

Pearson BTEC Uzbekistan Level 4 Qualifications in

# Administrative Support in the Public and Private Sectors

Unit 1: The Relationship Between Government and  
Business in Uzbekistan

## 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 the delivery and management of 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 units in the qualification
- recommended resources to support the delivery of the units in the qualification
- schemes of work that show the topics, activities and assessments covered in all units across the qualification
- lesson plans with detailed guidance on how to deliver the lessons in the units.

The information in this resource booklet has been put together by teachers who have been close to the development of the qualifications 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 qualification. There is information on:

- the structure of your qualification
- how you can build the qualification for learners
- suggestions for how you might make contact with appropriate employers
- other support and resources available.

We have given you unit-by-unit guidance. 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 assessments.

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 learners to use and/or that you can use to complement delivery.

# Unit 1: The Relationship Between Government and Business in Uzbekistan

## Delivery guidance

### Approaching the unit

This unit provides the background knowledge and understanding to all of the other units in the course. It requires learners to approach their studies as independent learners researching information either on their own or with other class members. This will involve them researching government websites and finding information on those international businesses that may be considering locating in Uzbekistan.

Your role will be to help and advise learners in accessing relevant source material and preparing class presentations that highlight the key learning points relating to each of the three learning aims in the unit.

Learners are required to make presentations on the results of their research and you will lead class discussions where learners consider some of the contemporary issues and challenges that influence the way in which the government and public sector organisations work together.

*Figure 1* below gives an overview of how you could approach the delivery of this unit using different learner activities.

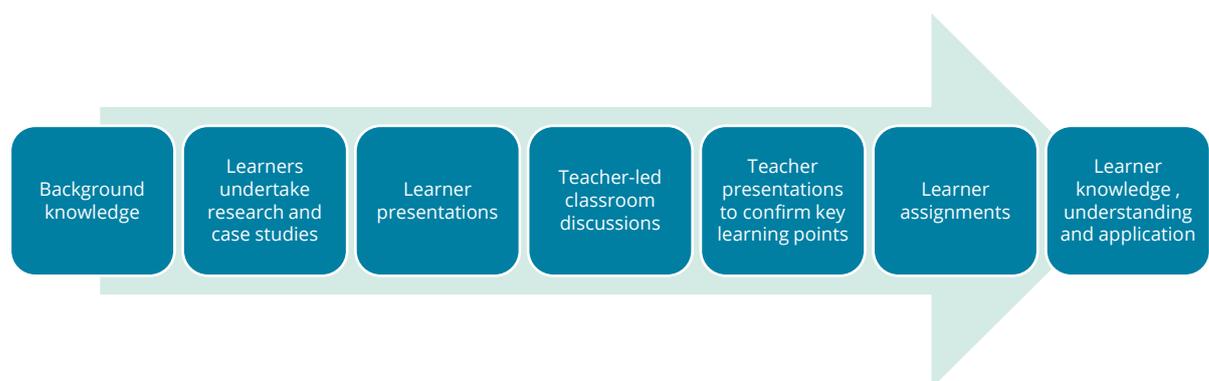


Figure 1: The learner journey

Young people studying and working in Uzbekistan, regardless of their level of understanding of public administration, will be aware of the dynamic changes taking place in their local communities and the country as a whole. They will also be aware of the influence of globalisation on the economy, evidenced by the inward international investment attracted into the country in the form of large multinationals locating in Uzbekistan.

This 'message' should be your starting point – change is happening in Uzbekistan and this change brings both opportunities and challenges for the government and people of Uzbekistan. Starting the unit from this perspective will enable you to engage with learners and find out from them what their current perceptions are of living and working in Uzbekistan.

This approach will set the context for delivering the unit and will make the three learning aims that make up the unit more relevant to the interests and aspirations of learners.

Figure 2 shows how this approach works in practice.

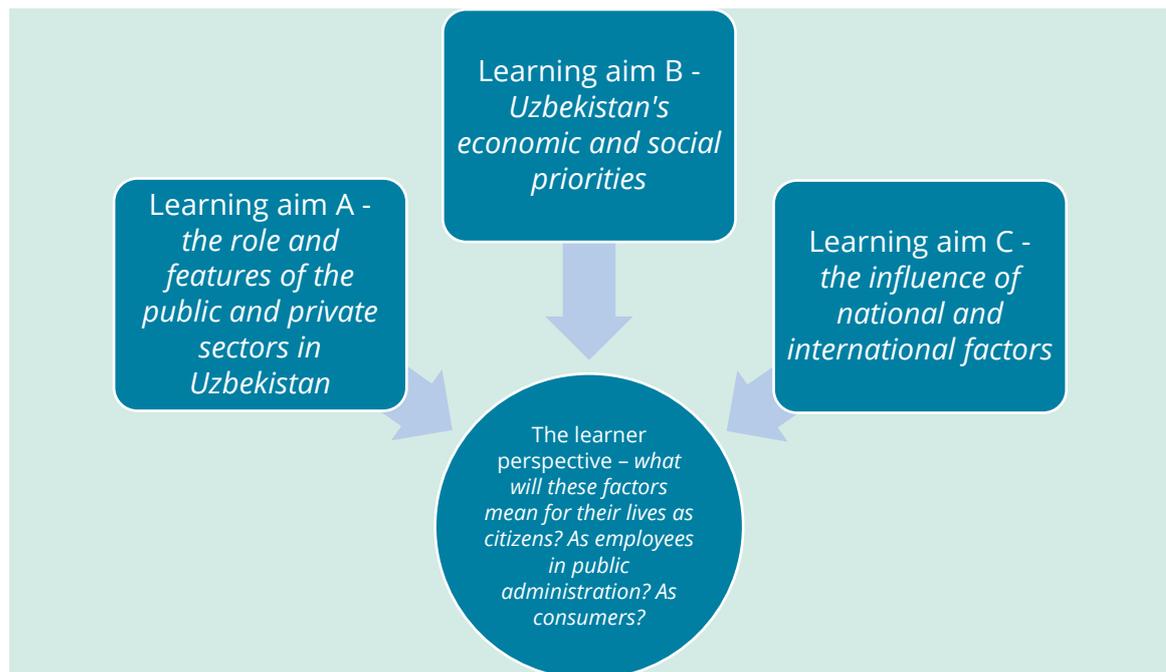


Figure 2: Teaching approach

In delivering each of these learning aims, learner activities should be focused on activities that allow them to engage in research to explore and find out more about how the government in Uzbekistan impacts directly on business organisations and the day-to-day lives of learners. In doing so they will become independent learners.

Figure 3 gives an overview of some of the main skills that need to be applied when undertaking such research activities.

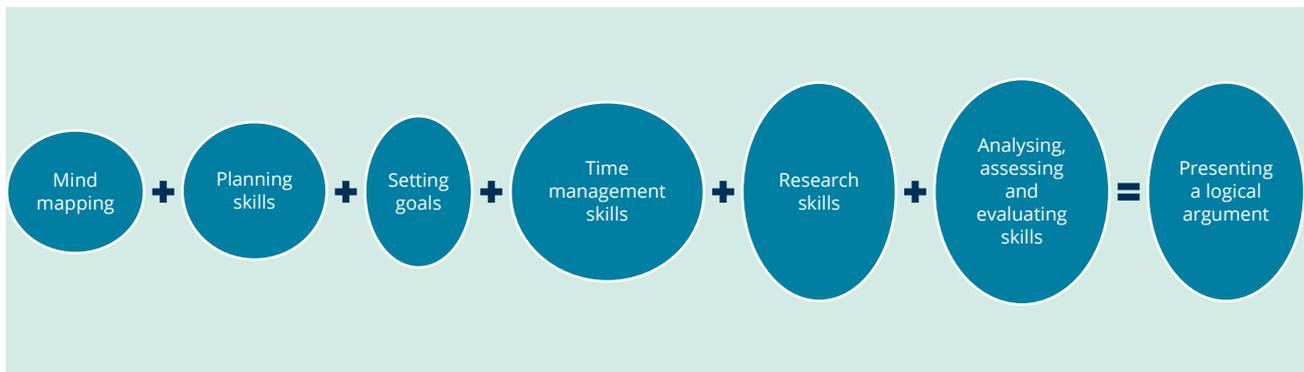


Figure 3: Independent learning skills

Learners will be required to research internet websites as part of their research activities. This requires a high level of application so you could show them how to research the internet by using appropriate key search terms.

