class discussion: Based on the previous activities. • Private study: Learners continue with the record of characteristics of digital communications. 	<p>PS Presentation slides and notes</p> <p>Whiteboard and pens</p> <p>Computers with internet access</p> <p>AS Scenarios for paired digital communication practice</p>
6	Importance of good communication A2		<ul style="list-style-type: none"> • Teacher-led presentation: Use of good communication in organisations. • Paired activity: Learners discuss why good communication is important and produce a list of key reasons for its importance. • Teacher-led class discussion: Based on the paired activity. • Paired activity: Learners conduct online research to identify organisations which have used communication effectively, and compare the effectiveness of selected examples against the list of reasons devised in the previous activities. • Teacher-led class discussion: Based on the paired activity. 	<p>PS Presentation slides and notes</p> <p>Whiteboard and pens</p> <p>Computers with internet access</p>

#	Topic	Lesson type	Suggested activities	Resources
7	Impact of poor communication A2		<ul style="list-style-type: none"> • Teacher-led class presentation: The impact on organisations of poor communication. • Paired activity: Learners use scenarios or examples of poor communication to discuss the consequences for organisations. • Teacher-led class discussion: Based on the paired activity. • Paired activity: Learners use the previous activity to produce a list of 'Communication Errors' found in organisations and a list of ways to correct these errors. 	PS Presentation slides and notes Whiteboard and pens Computers with internet access AS Scenarios or examples of poor communication
8	Assessment Task 1: Guidance document	AW	<ul style="list-style-type: none"> • Assessment task: Learners use their Assessment Workbook to complete Assessment Task 1 – Guidance document. 	Whiteboard and pens Assessment Workbook

#	Topic	Lesson type	Suggested activities	Resources
9	Stakeholders B1		<ul style="list-style-type: none"> • Teacher-led discussion: Return marked assessments and review learner experiences when producing the assessment. Provide general feedback including good practice and common mistakes or failures. • Teacher-led presentation: Characteristics of internal and external stakeholders and their importance to organisations. • Paired Activity: Learners prepare comparison of communication for different groups of stakeholders. • Teacher-led class discussion: Based on previous activity and concerning the need to adapt communication for different stakeholders. • Paired Activity: Learners conduct online research into an organisation provided by the teacher to identify its key internal and external stakeholders. • Teacher-led class discussion: Based on previous activity. 	<p>Marked assessments</p> <p>PS Presentation slides and notes</p> <p>Whiteboard and pens</p> <p>Computers with internet access</p> <p>AS List of different organisations for learner research activity</p>

#	Topic	Lesson type	Suggested activities	Resources
10	Types and styles of professional communication B2		<ul style="list-style-type: none"> • Teacher-led presentation: Written types and styles of professional communication, as stated in the unit specification. • Paired activity: Examine examples of communication to identify characteristics. • Teacher-led class discussion: Discussion of characteristics and whether they help communication or impede it. • Teacher-led presentation: Characteristics of spoken, professional communication. • Paired activity: Examine online or video examples of spoken communication to identify characteristics. • Teacher-led class discussion: Discussion of findings from previous activity. • Private study: Learners compile a list of 'dos and don'ts' when using spoken communication in a professional context. 	<p>PS Presentation slides and notes</p> <p>AS Examples of printed and online written communications from organisations</p> <p>Resources to examine spoken communications from organisations (e.g. videos, YouTube)</p> <p>Computers with internet access</p> <p>Whiteboard and pens</p>

#	Topic	Lesson type	Suggested activities	Resources
11	Professional communication B1 and B2		<ul style="list-style-type: none"> • Teacher-led class discussion: Based on the private study task, review learners' lists of 'dos and don'ts' when using spoken communication in a professional context. • Teacher-led presentation: Adapting spoken communication to different stakeholders and different contexts. • Small group activity: Role play scenarios for learners to practise spoken professional situations. Learners take turns to play roles in the scenario and to act as observers providing peer feedback. • Teacher-led class discussion: Based on the paired activities. 	<p>PS Presentation slides and notes</p> <p>Whiteboard and pens</p> <p>Scenarios for role play activity</p>
12	Preparation for Assessment Task 2 B1 and B2		<ul style="list-style-type: none"> • Teacher-led class discussion: Practice to prepare for Assessment task 2 – Presentation. • Small group activity: Working in small teams, learners prepare and deliver a joint presentation based on a scenario provided by the teacher. The rest of the class use peer feedback forms to provide constructive feedback to each speaker • Teacher-led class discussion: Teacher provides feedback after each presentation, with general good practice and aims for improvement. 	<p>Whiteboard and pens</p> <p>Presentation scenarios</p>