It is also important that you make learners aware of how they can assess the reliability of a website using criteria such as:

- ownership of the website
- potential bias
- expertise
- relevance
- up-to-date content
- accuracy of links.

Learners are required to prepare and deliver presentations. Again, this will introduce them to a new set of skills based around effective communications. You will need to advise learners on the good practice points that result in an effective presentation.

Figure 4 identifies some of the criteria that you could explain to learners when they are preparing presentation slides.

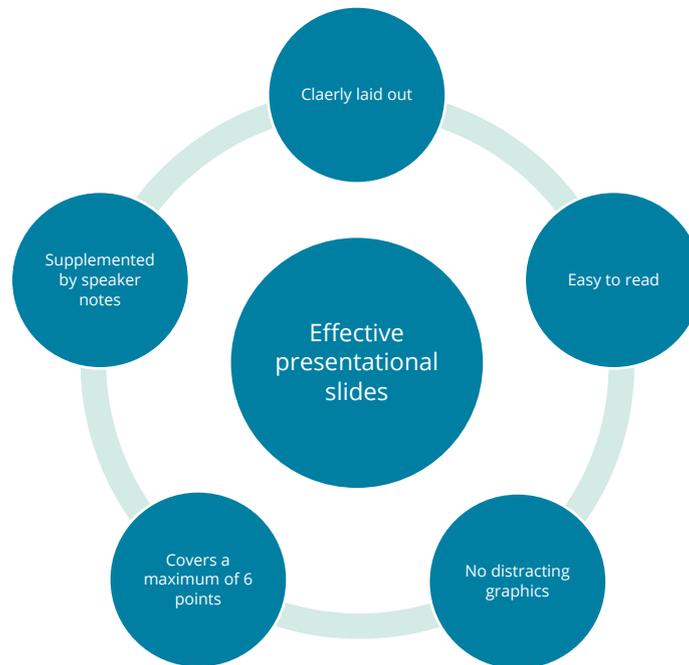


Figure 4: Presentation slides – best practice criteria

Learners often find it a challenge to record the results of their research activities. One way to help learners do this is by using simple templates that direct them to consider various aspects of their research findings. In learning aim C, for example, learners are required to complete a PESTLE (Political, Economic, Social, Technological, Legal, Environmental) analysis.

Figure 5 gives an example of a template to be used by learners to record the results of their PESTLE analysis in relation to national influences.

The implications of national influences on Uzbekistan			
	Positive	Challenges	Implications
Political			
Economic			
Social			
Technological			
Legal			
Environmental			

Figure 5: Example template for a PESTLE analysis

Guest speakers and visits to government organisations are a good way to show learners how their studies are applied in the world of work. People working in regional administrations or central government ministries could be invited to meet learners. Consider inviting a guest speaker from a local business operating in the private sector.

When inviting guest speakers to the class it is important that learners are well prepared. An effective way of doing this is for learners to prepare a set of questions before the speaker is scheduled to attend. You can then check the suitability of the questions and allocate questions to individual learners.

The questions should fall into three categories:

- questions that relate to the functions of the specific organisation where the speaker is employed
- questions that focus on the organisational structure of the organisation – its department and the job roles associated with each function
- questions that centre on the duties of the guest speaker and the work skills required to carry out these duties.

## Assessment

Learning aim	Key content areas	Recommended assessment approach  See Assessment Workbook
<b>A</b> Examine the role and features of the public and private sectors in Uzbekistan.	<b>A1</b> The purpose of public administration  <b>A2</b> The purpose of business activity	Prepare a presentation with speaker notes that explains the differences between the public and private sectors and the importance of an entrepreneur in promoting business activity in the private sector.
<b>B</b> Investigate how public sector organisations support the implementation of Uzbekistan's economic and social priorities.	<b>B1</b> Economic and social priorities of Uzbekistan  <b>B2</b> Contribution of public sector bodies to promote economic development and social welfare	Write a report on the economic benefits of a specific sector of the economy of Uzbekistan and the role of the public sector in supporting the development of this sector.
<b>C</b> Explore how national and international factors influence the activities of public sector organisations in Uzbekistan.	<b>C1</b> National influences  <b>C2</b> International influences  <b>C3</b> Challenges faced by the public sector organisations in Uzbekistan	Undertake a PESTLE analysis to identify the current factors that affect public administration organisations in Uzbekistan.

## Assessment guidance

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

- a presentation
- a report
- a business tool.

### Learning aim A: Task 1

Learning aim A requires learners to consider the differences between the public and private sectors by exploring the purpose of business activity and the role of the entrepreneur. They will explore this by completing research activities, taking notes on teacher presentations and participating in teacher-led class discussions.

In learning aim A, learners will also compare and contrast the role and functions of public sector organisations with those in the private sector. Learners will explore the purpose of business activity and the importance of the entrepreneur in supporting the activity. In doing so, learners will be able to identify and recognise some of the important features and characteristics of an entrepreneur.

Learners are required to prepare and deliver a presentation and accompanying speaker notes. They will need access to computers and appropriate presentation software.

The presentation should be given to the rest of the class, which will require the use of a projection screen. You should limit the number of slides in the presentation (six slides are usually sufficient).

Consider involving the other learners by getting them to ask questions based on the presentation. This is a good way of assessing a learner's knowledge and understanding of the subject matter. Your assessment of this activity should consider the quality of the presentation, the speaker notes and the responses to questions.

### Learning aim B: Task 2

Learning aim B requires learners to investigate how the public sector can support the economic and social priorities of the government. As with the other learning aims, learners will need to apply their knowledge and understanding and in Task 2, this is achieved by learners writing a formal business report.

This will require you to explain the features and layout of a formal business report. You should look for the following structure:

- protocols – author; title; date
- introduction – the aims of the report
- executive summary – a statement of the main points made in the report
- specific sections covering each aim identified in the Introduction
- conclusions
- recommendations.

### Learning aim C: Task 3

Learning aim C requires learners to complete a PESTLE analysis to identify the national and international influences that impact on Uzbekistan, and then to consider their possible implications for public organisations.

The challenge for learners is that there may be no right answer to some of these implications because the assessment requires learners to look into the future. This assessment requires learners to use higher-level skills such as analysing, assessing and evaluating information and data.

Your assessment of learners will be based on their ability to identify the influences drawn from their PESTLE analysis from different perspectives – what is an opportunity for one learner may be identified as a challenge by another learner but, based on the quality of their analysis, they could both achieve the highest assessment grade.

Figure 6 shows the process that learners need to follow when completing the PESTLE analysis.