#	Topic	Lesson type	Suggested activities	Resources
13 - 14	Assessment Task 2: Presentation	AW	<ul style="list-style-type: none"> • Assessment task: Learners use the Assessment Workbook to prepare presentations for Assessment Task 2. Learners use this lesson and the following lesson to prepare slides and notes, and to deliver presentations. During presentations the remaining learners complete <i>Peer Observations</i> to provide constructive feedback. <p>Learners use the Assessment Workbook template to complete a reflective log of their experience of the assessment.</p>	Assessment Workbooks Presentation software and facilities
15	Verbal communication techniques C1		<ul style="list-style-type: none"> • Lead in: Return marked assessments. • Teacher-led presentation: Verbal communication techniques, as stated in the unit specification. • Paired activity: Each pair of learners practise communicating with each other through general discussion and asking/answering questions. • Teacher-led class discussion: Based on the previous activities. • Plenary: Confirm understanding and set the scene for the next lesson. • Private study: Learners conduct further research (online and/or through textbooks) about verbal communication techniques. 	PS Presentation slides and notes AS Topics for discussion Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Resources
16	Verbal communication techniques C1		<ul style="list-style-type: none"> • Lead in: Recap previous lesson. • Paired activity: Learners share information gained from the private study task, initially with their partner and then with the rest of the class. • Teacher-led class discussion: Based on previous activity – the effectiveness of verbal techniques. • Teacher-led presentation: The importance of considering audience during communication and adjusting communication to suit different audiences. • Paired activity: Learners work through scenarios to consider audience awareness and how communication may need to be adapted. • Teacher-led class discussion: Based on previous activity. • Private study: Learners conduct online and/or textbook research concerning the importance of audience awareness. 	<p>PS Presentation slides and notes</p> <p>AS Audience scenarios</p> <p>Whiteboard and pens</p> <p>Computers with internet access</p>

#	Topic	Lesson type	Suggested activities	Resources
17	Non-verbal communication techniques C2		<ul style="list-style-type: none"> • Lead in: Recap previous lesson. • Teacher-led presentation: Non-verbal communication techniques, as stated in the unit specification. • Small group activity: Learners practise communicating in different scenarios, focusing on the use of non-verbal communication. • Teacher-led class discussion: Based on the previous activities. 	<p>PS Presentation slides and notes</p> <p>AS Discussion scenarios for non-verbal techniques</p> <p>Whiteboard and pens</p> <p>Computers with internet access</p>
18	Verbal and non-verbal communication techniques C1 and C2		<ul style="list-style-type: none"> • Teacher presentation: Review previous sessions on the topic and introduce activity for the lesson. • Individual learner activity: Learners prepare a guide on effective communication techniques. • Teacher-led class discussion: Based on the previous activities, sharing and discussing guides produced by learners. 	<p>PS Presentation slides and notes</p> <p>Whiteboard and pens</p> <p>Computers with internet access</p>

#	Topic	Lesson type	Suggested activities	Resources
19	Verbal and non-verbal communication techniques – role plays and reflection C1 and C2		<ul style="list-style-type: none"> • Lead in: Recap previous lesson. • Teacher presentation: Using effective communication in difficult situations. • Small group activity: Learners role play scenarios in teams of three, with two in role and one observing, and providing peer feedback. Each learner takes on each of the roles in the group. Learners complete a reflective log following the activity. • Teacher-led class discussion: Based on the previous activities, including the effectiveness of techniques used in role, challenges faced in the situation, and the usefulness of the peer feedback. 	<p>PS Presentation slides and notes</p> <p>Whiteboard and pens</p> <p>AS Role play scenarios</p> <p>Peer feedback forms</p> <p>Reflective log templates</p>
20	Verbal and non-verbal communication techniques C1 and C2		<ul style="list-style-type: none"> • Teacher presentation: Effective communication using the telephone. • Team activity: Learners work in teams of three; each takes a turn being the observer of the other two learners holding a professional telephone call. The teacher gives each team three scenarios which will form the basis for the telephone calls. • Team activity: At the end of the role plays, each learner provides constructive feedback based on what they witnessed as an observer. • Teacher-led class discussion: Based on the previous activities. 	<p>PS Presentation slides and notes</p> <p>Whiteboard and pens</p> <p>AS Role play scenarios</p> <p>Peer feedback forms</p> <p>Reflective log templates</p>

#	Topic	Lesson type	Suggested activities	Resources
21	Verbal and non-verbal communication techniques – role plays and reflection C1, C2, and C3		<ul style="list-style-type: none"> • Teacher-led discussion: Importance of reflection in improving communication skills. • Team activity: Learners work in teams of six; each takes a turn delivering a short staff briefing based on given scenarios. The 'team' being briefed record and provide constructive feedback to each presenter. • Teacher-led class discussion: Based on the previous activity. What skills are used when communicating with a larger audience? • Private study: Learners complete a reflective log. 	Whiteboard and pens AS Role play scenarios Peer feedback forms Reflective log templates
22	Presentations C1 and C2		<ul style="list-style-type: none"> • Teacher-led presentation: Presentation techniques. • Small group activity: Learners begin preparing a 6-minute presentation on the topic 'How an organisation uses digital media to communicate'. • Private study: Learners continue with the preparation of the presentation. Encourage learners to practise the presentation before the next lesson. 	PS Presentation slides and notes Whiteboard and pens Computers with internet access and presentation software

#	Topic	Lesson type	Suggested activities	Resources
23	Presentations C1 and C2		<ul style="list-style-type: none"> • Formatively assessed presentations: Each team of three delivers their 6-minute presentation (2 minutes per learner). Class members provide a peer review feedback of each presentation from a communication perspective. The teacher provides formative assessment of the construct and content of the presentations. • Plenary: Teacher provides an overall comment/summary about the presentations. 	<p>Computers with presentation software</p> <p>TF Peer feedback forms</p> <p>TF Teacher observation template</p> <p>TF Reflective log template</p>
24	Verbal and non-verbal communication techniques; conflict situations C1 and C2		<ul style="list-style-type: none"> • Teacher presentation: Handling conflict in business contexts. • Small-group activity: Learners work in teams in role and as the observer, using scenarios on typical workplace conflicts. • Teacher-led class discussion: Based on the previous activities. • Private study: Learners complete a reflective log. 	<p>PS Presentation slides and notes</p> <p>Whiteboard and pens</p> <p>AS Workplace conflict scenarios</p> <p>TF Peer feedback forms</p> <p>TF Teacher observation template</p> <p>TF Reflective log template</p>

#	Topic	Lesson type	Suggested activities	Resources
25	Producing a reflective log C3		<ul style="list-style-type: none"> • Lead in: Ensure all learners are aware of their success to date and what they need to do to achieve a pass in Assessment Task 3 – Role-play communication situations and reflective log book. • Teacher-led presentation: Reflective logs. • Paired activity: Learners discuss the advantages to themselves and an organisation of reflective thinking, and critically review reflective logs they have produced during the unit. • Teacher presentation: Review of key learning points from Learning aim C, and explanation of assessment sessions to follow. • Teacher-led discussion: Answer questions from learners based on their understanding of the assessment task to follow. 	<p>PS Presentation slides and notes</p> <p>Whiteboard and pens</p> <p>TF Reflective log template</p> <p>Assessment Workbook</p>
26-27	Assessment Task 3: Presentation to internal stakeholders	AW	<ul style="list-style-type: none"> • Summative Assessment Task 3, Parts a and b: Provide learners with an Assessment Workbook, templates and the scenarios required to complete Assessment Task 3a: Presentation to external stakeholders. Learners prepare and deliver the presentation, completing Assessment Task 3b: Reflective Log following the presentation. • Group activity: The class prepare peer observations after each presentation, which are provided to the learner giving the presentation to inform their reflective log. 	<p>AS Assessment scenarios</p> <p>Assessment Workbook</p> <p>TF Peer observation</p> <p>TF Teacher observation</p> <p>TF Reflective log</p>

#	Topic	Lesson type	Suggested activities	Resources
28 - 29	Assessment Task 3: Face-to-face external stakeholder meeting	AW	<ul style="list-style-type: none"> • Summative Assessment Task 3, Parts a and b: Provide learners with an Assessment Workbook, templates and the scenarios required to complete Assessment Task 3a: A face-to-face situation with an external stakeholder. Give learners the scenarios they will role play and allow them time to become familiar with the situation, then take turns in performing it. Teachers may use other learners to play roles but may prefer to take on the role themselves for consistency in approach. Learners will complete Assessment Task 3b: <i>Reflective Log</i> following the role play situation. • Group activity: The class prepare peer observations after each role play situation, which are provided to the learner to inform their reflective log. 	AS Assessment scenarios Assessment Workbook TF Peer observation TF Teacher observation TF Reflective log
30	Assessment feedback and review of unit		<ul style="list-style-type: none"> • Teacher-led discussion: Teacher returns assessment reports to learners and provides general feedback on Assessment Task 3a and b. Teacher responds to questions from learners. • Teacher-led discussion: Teacher reviews the unit with learners and encourages their feedback in order to inform development of teaching and teaching materials. 	Whiteboard and pens Marked assessments End-of-unit questionnaire for learners