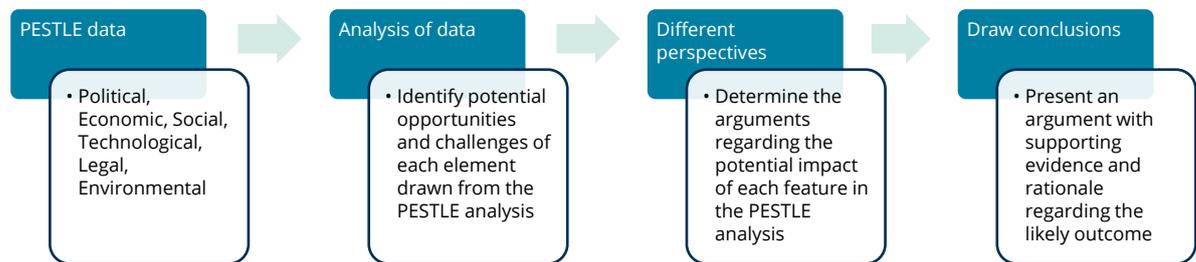


Figure 6: PESTLE methodology

## 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.

<b>Unit 1: The Relationship Between Government and Business in Uzbekistan</b>
<p><b>Introduction</b></p> <p>Learners will have some idea about the nature of public administration in Uzbekistan. They are taught in government schools, they use public-owned transport and they are treated in government-funded hospitals and health centres. Start the unit delivery by asking them how they use public services and for what purpose. Extend this by asking them how other members of their family use public sector organisations. This will be your starting point to explain to learners:</p> <ul style="list-style-type: none"> <li>• the learning aims of the unit specification</li> <li>• how they will be assessed</li> <li>• the types of activities they will complete</li> <li>• the nature of independent learning.</li> </ul>
<b>Learning aim A – Examine the role and features of the public and private sectors in Uzbekistan</b>
<p>In introducing learning aim A, it is likely that it will be the first time many learners will have been required to work independently. Look again at the ‘approaching the unit’ section of this guidance to familiarise yourself with the range of skills that learners are required to learn and exhibit. Learners may find this approach to learning challenging and you will need to guide them through their first research activities.</p>

### Unit 1: The Relationship Between Government and Business in Uzbekistan

- It would be useful to walk-through the first research activity with learners to show them how the skills identified in Figure 3 Independent learning skills are applied in practice.
- Learners will be required to research websites as part of their research activities. This requires a high level of application so you could show learners how to research the internet by using appropriate key search terms.

### Learning aim B – Investigate how public sector organisations support the implementation of Uzbekistan’s economic and social priorities

The focus of learning aim B is on Uzbekistan’s economic and social priorities. It is a good idea to start by asking learners what their own priorities are in the immediate future and how these priorities are likely to change as they grow older.

A good way of doing this is by engaging learners in a class discussion. It is likely that there will be common agreement among learners that their lives would be enriched by a good job, a good income, good education and housing – all of which are to be found in the components of the Development Plan 2017–2021. The critical factor is how these priorities can be achieved in Uzbekistan.

- Research activities will form the basis of the knowledge acquired in this learning aim. A useful way of formulating this research is through learners working in pairs or in small groups so that specific research activities can be allocated to individual learners. This gives learners the opportunity to develop work-related skills such as leadership and teamwork.
- You will be aware that government priorities often involve choices and costs based upon the available resources. In this learning aim, learners need to develop the skills to formulate a logically consistent argument that is subject to peer review. They need to be able to formulate their argument into a presentation, by using appropriate presentational software if possible.
- Your role in this process is to guide learners by explaining good practice points when preparing presentation slides with accompanying speaker notes.

**Unit 1: The Relationship Between Government and Business in Uzbekistan****Learning aim C – Explore how national and international factors influence the activities of public sector organisations in Uzbekistan**

By this stage of the unit, learners should have become confident and independent learners who are able to use the skills they have acquired to research a given topic in order to formulate and present a logically consistent presentation. Learning aim C builds on these skills and extends the scope of learners' experience by introducing the concept of globalisation.

- Learners will be familiar with the characteristics of globalisation but you are best advised to use their own everyday experiences to identify these characteristics.
- Start by asking them about their most recent purchases, their experience (or the experience of their family members) of overseas travel, what products they would like to purchase if they had the money to do so and the types of overseas businesses they are aware of that are located in Uzbekistan.
- Use the personal experience of learners to build a picture of the national and international influences that are impacting on Uzbekistan. In doing so, you can then introduce your learners to PESTLE analysis as a way of analysing both the positive and negative influences of specific factors covered in such an analysis.
- *Figure 5 Example template for a PESTLE analysis* provides an example of a template that could be used by learners when they are completing a PESTLE analysis.

## Details of links to other BTEC units and qualifications

This unit provides the background knowledge and understanding that underpins all the other units in the programme.

### Resources

#### 1 Globalisation

[www.youtube.com](http://www.youtube.com)

This website contains a wealth of short videos that are useful in explaining the features of globalisation, including its advantages and disadvantages and the characteristics of multinational corporations (MNCs).

Examples include:

[www.youtube.com/watch?v=JJ0nFD19eT8&t=143s](http://www.youtube.com/watch?v=JJ0nFD19eT8&t=143s)

Globalisation explained.

[www.youtube.com/watch?v=i-eHj6bVU8w](http://www.youtube.com/watch?v=i-eHj6bVU8w)

Advantages and disadvantages of globalisation.

[www.youtube.com/watch?v=OGg9K1wymWk](http://www.youtube.com/watch?v=OGg9K1wymWk)

Characteristics of multinational corporations.

[www.tutor2u.net/business/reference/impact-of-multinational-companies-mncs-on-their-host-countries](http://www.tutor2u.net/business/reference/impact-of-multinational-companies-mncs-on-their-host-countries)

Impact of MNCs on host countries.

#### 2 PESTLE analysis

[www.youtube.com/watch?v=sP2sDw5waEU](http://www.youtube.com/watch?v=sP2sDw5waEU)

A presentation of the factors that make up a PESTLE analysis.

[www.iso9001help.co.uk](http://www.iso9001help.co.uk)

PESTLE analysis template with relevant factors to consider in its completion.

### 3 Government of Uzbekistan

Government websites include a wealth of information on the role, functions and responsibilities of public sector organisations. The office of the president has its own website. All ministries and regional administrations have their own websites. All these websites also contain useful links to related websites.

<https://president.uz>

Website of the President of Uzbekistan.

<https://gov.uz>

The government portal of the Republic of Uzbekistan.

### 4 World Bank

The website of the World Bank has a wealth of up-to-date information on economic and social developments in Uzbekistan.

[www.worldbank.org/en/country/uzbekistan](http://www.worldbank.org/en/country/uzbekistan)

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



## Scheme of work

<b>Unit</b>	The Relationship between Government and Business in Uzbekistan
<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>	All other units

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	<b>The purpose of public administration</b> (Aim A: Topic A1)	Teacher-led, plus paired and individual learner activities	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> introduce the unit by providing an overview of the subject matter.</li> <li>• <b>Paired activity:</b> common characteristics of non-profit and private sector organisations.</li> <li>• <b>Teacher-led presentation:</b> record the outcome of class discussions and the main learning points.</li> <li>• <b>Individual activity:</b> learners write up their notes and commence the glossary of key terms.</li> </ul>	Unit specification. Whiteboard and pens. Presentation Slides 1 and 2. Template Form 1. Activity Sheet 1.