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	1 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the: <ul style="list-style-type: none"> ○ unit and its assessment ○ concept of communication ○ barriers to effective communication.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Assessment Workbook • PS Presentation slides and notes • Whiteboard and pens
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Teacher introduces the unit and assessment model.
Main activities (100 minutes)	<ul style="list-style-type: none"> ● Teacher-led class discussion: <ul style="list-style-type: none"> ○ Review the unit specification's content, assessment criteria and additional resources. ○ Answer learner questions. ○ Ensure all learners fully understand what they will be studying and how they will be assessed. ● Teacher-led class discussion: <ul style="list-style-type: none"> ○ Review the purpose and content of the Assessment Workbook and reflective log. ○ Answer learner questions. ○ Ensure all learners fully understand how they will use the workbook and logbook. ● Teacher-led presentation: The process of communication, including: <ul style="list-style-type: none"> ○ purpose and method ○ language and agreed terminology ○ processes, communication hierarchies and professionalism. ● Paired activity: Barriers to professional communication. Learners consider and list ways in which communication can be impaired, e.g. language (jargon, dialect), lack of information, communicating with the wrong personnel, disabilities etc. ● Teacher-led discussion: Ways to overcome barriers to communication in business environments. Use lists devised by pairs and additional barriers they may not have considered.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary: Confirm understanding.
Private study	<ul style="list-style-type: none"> ● Learners make notes based on this lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	2 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to: <ul style="list-style-type: none"> ○ the process of communication ○ communication contexts and situations ○ communication characteristics.
Resources checklist	<ul style="list-style-type: none"> • PS Presentation slides and notes • Whiteboard and pens • AS Communication characteristics
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Recap of previous lesson.
Main activities (100 minutes)	<ul style="list-style-type: none"> ● Individual activity: Learners make notes on contrasting situations when they have communicated with other people, including: <ul style="list-style-type: none"> ○ how and why they communicated ○ was the communication effective; if not, why not? ○ what they would do differently to improve the communication. ● Teacher-led class discussion: Based on previous activity, communicating in different situations. ● Paired activity: The differences between written and spoken communication, in both formal and informal settings. Learners could construct a graphic representation of their discussions. ● Teacher-led class discussion: Based on previous activity. ● Individual activity: Learners complete the activity sheet – communication characteristics of different types, in different contexts.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary: Summarise the lesson and confirm understanding.
Private study	<ul style="list-style-type: none"> ● Learners make notes based on this lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	3 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> To introduce learners to oral/verbal communication types and settings.
Resources checklist	<ul style="list-style-type: none"> PS Presentation slides and notes Whiteboard and pens AS Scenarios for group work communication practice
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Recap of previous lesson.
Main activities (100 minutes)	<ul style="list-style-type: none"> ● Teacher-led presentation: Oral/verbal communication types and settings, including: <ul style="list-style-type: none"> ○ formal and informal meetings ○ internal and external presentations ○ telephone and online video communications ○ personal and informal conversations. ● Paired activity: Each pair of learners discusses the features of clear communication – at least one type and one setting. ● Teacher-led class discussion: Based on the previous activities. ● Group activity: Small group formal communication practice using scenarios provided by the teacher. Members of groups act both as participants in the scenario and as observers providing feedback. Scenarios could include: <ul style="list-style-type: none"> ○ an employee being introduced to a new starter in the organisation ○ a customer query or complaint ○ an employee explaining new processes to a small group of colleagues ○ a group of colleagues discussing a new project. ● Teacher-led class discussion: Based on the previous activities.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary: Summarise learning points and confirm understanding.
Private study	<ul style="list-style-type: none"> ● Learners write up notes on this lesson and record characteristics of communications in different types and in different contexts.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	4 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to types and characteristics digital communication.
Resources checklist	<ul style="list-style-type: none"> • PS Presentation slides and notes • Whiteboard and pens • AS Research questions for digital communication • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Recap of previous lesson.
Main activities (100 minutes)	<ul style="list-style-type: none"> ● Teacher-led presentation: Types and purpose of digital communication in a business context, including: <ul style="list-style-type: none"> ○ web posts ○ social networking posts ○ instant messages ○ podcasts ○ webinars. ● Paired activity: Each pair researches online examples of digital presentation and records characteristics on worksheet. ● Teacher-led class discussion: Based on the previous activities.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary: Summarise learning points and confirm understanding.
Private study	<ul style="list-style-type: none"> ● Learners conduct further research online about digital communication to reinforce learning, and assemble a record of the characteristics of digital communications.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	5 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to how organisations use digital communication.
Resources checklist	<ul style="list-style-type: none"> • PS Presentation slides and notes • Whiteboard and pens • Computers with internet access • AS Scenarios for paired digital communication practice
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Recap of previous lesson.
Main activities (100 minutes)	<ul style="list-style-type: none"> ● Teacher-led presentation: Recap of types and purpose of digital communication in a business context. ● Paired activity: Learners work in pairs to produce a series of digital communications appropriate to given scenarios. Communications to include at least one: <ul style="list-style-type: none"> ○ web post ○ social networking post ○ 5-minute podcast. ● Paired activity: Each pair works with a second pair to critique each other's work. ● Teacher-led class discussion: Based on the previous activities.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary: Summarise learning points and confirm understanding.
Private study	<ul style="list-style-type: none"> ● Learners continue with record of characteristics of digital communications.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	6 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the importance of good communication in business.
Resources checklist	<ul style="list-style-type: none"> • PS Teacher presentation slides and notes • Whiteboard and pens • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Recap of previous lesson.
Main activities (100 minutes)	<ul style="list-style-type: none"> ● Teacher-led presentation: Use of good communications in organisations in terms of: <ul style="list-style-type: none"> ○ stakeholder relationships ○ organisation effectiveness ○ productivity. ● Paired activity: Learners discuss why good communication is important and produce a list of key reasons for its importance in terms of: <ul style="list-style-type: none"> ○ stakeholder relationships ○ organisation effectiveness ○ productivity. ● Teacher-led class discussion: Based on the paired activity. ● Paired activity: Learners conduct online research to identify organisations which have used communication effectively, and compare the effectiveness of selected examples against the list of reasons devised in the previous activities. ● Teacher-led class discussion: Based on the paired activity.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary: Summarise learning points and confirm understanding.
Private study	<ul style="list-style-type: none"> ● Learners write up notes on this lesson

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	7 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the impact of poor communication on a business.
Resources checklist	<ul style="list-style-type: none"> • PS Presentation slides and notes • Whiteboard and pens • Computers with internet access • AS Scenarios or examples of poor communication
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Recap of previous lesson.
Main activities (100 minutes)	<ul style="list-style-type: none"> ● Teacher-led class presentation: The impact on organisations of poor communication in terms of: <ul style="list-style-type: none"> ○ stakeholder relationships ○ organisation effectiveness ○ productivity. ● Paired activity: Learners use scenarios or examples of poor communication to discuss the consequences for organisations. ● Teacher-led class discussion: Based on the paired activity. ● Paired activity: Learners use the previous activity to produce a list of 'Communication Errors' found in organisations, and a list of ways to correct these errors.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary: Summarise learning points and confirm understanding.
Private study	<ul style="list-style-type: none"> ● Learners write up notes on this lesson

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	8 (120 minutes)