#	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> </ul>	
2	<b>Socio-economic characteristics of Uzbekistan</b> (Aim A: Topic A1)	Teacher-led, plus paired and individual learner activities	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> overview of the previous lesson and question and answer session with learners to confirm understanding.</li> <li>• <b>Individual learner activity:</b> internet research on the socio-economic characteristics of Uzbekistan and the size of the public sector.</li> <li>• <b>Paired activity:</b> learners confirm the outcome of their research and record the outcome on a flipchart which can be displayed around the classroom.</li> <li>• <b>Teacher-led presentation:</b> draw together the research conducted by learners and present a summary of the main socio-economic characteristics of Uzbekistan.</li> <li>• <b>Individual learner activity:</b> learners write up their notes and update the glossary of key terms.</li> <li>• <b>Plenary session:</b> confirm the main learning points.</li> </ul>	Unit specification. Computers with internet access. Teacher-prepared data sheet and maps of Uzbekistan. Whiteboard and pens. Flipcharts and pens. Presentation Slide 3. Template Form 2. Activity Sheets 1 and 2.
3	<b>Business activity</b> (Aim A: Topic A2)	Teacher-led, plus paired and individual learner activities	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> overview of the previous lesson.</li> <li>• <b>Teacher-led presentation:</b> an overview of how business activity takes place in the private sector.</li> <li>• <b>Paired activity:</b> case studies of private sector business organisations.</li> </ul>	Unit specification. Computers with internet access. Whiteboard and pens. Flipcharts and pens.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners write up their notes.</li> <li>• <b>Plenary session:</b> confirm the main learning points.</li> </ul>	Presentation Slide 4. Template Form 3. Activity Sheet 4.
4	<b>How a competitive market operates</b> (Aim A: Topic A2)	Teacher-led, plus individual learner activities	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> overview of the previous lesson and question and answer session with learners to confirm understanding.</li> <li>• <b>Individual learner activity:</b> presentation of case study research completed in Lesson 3.</li> <li>• <b>Teacher-led presentation:</b> the main features of a competitive market.</li> <li>• <b>Individual learner activity:</b> research an example of how the competitive market operates in Uzbekistan. For example, the price of agricultural products at different times of the year.</li> <li>• <b>Individual learner activity:</b> learners write up their notes.</li> <li>• <b>Plenary session:</b> confirm the main learning points.</li> </ul>	Unit specification. Computers with internet access. Whiteboard and pens. Flipcharts and pens. Presentation Slide 5. Template Form 4. Activity Sheet 5.
5	<b>The role of entrepreneurs in the private sector</b> (Aim A: Topic A2)	Teacher-led, plus individual learner activities	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> overview of the previous lesson.</li> <li>• <b>Teacher-led presentation:</b> the role of entrepreneurs in the private sector.</li> <li>• <b>Individual learner activity:</b> learners undertake research on individual entrepreneurs.</li> </ul>	Unit specification. Computers with internet access. Whiteboard and pens. Flipcharts and pens.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> an explanation of the format of the next lesson (Lesson 6); profile of the guest speaker and the organisation that they represent.</li> <li>• <b>Individual learner activity:</b> learners compile a list of questions to ask the speaker (in next lesson).</li> <li>• <b>Individual learner activity:</b> learners write up their notes.</li> <li>• <b>Plenary session:</b> confirm the main learning points.</li> <li>• <b>Individual learner activity:</b> undertake additional research on the background of the public sector organisation represented by the guest speaker in the next lesson.</li> </ul>	Presentation Slide 6. Template Form 5. Activity Sheets 5 and 6.
6	<b>The role of government and its relationship with the private sector</b> (Aim A: Topic A2)	GS, teacher-led plus individual learner activities	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> welcome and introduce the guest speaker to the class.</li> <li>• <b>Teacher-led discussion:</b> learners ask pre-prepared questions on the role and responsibility of government officials; learners make notes on speaker responses.</li> <li>• <b>Learner independent research activity:</b> allocate a ministry to individual learners and then learners undertake research on the areas of responsibility of that ministry.</li> <li>• <b>Teacher presentation:</b> Introduce <b>Workbook Assessment Task 1</b> and walk through the requirements of the two tasks</li> <li>• <b>Individual learner activity:</b> Learners commence Assessment Task 1</li> </ul>	Unit specification. Computers with internet access. Whiteboard and pens. Learner-prepared question sheets. Practice Assessment Activity 1 (teacher-produced). Activity Sheets 6 and 7.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> confirm the main learning points.</li> <li>• <b>Homework task: Workbook Assessment Task 1</b> Part 1 leaflet preparation., and Part 2 Presentation Preparation.</li> </ul>	
7	<b>Assessment 1</b> (Learning aim A)	Individual learner activity. AW	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> confirm arrangements for the individual learner presentations</li> <li>• <b>Individual learner activity:</b> learner presentations. (NOTE: depending on the size of the class the teacher may wish to arrange the timings so that the learners only present part of their presentation).</li> <li>• Learners submit their leaflets, presentation slides and speaker notes.</li> <li>• <b>Plenary session:</b> general feedback of class presentations.</li> </ul>	Unit specification. Computers with internet access. Whiteboard and pens. Assessment Task 1 Briefing Sheet. Assessment recording documentation. Internal verification recording documentation.
8	<b>Economic and social priorities of the government of Uzbekistan</b> (Aim B: Topic B1)	Teacher led, plus individual learner activities	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> provide an overview of learning aim B, summarising the key points.</li> <li>• <b>Question and answer session</b> to confirm understanding.</li> <li>• <b>Individual learner activity:</b> allocate research activities between economic priorities and social priorities.</li> <li>• <b>Teacher presentation:</b> an overview of Uzbekistan's current government development strategy.</li> </ul>	Unit specification. Computers with internet access. Whiteboard and pens. Flipcharts and pens. Presentation Slide 8.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Knowledge quiz:</b> teacher-prepared test questions to confirm learning to date.</li> <li>• <b>Individual learner activity:</b> learners write up their notes.</li> <li>• <b>Plenary session:</b> confirm the main learning points identified in the lesson.</li> </ul>	Activity Sheets 9 and 10.
9	<b>Impact of the Development Strategy Part 1</b> (Aim B: Topic B1)	Teacher-led, plus individual learner activities	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> overview of the previous lesson.</li> <li>• <b>Individual learner activity:</b> Uzbekistan's current government development strategy.</li> <li>• <b>Teacher-led discussion:</b> how the economic and social priorities can be addressed by the Development Plan.</li> <li>• <b>Individual learner activity:</b> learners write up their notes.</li> <li>• <b>Plenary session:</b> confirm the main learning points identified in the lesson.</li> </ul>	Unit specification.  Computers with internet access.  Whiteboard and pens. Flipcharts and pens. Activity Sheet 11.
10	<b>Impact of the Development Strategy Part 2</b> (Aim B: Topic B1)	Teacher-led, plus individual learner activities	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> overview of the previous lesson and question and answer session with learners to confirm understanding.</li> <li>• <b>Paired activity:</b> learners collect key economic data on specific areas of the Development Plan.</li> <li>• <b>Teacher-led discussion:</b> learners consider the progress achieved in implementing the Development Plan to date.</li> <li>• <b>Individual learner activity:</b> learners write up their notes.</li> </ul>	Unit specification.  Computers with internet access.  Whiteboard and pens. Flipcharts and pens. Presentation Slide 9. Activity Sheet 12.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> confirm the main learning points identified in the lesson.</li> </ul>	
11	<b>Report Writing and Practice</b> (Aim B: Topic B1)	Teacher-led, plus individual learner activities	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> the purpose of business reports</li> <li>• <b>Teacher presentation:</b> report writing and conventions</li> <li>• <b>Individual learner activity:</b> learners complete a business report on a simple topic provided by the teacher.</li> <li>• <b>Individual learner activity:</b> learners write up their notes and update the glossary of key terms.</li> <li>• <b>Plenary session:</b> confirm the main learning points.</li> </ul>	Unit specification. Whiteboard and pens.
12	<b>The functions of the main ministries</b> (Aim B: Topic B2)	Teacher-led, plus individual learner activities	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> overview of the previous lesson.</li> <li>• <b>Individual learner activity:</b> how the ministry influences and directs activities in the specific sector.</li> <li>• <b>Teacher-led discussion:</b> examples of public sector projects and links to the Uzbekistan Development Plan.</li> <li>• <b>Individual learner activity:</b> learners write up their notes.</li> <li>• <b>Plenary session:</b> confirm the main learning points identified in the lesson.</li> <li>• <b>Homework activity:</b> learners prepare a set of questions for the visit to the ministry offices.</li> </ul>	Unit specification. Computers with internet access. Whiteboard and pens. Flipcharts and pens. Presentation Slide 11. Activity Sheets 14 and 15.

#	Topic	Lesson type	Suggested activities	Resources
13	<b>The structure of government</b> (Aim B: Topic B2)	Visit, plus individual learner activities	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> overview of the previous lesson.</li> <li>• <b>Visit to a ministry or the offices of a regional administration:</b> learners ask targeted questions and take notes.</li> <li>• <b>Individual learner activity:</b> learners write up notes.</li> <li>• <b>Plenary session:</b> confirm the main learning points.</li> <li>• <b>Homework activity:</b> learners map job roles and responsibilities identified in the ministry.</li> </ul>	Unit specification. Whiteboard and pens. Activity Sheet 16.
14	<b>The implementation of economic and social policies at a regional level</b> (Aim B: Topic B2)	Teacher-led, plus individual learner activities	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> feedback on the visit to the ministry.</li> <li>• <b>Individual learner activity:</b> learners are allocated two regional administrations and undertake research.</li> <li>• <b>Teacher-led discussion:</b> teacher draws out examples of public sector projects delivered at a regional/local level and links to the Uzbekistan Development Plan strategy.</li> <li>• <b>Individual learner activity:</b> learners write up their notes and update the glossary of key terms.</li> <li>• <b>Plenary session:</b> confirm the main learning points identified in the lesson.</li> </ul>	Unit specification. Computers with internet access. Whiteboard and pens. Flipcharts and pens. Presentation Slide 12. Activity Sheet 17.