Lesson objectives	<ul style="list-style-type: none"> • Research for Assessment Task 1.
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Resources checklist	<ul style="list-style-type: none"> • Whiteboard and pens • Assessment Workbook
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Recap of previous lesson and overview of assessment requirements.
Main activities (110 minutes)	<ul style="list-style-type: none"> • Assessment task: Learners use their Assessment Workbook to complete Assessment Task 1 – Guidance document. Teacher supervises the learners.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary: Teacher collects work for assessment.
Private study	<ul style="list-style-type: none"> • None for this lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	9 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the concept of stakeholders.
Resources checklist	<ul style="list-style-type: none"> • Marked assessments • PS Presentation slides and notes • Whiteboard and pens • Computers with internet access • AS List of different organisations for learner research activity
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Lead in: Return marked assessments and review learner experiences when producing the assessment. Provide general feedback including good practice and common mistakes or failures.
Main activities (95 minutes)	<ul style="list-style-type: none"> ● Teacher-led presentation: Characteristics of internal and external stakeholders and their importance to organisations. ● Paired Activity: For different groups of stakeholders, learners prepare comparisons of communication: <ul style="list-style-type: none"> ○ purposes ○ types ○ characteristics. ● Teacher-led class discussion: Based on previous activity and concerning the need to adapt communication for different stakeholders. ● Paired Activity: Learners conduct online research on an organisation provided by the teacher to identify its key internal and external stakeholders. Teachers should select a variety of different organisations for which the information will be easily available. Organisations could include public sector departments, charities, large commercial enterprises, and possible service-related industries familiar to learners such as cinemas, restaurants or transportation organisations, e.g. buses or trains. ● Teacher-led class discussion: Based on previous activity, determining: <ul style="list-style-type: none"> ○ types of stakeholders common to organisations ○ types that are organisation-specific ○ the importance of communicating appropriately with each of these stakeholder types.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary: Summarise learning points and confirm understanding.
Private study	<ul style="list-style-type: none"> ● Learners write up notes on this lesson

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	10 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to types and styles of professional communication.
Resources checklist	<ul style="list-style-type: none"> • PS Presentation slides and notes • AS Examples of printed and online written communications from organisations • Resources to examine spoken communications from organisations (e.g. videos, YouTube) • Computers with internet access • Whiteboard and pens
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Recap of previous lesson.
Main activities (100 minutes)	<ul style="list-style-type: none"> ● Teacher-led presentation: Written types and styles of professional communication, as stated in the unit specification, including: <ul style="list-style-type: none"> ○ internal- and external-facing documents ○ online information ○ common business conventions in written communication. ● Paired activity: Examine examples of communication to identify characteristics of the written styles and formats. ● Teacher-led class discussion: Discuss characteristics and whether they help communication or impede it. ● Teacher-led presentation: Characteristics of spoken, professional communication, including: <ul style="list-style-type: none"> ○ presentations ○ audience awareness ○ active listening ○ confirming understanding ○ handling conflict. ● Paired activity: Examine online or video examples of spoken communication to identify characteristics. ● Teacher-led class discussion: Discussion of findings from previous activity.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary: Learners write up notes on this lesson.
Private study	<ul style="list-style-type: none"> ● Learners compile a list of 'dos and don'ts' when using spoken communication in a professional context.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	11 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To provide learners with opportunities to engage in practical communication tasks.
Resources checklist	<ul style="list-style-type: none"> • PS Presentation slides and notes • Whiteboard and pens • Scenarios for role play activity
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Recap of previous lesson.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Teacher-led class discussion: Based on the private study task, review learners' lists of 'dos and don'ts' when using spoken communication in a professional context. • Teacher-led presentation: Adapting spoken communication to different stakeholders and different contexts. • Small group activity: Role play scenarios for learners to practise spoken professional situations. Situations could include: <ul style="list-style-type: none"> ○ a customer-facing situation ○ a professional meeting with a colleague or line manager. <p>Learners take turns to play roles in the scenario and to act as observers to provide peer feedback.</p> • Teacher-led class discussion: Based on the paired activities.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary: Summarise learning points and confirm understanding.
Private study	<ul style="list-style-type: none"> • Learners write up notes on this lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	12 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To prepare for the assessed presentation in Assessment Task 2.
Resources checklist	<ul style="list-style-type: none"> • Whiteboard and pens • Presentation scenarios
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Recap of previous lessons on topic.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Teacher-led class discussion: Practice to prepare for Assessment Task 2 – Presentation. • Small group activity: Working in small teams, learners prepare a joint presentation based on a scenario provided by the teacher. Scenarios could include: <ul style="list-style-type: none"> ○ how to handle customer complaints professionally ○ meeting new staff members ○ explaining a new process to internal stakeholders. <p>Each learner must present for approximately 3 minutes, using 3–4 slides.</p> <p>The rest of the class use peer feedback forms to provide constructive feedback to each speaker.</p> • Teacher-led class discussion: Teacher provides feedback after each presentation with general good practice and aims for improvement.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary: Summarise learning points and confirm understanding.
Private study	<ul style="list-style-type: none"> • Learners use the Assessment Workbook template to complete a reflective log of their experience of the activity.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	13–14 (2 x 120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To complete Assessment Task 2 – Presentation.
Resources checklist	<ul style="list-style-type: none"> • Assessment Workbook • Presentation software and facilities
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (5 minutes for each lesson)	<ul style="list-style-type: none"> • Lead in: Teacher to introduce requirements of assessment.
Main activities (105 minutes for each lesson)	<ul style="list-style-type: none"> • Assessment task: Learners use the Assessment Workbook to prepare presentations for Assessment Task 2 – Presentation. Learners use these lessons to: <ul style="list-style-type: none"> ○ prepare slides and notes ○ deliver presentations ○ complete a reflective log of their experience of the assessment, including peer feedback. <p>During presentations the remaining learners will complete peer observations to provide constructive feedback.</p> • Teacher completes observations and assessments of presentations. Retain the learners' reflective log as it forms part of the next assessment.
Concluding activity (10 minutes for each lesson)	<ul style="list-style-type: none"> • Plenary: Teacher collects assessments, slides, speaker notes and reflective log.
Private study	<ul style="list-style-type: none"> • None

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	15 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> To introduce learners to verbal communication techniques.
Resources checklist	<ul style="list-style-type: none"> PS Presentation slides and notes AS Topics for discussion Whiteboard and pens
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Lead in: Teacher returns marked assessments and reviews learner experiences when producing the assessment. Provide general feedback including good practice and common mistakes or failures.
Main activities (95 minutes)	<ul style="list-style-type: none"> ● Teacher-led presentation: Communication techniques, as stated in the unit specification, including: <ul style="list-style-type: none"> ○ characteristics and effectiveness of different techniques ○ purpose and suitability for different stakeholders. ● Paired activity: Each pair of learners is to practise communicating with each other through general discussion and asking/answering questions using teacher-prepared topics such as: <ul style="list-style-type: none"> ○ current news items, ideally from a business context ○ views on the qualification ○ ambitions following completion of the qualification. ● Teacher-led class discussion: Based on the previous activities, encourage learners to consider: <ul style="list-style-type: none"> ○ how they communicated ○ was the communication effective; if not, why not? ○ what they would do differently to improve the communication. <p>Ensure all learners engage in the discussion, questioning those who do not contribute openly.</p>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary: Summarise learning points and confirm understanding.
Private study	<ul style="list-style-type: none"> ● Learners conduct further research (online and/or through textbooks) on verbal communication techniques, from the perspective of the effectiveness of the technique.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	16 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To develop learners' understanding of: <ul style="list-style-type: none"> ○ verbal communication techniques ○ adjusting communication to suit different audiences.
Resources checklist	<ul style="list-style-type: none"> • PS Presentation slides and notes • AS Audience scenarios for discussion • Whiteboard and pens • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Recap of previous lesson.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Paired activity: Learners share information gained from the private study task on verbal techniques, initially with their partner, and then with the rest of the class. • Teacher-led class discussion: Based on previous activity, on the effectiveness of verbal techniques. • Teacher-led presentation: The importance of considering audience during communication and adjusting communication to suit different audiences. The presentation should consider audiences such as: <ul style="list-style-type: none"> ○ internal and external to an organisation ○ with different levels of knowledge on topics ○ diversity in terms of beliefs, culture, language etc ○ relationship of audience to speaker, e.g. customer, colleague, line manager, etc. • Paired activity: Learners work through scenarios to consider audience awareness and how communication may need to be adapted. Scenarios could include: <ul style="list-style-type: none"> ○ providing a customer with information ○ presenting at an internal business meeting ○ discussing business at a conference with a team from another country ○ presenting information about the organisation to a group of young people about to undertake a week's work experience at the organisation. • Teacher-led class discussion: Based on previous activity.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary: Summarise learning points and confirm understanding.
Private study	<ul style="list-style-type: none"> • Learners conduct online and/or textbook research concerning the importance of audience awareness.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	17 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to non-verbal communication techniques.
Resources checklist	<ul style="list-style-type: none"> • PS Presentation slides and notes • AS Scenarios for discussions • Whiteboard and pens • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Recap of previous lesson.
Main activities (100 minutes)	<ul style="list-style-type: none"> ● Teacher-led presentation: Teacher to discuss non-verbal communication techniques, including: <ul style="list-style-type: none"> ○ body language, postures and gestures ○ eye contact ○ facial expressions ○ mirroring body language. <p>The presentation should include discussion of why these techniques are important in different situations, and the effect they may have on the audience.</p> ● Small group activity: Using scenarios prepared by the teacher, learners practise communicating with each other with an awareness on non-verbal communication. Learners can use discussions, question and answer sessions etc. Some members of the group will act as observers and provide feedback to the others about observed non-verbal communication. ● Teacher-led class discussion: Based on the previous activity, including: <ul style="list-style-type: none"> ○ how they communicated ○ was the communication effective; if not, why not? ○ what they would do differently to improve the communication. <p>Ensure all learners engage in the discussion, questioning those who do not contribute openly.</p>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary: Summarise learning points and confirm understanding.
Private study	<ul style="list-style-type: none"> ● Learners write up notes on this lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	18 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To revise learners' understanding of verbal and non-verbal communication techniques.
Resources checklist	<ul style="list-style-type: none"> • PS Presentation slides and notes • Whiteboard and pens • Computers with internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (5 minutes)	<ul style="list-style-type: none"> ● Lead in: Recap of previous lesson.
Main activities (105 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: Review of previous sessions on topic and introduction of activity for lesson. The activity for learners is to create an 'effective communication guide' to be used by employees in a public or private sector organisation. The guide could be in the form of a leaflet, poster or staff handbook and must include details of: <ul style="list-style-type: none"> ○ verbal communication techniques ○ non-verbal communication techniques ○ understanding the audience. ● Individual learner activity: Learners prepare the guide on effective communication techniques. ● Teacher-led class discussion: Based on the previous activities, sharing and discussing guides produced by learners.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary: Summarise learning points and confirm understanding.