#	Topic	Lesson type	Suggested activities	Resources
15	<p><b>The influence of local traditions and cultural awareness when implementing economic and social policy and initiatives</b></p> <p>(Aim B: Topic B2)</p>	Teacher-led, plus individual learner activities	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> overview of the previous lesson and question and answer session with learners to confirm understanding.</li> <li>• <b>Paired activity:</b> research how local traditions are accounted for in the implementation of the government's economic and social priorities and policies.</li> <li>• <b>Teacher-led discussion:</b> teacher draws out examples of public sector projects delivered at a regional/local level.</li> <li>• <b>Individual learner activity:</b> learners write up their notes and update the glossary of key terms.</li> <li>• <b>Knowledge test:</b> teacher-prepared test covering the specification coverage of learning aim B.</li> <li>• <b>Plenary session:</b> confirm the main learning points identified in the lesson.</li> </ul>	Unit specification. Computers with internet access. Whiteboard and pens. Flipcharts and pens. Presentation Slide 13. Activity Sheets 18 and 19.
16–17	<p><b>Workbook Assessment Task 2</b></p> <p>(Covering learning aim B)</p>	Independent learning activities AW	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> present Workbook Assessment. Task 2 Walk through of the requirements of Task 2.</li> <li>• <b>Individual learner activity:</b> learners work through the tasks identified in Assessment Task 2.</li> </ul>	Unit specification. Computers with internet access. Whiteboard and pens. Presentation Slide 13. Workbook Assessment Task 2. Assessment recording documentation.

#	Topic	Lesson type	Suggested activities	Resources
18	<b>National influences</b> (Aim C: Topic C1)	Teacher-led, plus group work and individual learner activities	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> overview of the previous lesson and question and answer session with learners, to confirm understanding. Introduce the content of learning aim C in the context of the coverage of the unit to date.</li> <li>• <b>Knowledge test:</b> teacher-prepared test covering the unit content of learning aim B (B1; B2).</li> <li>• <b>Teacher presentation:</b> introduce Learning aim C (looking at the historical dimension). Teacher covers a brief overview of Uzbekistan pre- and post- Soviet Republic; characteristics of public administration as a Soviet Republic; the strategy of the current president.</li> <li>• <b>Group work:</b> (the economic dimension Case Study). Working in small groups and using notes taken in other lessons, learners look at a specific national economic project aimed at taking forward the strategy of the President e.g. agricultural initiatives; infrastructure initiatives</li> <li>• <b>Teacher-led discussion:</b> question and answer session with learners, to identify the relationship between the historical dimension and the economic dimension.</li> <li>• <b>Individual learner activity:</b> learners write up their notes and conduct individual research on the topic.</li> <li>• <b>Plenary session:</b> confirm the main learning points.</li> </ul>	Unit specification  Computers with internet access  Whiteboard and pens  Flipcharts and pens  Presentation Slide 14  Activity Sheet 20

#	Topic	Lesson type	Suggested activities	Resources
19	<b>Social dimension</b> <b>Technological dimension</b> (Aim C: Topic C1)	Teacher-led, plus group work and individual learner activities	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> overview of the previous lesson.</li> <li>• <b>Group work:</b> the social dimension.</li> <li>• <b>Teacher presentation:</b> the influence of technology.</li> <li>• <b>Teacher-led discussion:</b> the relationship between the social dimension and the technological dimension.</li> <li>• <b>Individual learner activity:</b> learners write up their notes.</li> <li>• <b>Plenary session:</b> confirm the main learning points.</li> </ul>	Unit specification. Computers with internet access. Whiteboard and pens. Flipcharts and pens. Presentation Slide 15. Activity Sheet 21.
20	<b>International influences</b> <b>Features of the global economy</b> (Aim C: Topic C2)	Teacher-led, plus paired and individual learner activities	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> overview of the previous lesson.</li> <li>• <b>Paired activity:</b> characteristics of the global economy.</li> <li>• <b>Teacher presentation:</b> features of globalisation.</li> <li>• <b>Teacher-led discussion:</b> advantages and disadvantages of globalisation.</li> <li>• <b>Individual learner activity:</b> learners write up their notes.</li> <li>• <b>Plenary session:</b> confirm the main learning points identified in the lesson.</li> </ul>	Unit specification. Computers with internet access. Whiteboard and pens. Flipcharts and pens. Presentation Slide 16. Activity Sheet 22.

#	Topic	Lesson type	Suggested activities	Resources
21	<b>Potential advantages and disadvantages of multinational corporations (MNCs) on a host country</b> (Aim C: Topic C2)	Teacher-led, plus group work and individual learner activities	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> overview of the previous lesson.</li> <li>• <b>Teacher presentation:</b> characteristics of MNCs.</li> <li>• <b>Individual learner activity:</b> case study of an MNC.</li> <li>• <b>Group work:</b> positive/negative impact of MNCs on a host country.</li> <li>• <b>Class debate:</b> learners debate the advantages and disadvantages that MNCs could bring to Uzbekistan.</li> <li>• <b>Individual learner activity:</b> learners write up their notes.</li> <li>• <b>Plenary session:</b> confirm the main learning points.</li> </ul>	Unit specification.  Computers with internet access.  Whiteboard and pens.  Flipcharts and pens.  Presentation Slide 17.  Activity Sheets 23, 23 and 25.
22	<b>The World Bank Development Fund</b> (Aim C: Topic C2)	Teacher-led, plus individual learner activities	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> overview of the previous lesson and question and answer session.</li> <li>• <b>Teacher-presentation:</b> World Development Bank.</li> <li>• <b>Individual learner activity:</b> World Development Bank support for Uzbekistan's Development Strategy.</li> <li>• <b>Teacher-led discussion:</b> World Development Bank and the country's economic and social priorities.</li> <li>• <b>Individual learner activity:</b> learners write up their notes.</li> <li>• <b>Plenary session:</b> confirm the main learning points identified in the lesson.</li> </ul>	Unit specification.  Computers with internet access.  Whiteboard and pens.  Flipcharts and pens.  Presentation Slide 18.  Activity Sheet 26.

#	Topic	Lesson type	Suggested activities	Resources
23	<b>Local economic and social initiatives</b> (Aim C: Topic C2)	Teacher-led, plus individual learner activities	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> examples of local economic and social initiatives.</li> <li>• <b>Individual learner activity:</b> learners research impact of local economic and social initiatives.</li> <li>• <b>Individual learner activity:</b> learners present their research findings for discussion and review by the teacher and their peers.</li> <li>• <b>Teacher-led discussion:</b> teacher identifies best practice points drawn from the individual learner activity.</li> <li>• <b>Individual learner activity:</b> learners write up their notes and update the glossary of key terms.</li> <li>• <b>Plenary session:</b> confirm the main learning points.</li> </ul>	Unit specification.  Computers with internet access.  Whiteboard and pens.  Activity Sheet 27.
24	<b>PESTLE analysis of the influences and challenges</b> (Aim C: Topic C3)	Teacher-led, plus group work and individual learner activities	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> overview of the previous lesson.</li> <li>• <b>Teacher presentation:</b> PESTLE analysis and its uses.</li> <li>• <b>Group work:</b> PESTLE analysis on Uzbekistan.</li> <li>• <b>Teacher-led discussion:</b> learners discuss the outcome of their group work. Teacher confirms the main factors drawn from the analysis.</li> <li>• <b>Individual learner activity:</b> learners write up their notes.</li> <li>• <b>Plenary session:</b> confirm the main learning points identified in the lesson.</li> </ul>	Unit specification.  Computers with internet access.  Whiteboard and pens.  Flipcharts and pens.  Presentation Slide 20.  Activity Sheet 28.