Private study	<ul style="list-style-type: none"> ● Learners write up notes on this lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	19 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To further develop learners' understanding of verbal and non-verbal communication techniques. • To practise the use of verbal and non-verbal communication techniques through role play.
Resources checklist	<ul style="list-style-type: none"> • PS Presentation slides and notes • Whiteboard and pens • AS Role play scenarios • Peer feedback forms • Reflective log templates
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Lead in: Teacher reviews Lesson 17 to ensure all learners understand the advantages and disadvantages of different non-verbal communication techniques. This should include a short question and answer session.
Main activities (95 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: Using effective communication in difficult situations. Focus on how techniques can be used to keep difficult situations from escalating into conflict, and the importance of professional approaches. ● Small group activity: Learners role play scenarios in teams of three, with two in role and one observing, and providing peer feedback. Each learner takes turns to perform each of the roles in the group. Learners complete a reflective log following the activity. Situations could include: <ul style="list-style-type: none"> ○ a dissatisfied customer ○ an angry colleague ○ a discussion involving conflicting views. ● Teacher-led class discussion: Based on the previous activities, including the effectiveness of techniques used in role, challenges faced in the situation and the usefulness of the peer feedback.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary: Summarise learning points and confirm understanding.
Private study	<ul style="list-style-type: none"> ● Learners write up notes on this lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	20 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To further develop learners' understanding of verbal and non-verbal communication techniques. • To practise the use of verbal and non-verbal communication techniques through role play.
Resources checklist	<ul style="list-style-type: none"> • PS Presentation slides and notes • Whiteboard and pens • AS Role play scenarios • Peer feedback forms • Reflective log templates
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (5 minutes)	<ul style="list-style-type: none"> • Lead in: Recap of previous lesson.
Main activities (105 minutes)	<ul style="list-style-type: none"> • Teacher presentation: Effective communication using the telephone. The presentation should focus on the importance of language, tone and allowing the other person room to speak, as visible non-verbal techniques are absent. • Team activity: Learners work in teams of three where each takes a turn being the observer of the other two learners holding a professional telephone call. The teacher gives each team three scenarios which form the basis for the telephone calls. It is helpful if learners taking the role of those on the telephone sit facing away from each other so they cannot see each other. At the end of the role plays, each learner provides constructive feedback based on what they witnessed as an observer. • Teacher-led class discussion: Based on the previous activities, including the advantages and disadvantages of communicating in this way in different scenarios, the effectiveness of peer feedback, and how this feedback can be improved.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary: Summarise learning points and confirm understanding.
Private study	<ul style="list-style-type: none"> • Complete a reflective log and write up notes on this lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	21 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To continue practising communicating in a business context.
Resources checklist	<ul style="list-style-type: none"> • Whiteboard and pens • AS Role-play scenarios • Peer feedback forms • Reflective log templates
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (5 minutes)	<ul style="list-style-type: none"> • Lead in: Recap of previous lesson.
Main activities (95 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: Importance of reflection in improving communication skills. • Team activity: Learners work in teams of six where each takes a turn delivering a short staff briefing based on given scenarios. The 'team' being briefed record and provide constructive feedback to each presenter. • Teacher-led class discussion: Based on the previous activity, including: <ul style="list-style-type: none"> ○ skills used when communicating with a larger audience ○ was the communication effective, and the reasons for answer ○ what learners would do differently to improve the communication. <p>Ensure all learners engage in the discussion, questioning those who do not contribute openly.</p>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary: Summarise learning points and confirm understanding.
Private study	<ul style="list-style-type: none"> • Learners complete a reflective log for activities completed.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	22 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To develop learners' understanding of presentation techniques.
Resources checklist	<ul style="list-style-type: none"> • PS Presentation slides and notes • Whiteboard and pens • Computers with internet access and presentation software
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (5 minutes)	<ul style="list-style-type: none"> • Lead in: Recap of previous lesson.
Main activities (105 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: Presentation techniques, including: <ul style="list-style-type: none"> ○ slides and visual aids, e.g. number of slides, use of images (including inclusivity), text length, what to include and what to omit ○ presenter, e.g. speaker notes, verbal and non-verbal communication techniques, audience awareness, using stories or humour, timing, avoiding common problems such as repetition, clichés, speech disfluency or fillers. • Small group activity: Working in threes, learners begin preparing a 6-minute presentation on the topic 'How an organisation uses digital media to communicate'. <p>Learners can select their own organisation and must produce slides and speaker notes to be given to the teacher. Each learner in the group must present for 2 minutes. Copies of slides need to be made available to the audience.</p>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary: Summarise learning points and confirm understanding.
Private study	<ul style="list-style-type: none"> • Learners continue with the preparation of the presentation. Encourage learners to practise the presentation before the next lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	23 (120 minutes)