#	Topic	Lesson type	Suggested activities	Resources
25 & 26	<p><b>Impact of the factors drawn from a PESTLE analysis</b></p> <p>Priorities for public administration/private sector drawn from a PESTLE analysis</p> <p>(Aim C: Topic C3)</p>	Teacher-led, plus paid and individual learner activities	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> overview of the previous lesson.</li> <li>• <b>Teacher presentation:</b> teacher presents a PESTLE matrix drawn from the presentation delivered in the previous lesson (on a country other than Uzbekistan) and completes the potential impact on the country.</li> <li>• <b>Paired activity:</b> learners undertake a similar activity based on the outcome of the PESTLE analysis conducted on Uzbekistan, to determine the current priorities for public administration and/or private sector business.</li> <li>• <b>Teacher-led discussion:</b> teacher uses the feedback from learners to agree the current priorities for public administration and private sector business in Uzbekistan.</li> <li>• <b>Group activity:</b> learners refer to the priorities for public administration and private sector business in Uzbekistan and link the economic and social policies they have considered throughout the unit against each of the priorities.</li> <li>• <b>Individual learner activity:</b> learners write up their notes.</li> <li>• <b>Plenary session:</b> confirm the main learning points.</li> </ul>	<p>Unit specification.</p> <p>Computers with internet access.</p> <p>Whiteboard and pens.</p> <p>Flipcharts and pens.</p> <p>Presentation Slide 21.</p> <p>Activity Sheets 29 and 30.</p>

#	Topic	Lesson type	Suggested activities	Resources
27–28	<b>Workbook Assessment Task 3</b> (Covering learning aim C)	Independent learning activities	<ul style="list-style-type: none"> <li>• <b>Lead in:</b> present second assessment.</li> <li>• <b>Individual learner activity (Lesson 27):</b> learners work through the tasks identified in Workbook Assessment Task 3.</li> <li>• <b>Individual presentations (Lesson 28):</b> teacher assesses learner presentations and provides feedback.</li> <li>• <b>Plenary session:</b> confirm the main learning points.</li> <li>• <b>Homework activity:</b> learners continue with Workbook Assessment Task 3.</li> </ul>	Unit specification. Computers with internet access. Whiteboard and pens. Assessment 3 Briefing Sheet. Assessment recording documentation. Activity Sheet 31.
29–30	<b>Introduction to Public Administration Exhibition and Conference – <i>The Achievements of Uzbekistan</i></b>	Group work, plus individual learner activities	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> the purpose of the exhibition and conference.</li> <li>• <b>Group-work activity:</b> project plan for the conference.</li> <li>• <b>Group work activity:</b> learners select and display the materials in the exhibition hall and prepare the publicity leaflet, posters, invites and guest list.</li> <li>• <b>Individual presentations:</b> individual learners or small groups of learners present a series of seminars at the conference.</li> <li>• <b>Plenary session:</b> learners evaluate the key success points of the project.</li> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson.</li> </ul>	Unit specification. Whiteboard and pens. Activity Sheets 32, 33 and 34.



## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
<b>Unit</b>	Unit 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson number</b>	1 (120 minutes)

<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>• understand the role and importance of public administration in Uzbekistan <b>(A1)</b></li> <li>• explore the differences between non-profit government organisations and private sector for-profit organisations <b>(A2)</b></li> <li>• understand the way in which they should record their notes, research activities and key terms in the form of a portfolio of evidence including a glossary of key terms.</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>PS1 and PS2:</b> Teacher presentation slides and notes.</li> <li>• <b>TF1:</b> Template for recording the outcome of key learning points drawn from the lesson.</li> <li>• <b>AS1:</b> Identifying the differences between the public and private sectors.</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>Teacher presentation (PS1):</b> introduce the unit by providing an overview of the subject matter; referring to the topics above.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• <b>Paired activity:</b> each pair identifies common characteristics of a given list of non-profit and private sector organisations (this could be based on the local area) <b>(Topic A1)</b>.</li> <li>• <b>Learner presentation:</b> each pair presents their research findings and compares them with those of the other pairs.</li> <li>• <b>Class discussion:</b> lead a class discussion to confirm the differences between the public sector and the private sector (refer to the specification for content on the main purposes of public administration) <b>(Topics A1 and A2)</b>.</li> <li>• <b>Teacher presentation (PS2):</b> teacher covers the implications of differences between the organisations involved in public administration and those operating in the private sector <b>(Topics A1 and A2)</b>.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson <b>(A1 and A2)</b>.</li> <li>• <b>Teacher presentation:</b> give learners a template of how they should record the outcome of their discussions and the main learning points. This should include an active glossary of the key terms identified in the lesson.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners write up their notes and start compiling 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 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson number</b>	2 (120 minutes)

<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>describe the socio-economic characteristics of Uzbekistan</li> <li>provide an overview of the size of the public sector in Uzbekistan.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Computers with internet access.</li> <li>Unit specification.</li> <li>Teacher-prepared data sheet and maps of Uzbekistan.</li> <li>Whiteboard and pens.</li> <li>Flipcharts and pens.</li> <li><b>PS3:</b> Teacher presentation slides and notes.</li> <li><b>TF2:</b> Learners confirm the outcome of their research.</li> <li><b>AS2:</b> Internet research on the socio-economic characteristics of Uzbekistan.</li> <li><b>AS3:</b> Internet research to identify the size of the public sector in Uzbekistan.</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> overview of the previous lesson and question and answer session with learners, to confirm understanding.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> internet research on the socio-economic characteristics of Uzbekistan (this can also include teacher-prepared data sheets and maps of Uzbekistan).</li> <li>• <b>Individual learner activity:</b> internet research to identify the size of the public sector in Uzbekistan.</li> <li>• <b>Paired activity:</b> learners confirm the outcome of their research and record the outcome on a flipchart that can be displayed in the classroom.</li> <li>• <b>Teacher-led discussion:</b> learners to identify the main points of their research and compare and contrast their findings with the rest of the group.</li> <li>• <b>Teacher-led presentation (PS3):</b> introduce learners to the importance of compliance in the public sector, using appropriate examples, and explain how audits can be used to monitor compliance and address non-compliance issues such as misconduct in public office.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson <b>(A1 and A2)</b>.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners 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 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson number</b>	3 (120 minutes)

<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>• explain the main features of business activity</li> <li>• understand the objectives of businesses operating in the private sector</li> <li>• explain some of the ways in which businesses operating in the private sector achieve their objectives.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Computers with internet access.</li> <li>• Whiteboard and pens.</li> <li>• Flipcharts and pens.</li> <li>• <b>PS4:</b> Teacher presentation slides and notes.</li> <li>• <b>TF3:</b> Learners confirm the outcome of their research.</li> <li>• <b>AS4:</b> Case studies of private sector business organisations.</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> overview of the previous lesson and question and answer session with learners, to confirm understanding and to confirm the coverage of Topic A2 – The purpose of business activity.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> an overview of how business activity takes place in the private sector:               <ul style="list-style-type: none"> <li>○ combine factors of production (labour, land, capital, enterprise/entrepreneurship)</li> <li>○ add value to products</li> <li>○ satisfy consumer demand</li> <li>○ satisfy customer needs</li> <li>○ meet business objectives including profit, market share, growth, cost control and efficiency.</li> </ul> </li> <li>• <b>Paired activity:</b> case studies of private sector business organisations.  Note: these can be national or international businesses. This could be a comparative study of two different businesses in the private sector looking at how they try to achieve their business objectives.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson (<b>A2</b>).</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners 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 1: The Relationship between Government and Business in Uzbekistan
<b>Lesson number</b>	4 (120 minutes)