Lesson objectives	<ul style="list-style-type: none"> To enable learners to practise delivering presentations and receiving feedback.
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Resources checklist	<ul style="list-style-type: none"> Computers with presentation software TF Peer feedback forms TF Teacher observation template TF Reflective log template
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (5 minutes)	<ul style="list-style-type: none"> Lead in: Recap on presentation task and share 'running order' with learners.
Main activities (105 minutes)	<ul style="list-style-type: none"> Formatively assessed presentations: <ul style="list-style-type: none"> Each team of three deliver their 6-minute presentation (2 minutes per learner). Peers review each presentation from a communication perspective only. The teacher provides a formal formative assessment of the presentations.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> Plenary: Teacher provides an overall comment on the presentations, and answers learners' questions and issues.
Private study	<ul style="list-style-type: none"> Learners complete a reflective account.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	24 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To enable learners to continue practising communicating in a business context.
Resources checklist	<ul style="list-style-type: none"> • PS Presentation slides and notes • Whiteboard and pens • AS Workplace conflict scenarios • TF Peer feedback forms • TF Teacher observation template • TF Reflective log template
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Review prior learning on conflict situations.
Main activities (100 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: Handling conflict in business contexts. Presentation to include: <ul style="list-style-type: none"> ○ types of business conflict – of varying severity ○ professional behaviour in conflict situations ○ diffusing conflict through the use of good communication ○ when conflict situations should be escalated to others outside of your area of responsibility. ● Small-group activity: Learners work in teams of three, taking it in turns to play roles and be the observer. Learners use three different scenarios provided by the teacher that illustrate typical workplace conflicts. At the end of the role plays, each learner provides constructive feedback to their peers based on what they witnessed as an observer. ● Teacher-led class discussion: Following the activity the class discusses the effectiveness of communication strategies used to handle conflict. Learners should discuss: <ul style="list-style-type: none"> ○ how they communicated ○ was the communication effective; if not, why not? ○ what they would do differently to improve the communication. <p>Ensure all learners engage in the discussion, questioning those who do not contribute openly.</p>
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary: Summarise learning points and confirm understanding.
Private study	<ul style="list-style-type: none"> ● Learners complete a reflective log.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	25 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> To develop further learners' understanding of reflective statement.
Resources checklist	<ul style="list-style-type: none"> PS Presentation slides and notes Whiteboard and pens TF Reflective log template Assessment Workbook
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead in: Ensure all learners are aware of their success to date and what they need to do to achieve a pass in Assessment Task 3a and b.
Main activities (95 minutes)	<ul style="list-style-type: none"> • Teacher presentation: Reflective logs. The presentation should include details of how these can be produced to encourage effective development of skills. Provide generic good and bad examples of reflective practice. • Paired activity: Learners discuss the advantages to themselves and an organisation of reflective thinking. Learners should critically review the reflective logs they have produced during the unit and establish if they have improved with experience. • Teacher-led discussion: Based on previous activity. • Teacher presentation: Review key learning points from Learning aim C, and explain assessment sessions to follow. • Teacher-led discussion: Answer questions from learners based on their understanding of the assessment task to follow.
Concluding activity (5 minutes)	<ul style="list-style-type: none"> • Plenary: Summarise learning points and confirm understanding.
Private study	<ul style="list-style-type: none"> • No private study related to this lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	26 and 27 (2 x 120 minutes each)
Lesson objectives	<ul style="list-style-type: none"> • Learners prepare and deliver summative assessed presentations – Assessment Task 3.
Resources checklist	<ul style="list-style-type: none"> • AS Assessment scenarios • Assessment Workbook • TF Peer observation • TF Teacher observation • TF Reflective log
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
<p>Main activities (120 minutes for each lesson)</p>	<ul style="list-style-type: none"> • Summative Assessment Task 3, Parts a and b: Provide learners with Assessment Workbooks, templates and scenarios required to complete Assessment Task 3a: A presentation to internal stakeholders. Learners prepare and deliver the presentation, completing Assessment Task 3b: Reflective Log following the presentation. • Group activity: The class prepare peer observations after each presentation, which are provided to the learner giving the presentation to inform their reflective log.
<p>Private study</p>	<ul style="list-style-type: none"> • None for this lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	28 and 29 (2 x 120 minutes each)
Lesson objectives	<ul style="list-style-type: none"> • Learners role play external stakeholder meetings – Assessment Task 3.
Resources checklist	<ul style="list-style-type: none"> • AS Assessment scenarios • Assessment Workbook • TF Peer observation • TF Teacher observation • TF Reflective log
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
<p>Main activities (120 minutes for each lesson)</p>	<ul style="list-style-type: none"> ● Summative Assessment Task 3, Parts a and b: Provide learners with an Assessment Workbook, templates and scenarios required to complete Assessment Task 3a: A face-to-face situation with an external stakeholder. Give learners the scenarios they will role play and allow them time to become familiar with the situation, then take turns in performing it. Teachers may use other learners to play roles but may prefer to take on the role themselves for consistency in approach. Learners complete Assessment Task 3b: Reflective Log following the role play situation. ● Group activity: The class prepare peer observations after each role play situation, which are provided to the learner to inform their reflective log.
<p>Private study</p>	<ul style="list-style-type: none"> ● No private study related to these lessons.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 4: Communicating in a Business Environment
Lesson number	30 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To review outcome of Assessment Task 3. • To review unit learning and delivery.
Resources checklist	<ul style="list-style-type: none"> • Whiteboard and pens • Marked assessments • End-of-unit questionnaire for learners
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead in: Teacher returns assessment reports to learners and allows them time to consider the outcome, responding to individual questions privately.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: Teacher provides general feedback on Assessment Task 3a and b, and responds openly to general questions from learners. • Teacher-led discussion: Teacher reviews the unit with learners and encourages their feedback in order to inform development of teaching and teaching materials. It is useful for the teacher to design an 'end-of-unit questionnaire' for learners to complete which will encourage discussion.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary: Teacher to provide links between this unit and further learning.

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