<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>• explain the features of a competitive market</li> <li>• show how the competitive market works in practice.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Computers with internet access.</li> <li>• Whiteboard and pens.</li> <li>• Flipcharts and pens.</li> <li>• <b>PS5:</b> Teacher presentation slides and notes.</li> <li>• <b>TF4:</b> Learners confirm the outcome of their research.</li> <li>• <b>AS5:</b> The features of a competitive market (<b>A2</b>).</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> overview of the previous lesson and question and answer session with learners, to confirm understanding.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> presentation of case study research completed in Lesson 3. Refer to the delivery guidance for this unit, which identifies some best practice points when making presentations.</li> <li>• <b>Teacher-led presentation:</b> the main features of a competitive market:               <ul style="list-style-type: none"> <li>○ private ownership of the factors of production</li> <li>○ buyers and sellers</li> <li>○ profit motive</li> <li>○ give a simple explanation of a supply and demand model, and its impact on resource allocation, prices and profits in a competitive market.</li> </ul> </li> <li>• <b>Individual learner activity:</b> research an example of how the competitive market operates in Uzbekistan. For example, the price of agricultural products at different times of the year.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson <b>(A2)</b>.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners 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 1: The Relationship between Government and Business in Uzbekistan
<b>Lesson number</b>	5 (120 minutes)

<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>• explain the role of an entrepreneur in the private sector of the economy <b>(A2)</b></li> <li>• explain the contribution of entrepreneurs to the economy <b>(A2)</b></li> <li>• prepare a list of questions to ask a guest speaker to identify the relationship between the public and private sectors <b>(A2)</b>.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Computers with internet access.</li> <li>• Whiteboard and pens.</li> <li>• Flipcharts and pens.</li> <li>• <b>PS6:</b> Teacher presentation slides and notes.</li> <li>• <b>TF5:</b> Learners confirm the outcome of their research.</li> <li>• <b>AS5: (A2)</b>.</li> <li>• <b>AS6:</b> List of questions for the guest speaker.</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> overview of the previous lesson and question and answer session with learners, to confirm understanding.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> the role of entrepreneurs in the private sector:                             <ul style="list-style-type: none"> <li>○ develop ideas</li> <li>○ define what the enterprise will be</li> <li>○ identify the target market</li> <li>○ identify competition</li> <li>○ decide on a brand</li> <li>○ understand why it is important to protect a new business idea/product</li> <li>○ take risks</li> <li>○ combine the factors of production</li> <li>○ take the profit/be responsible for losses.</li> </ul> </li> <li>• <b>Individual learner activity:</b> learners undertake research on individual entrepreneurs and their importance to the economy, including:                             <ul style="list-style-type: none"> <li>○ generating economic wealth by increasing the national income</li> <li>○ generating employment opportunities</li> <li>○ creating the solutions that can improve the standard of living</li> <li>○ replacing old, inefficient technologies with up-to-date technology.</li> </ul> </li> <li>• <b>Teacher-led presentation:</b> an explanation of the format of the next lesson (Lesson 6); profile of the guest speaker and the organisation they represent.</li> <li>• <b>Individual learner activity:</b> in preparation for the visit of the guest speaker (a public sector official working in public administration), learners compile a list of questions to ask the speaker. Teacher to confirm the questions and allocate responsibilities to individual learners (welcoming the speaker; asking directed questions; thanking the speaker). Note: consider inviting a guest speaker from a local private business if it is not possible to secure the services of a guest speaker from the public sector.</li> </ul>

Activities	Teaching notes
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson <b>(A2)</b>.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners write up their notes and update the glossary of key terms.</li> <li>• <b>Individual learner activity:</b> undertake additional research on the background of the public sector organisation represented by the guest speaker in the 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 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson number</b>	6 (120 minutes)

<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>• explain the role of government ministries and regional administrations and their interrelationship. <b>(A2)</b></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>TF6:</b> Learners confirm the outcome of their research</li> <li>• <b>AS7:</b> Homework sheet: Assessment Task 1</li> <li>• <b>Workbook Assessment Task 1 (A1; A2).</b></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> welcome and introduce the guest speaker to the class.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led discussion:</b> learners ask pre-prepared questions on the role and responsibility of government officials; learners make notes on speaker responses.</li> <li>• <b>Learner independent research activity:</b> allocate a ministry to individual learners and then learners undertake research on the areas of responsibility of that ministry.</li> <li>• <b>Teacher presentation:</b> Introduce <b>Workbook Assessment Task 1</b> and walk through the requirements of the two tasks</li> <li>• <b>Individual learner activity:</b> Learners commence Assessment Task 1</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson (<b>A2</b>).</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners write up their notes and update the glossary of key terms.</li> <li>• <b>Learner independent research activity (homework activity):</b> learners complete Assessment Task 1 (Parts 1 and 2).</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 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson number</b>	7 (120 minutes)

<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>• complete Assessment Task 1 Part 2 (Presentation); submit Assessment Task 1 (Parts 1 and 2 for assessment)</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Computers with internet access.</li> <li>• Whiteboard and pens.</li> <li>• <b>PS7:</b> Teacher presentation slides and notes (practice assessment - best approach).</li> <li>• <b>Workbook Assessment Task 1 (A1; A2).</b></li> </ul>
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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"> <li>• <b>Lead in:</b> confirm arrangements for the individual learner presentations</li> </ul>
Main activities (110 minutes)	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learner presentations. (NOTE: Depending on the size of the class the teacher may wish to arrange the timings so that the learners only present part of their presentation).</li> <li>• Learners submit their leaflets, presentation slides and speaker notes.</li> </ul>
Concluding activity (5 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson <b>(A1; A2)</b>.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners 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 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson number</b>	8 (120 minutes)

<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>• explain the main economic and social priorities of the government of Uzbekistan</li> <li>• provide an overview of the Development Strategy.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Computers with internet access.</li> <li>• Whiteboard and pens.</li> <li>• Flipcharts and pens.</li> <li>• <b>PS8:</b> Teacher presentation slides and notes.</li> <li>• <b>AS9:</b> Economic and social priorities of the Uzbekistan government (<b>B1</b>).</li> <li>• <b>AS10:</b> Knowledge quiz.</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> give an overview of learning aim A, summarising the key points; question and answer session to confirm understanding.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> allocate research activities between economic priorities and social priorities; learners to research internet sources to identify the priorities from presidential speeches and press releases, different ministries and regional administrations.</li> <li>• <b>Teacher presentation:</b> an overview of Uzbekistan's Development Strategy.</li> <li>• <b>Knowledge quiz:</b> teacher-prepared test questions to confirm learning to date.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson <b>(B1)</b>.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners 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 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson number</b>	9 (120 minutes)

<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>• explain the main economic and social priorities of the government of Uzbekistan</li> <li>• provide an overview of the Development Strategy.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Computers with internet access.</li> <li>• Whiteboard and pens.</li> <li>• Flipcharts and pens.</li> <li>• <b>AS11: The Development Strategy and associated plans (B1)</b></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> overview of the previous lesson and question and answer session with learners to confirm understanding.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> allocate different aspects of the Development Plan to individual learners divided between the main economic and social priorities; learners record their findings onto flipcharts and feed back to the rest of the group.</li> <li>• <b>Teacher-led discussion:</b> how the economic and social priorities can be addressed by the Development Plan.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson <b>(B1)</b>.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners 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 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson number</b>	10 (120 minutes)

<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>describe the impact of the implementation of the Development Strategy on the government's economic and social priorities.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Unit specification.</li> <li>Computers with internet access.</li> <li>Whiteboard and pens.</li> <li>Flipcharts and pens.</li> <li><b>PS9:</b> Impact of the Development Plan (<b>B1</b>).</li> <li><b>AS12:</b> Impact of the Development Plan (<b>B1</b>).</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> overview of the previous lesson and question and answer session with learners to confirm understanding.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>● <b>Paired activity:</b> learners collect key economic data on specific areas (detailed in the specification Section B1 of the unit), which identifies the impact of the Development Plan; learners construct relevant graphs, charts and diagrams.</li> <li>● <b>Learner presentations:</b> each pair presents their data set findings to the class.</li> <li>● <b>Teacher presentation:</b> the progress achieved in implementing the Development Plan to date.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson <b>(B1)</b>.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>● <b>Individual learner activity:</b> learners 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 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson number</b>	11 (120 minutes)
<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>• complete a practice assessment activity in preparation for the unit assessment.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Whiteboard and pens.</li> <li>• <b>PS10:</b> Presentation and slides <b>(B1)</b>.</li> <li>• <b>AS13:</b> Practice Activity 2 <b>(B1)</b>.</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> purpose of formal business reports</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher presentation:</b> report writing and conventions including layout of formal business reports</li> <li>• <b>Individual learner activity:</b> learners complete Practice Assessment Activity – a business report on a simple topic provided by the teacher.</li> <li>• <b>Individual learner activity:</b> learners present their work for discussion and review by the teacher and their peers.</li> <li>• <b>Teacher-led discussion:</b> teacher identifies best practice points drawn from the individual learner activity.</li> <li>• <b>Teacher-presentation:</b> teacher presents a step-by-step overview of how the report should have been completed.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson <b>(B1)</b>.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners 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 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson number</b>	12 (120 minutes)

<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>• explain the functions of the main ministries, with a focus on the economy, employment, agriculture, transport, innovation and education.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Computers with internet access.</li> <li>• Whiteboard and pens.</li> <li>• Flipcharts and pens.</li> <li>• <b>PS11:</b> Presentation and slides <b>(B1)</b>.</li> <li>• <b>AS14:</b> Practice Activity 2 <b>(B1)</b>.</li> <li>• <b>AS15:</b> Homework 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> overview of the previous lesson and question and answer session with learners, to confirm understanding.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> allocate a ministry identified in the unit content to individual learners. Research activities should focus on how the ministry influences and directs activities in the specific sector.</li> <li>• <b>Learner presentations:</b> individual learners present their findings to the rest of the class.</li> <li>• <b>Teacher-led presentation:</b> teacher draws out examples of public sector projects and links to the Uzbekistan Development Plan.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson <b>(B1)</b>.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners write up their notes and update the glossary of key terms.</li> <li>• <b>Homework activity:</b> learners prepare a set of questions for the visit to the ministry offices.</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 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson number</b>	13 (120 minutes)

<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>explain the structure of a government ministry and the specialisation of job roles and responsibilities <b>(B2)</b>.</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>AS16:</b> Question sheet.</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> overview of the previous lesson and question and answer session with learners to confirm understanding; teacher confirms a set of authorised questions to ask ministry staff.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li><b>Visit to a ministry or offices of a regional administration:</b> learners ask targeted questions and take notes.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li><b>Plenary session:</b> teacher confirms the main learning points identified in the lesson <b>(B1)</b>.</li> </ul>
Private study	<ul style="list-style-type: none"> <li><b>Individual learner activity:</b> learners write up their notes and start compiling the glossary of key terms.</li> <li><b>Homework activity:</b> learners map job roles and responsibilities identified at the ministry.</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 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson number</b>	14 (120 minutes)

<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>• identify the impact at a local and regional level of the Development Plan 2017–21 <b>(B1)</b>.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Computers with internet access.</li> <li>• Whiteboard and pens.</li> <li>• Flipcharts and pens.</li> <li>• <b>PS12:</b> Presentation slides and case studies.</li> <li>• <b>AS17:</b> Case studies.</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> feedback on the visit to the ministry and question and answer session with learners, to confirm understanding.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners are allocated two regional administrations and undertake research to compare and contrast how economic and social policies are implemented, using a case-study approach.</li> <li>• <b>Teacher-led presentation:</b> teacher draws out examples of public sector projects delivered at a regional/local level and links to the Uzbekistan Development Plan Strategy.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson <b>(B1)</b>.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners 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 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson number</b>	15 (120 minutes)

<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>• explain how local traditions and customs are accounted for when implementing government projects <b>(B2)</b>.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Computers with internet access.</li> <li>• Whiteboard and pens.</li> <li>• Flipcharts and pens.</li> <li>• <b>PS13</b>: Presentation slides and case studies.</li> <li>• <b>AS18</b>: Case studies.</li> <li>• <b>AS19</b>: Knowledge-quiz.</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> feedback on the visit to the ministry and question and answer session with learners, to confirm understanding.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• <b>Paired activity:</b> learners are allocated specific regional administrations and are tasked to research how local traditions are accounted for in the implementation of the government's economic and social priorities, and policies. Traditions could include language, religion, gender roles and education <b>(B2)</b>.</li> <li>• <b>Teacher presentation:</b> teacher draws out examples of public sector projects delivered at a regional or local level and how they take account of local culture and traditions <b>(B2)</b>.</li> <li>• <b>Knowledge test:</b> teacher-prepared test, covering the unit content for learning aim B.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson <b>(B1)</b>.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners 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 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson number</b>	16–17 (120 minutes)

<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>• complete Assessment Task 2 (<b>B1; B2</b>).</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>PS13</b>: Presentation slides and case studies.</li> <li>• <b>Workbook Assessment Task 2</b>.</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> present Workbook Assessment Task 2. Walk-through of the requirements of Task 2.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• <b>Workbook Assessment Task 2:</b> distributed to learners.</li> <li>• <b>Individual learner activity:</b> learners complete Assessment Task 2 (B1; B2) and submit their work for assessment.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson (<b>B1</b>).</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners 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 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson number</b>	18 (120 minutes)

<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>• explain the main historical and economic influences that have impacted on the development of modern-day Uzbekistan <b>(C1)</b>.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Computers with internet access.</li> <li>• Whiteboard and pens.</li> <li>• <b>PS14:</b> Presentation slides and case studies.</li> <li>• <b>AS18:</b> Case studies.</li> <li>• <b>AS19:</b> Knowledge-quiz.</li> <li>• <b>AS20:</b> Group work.</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> overview of the previous lesson and question and answer session with learners, to confirm understanding. Introduce the content of learning aim C in the context of the coverage of the unit to date.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• <b>Knowledge test:</b> teacher-prepared test covering the unit content of learning aim B (B1; B2).</li> <li>• <b>Teacher presentation:</b> introduce Learning aim C (looking at the historical dimension). Teacher covers a brief overview of Uzbekistan pre- and post- Soviet Republic; characteristics of public administration as a Soviet Republic; the strategy of the current president.</li> <li>• <b>Group work:</b> (the economic dimension Case Study). Working in small groups and using notes taken in other lessons, learners look at a specific national economic project aimed at taking forward the strategy of the President e.g. agricultural initiatives; infrastructure initiatives</li> <li>• <b>Teacher-led discussion:</b> question and answer session with learners to identify the relationship between the historical dimension and the economic dimension.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson (<b>B1</b>).</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners 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 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson number</b>	19 (120 minutes)

<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>• explain the main social influences that have impacted on the development of modern-day Uzbekistan <b>(C1)</b>.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Computers with internet access.</li> <li>• Whiteboard and pens.</li> <li>• Flipcharts and pens.</li> <li>• <b>PS15</b>: Presentation slides and case studies.</li> <li>• <b>AS21</b>: Group work.</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> overview of the previous lesson and question and answer session with learners to confirm understanding.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• <b>Group work:</b> (the social dimension). Working in small groups and using notes taken in other lessons, learners prioritise the social influences at a national level in Uzbekistan.</li> <li>• <b>Teacher presentation:</b> teacher presents an overview of the current development of technology, including its use in public administration, industry and commerce, and the influence on and access of the internet by the population.</li> <li>• <b>Teacher-led discussion:</b> question and answer session with learners, to identify the relationship between the social dimension and the technological dimension.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson <b>(C1)</b>.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners 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 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson number</b>	20 (120 mins)

<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>• explain the main features of globalisation <b>(C2)</b>.</li> <li>• explain the international influences that have impacted on the development of modern-day Uzbekistan <b>(C2)</b>.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Computers with internet access.</li> <li>• Whiteboard and pens.</li> <li>• <b>PS16:</b> Presentation slides and case studies <b>(C2)</b>.</li> <li>• <b>AS22:</b> Paired 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> overview of the previous lesson and question and answer session with learners to confirm understanding <b>(C1)</b>.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• <b>Paired activity:</b> learners identify their recent purchases or business organisations in the local economy; classify the businesses on whether they are local, national or international; tabulate the results and for each classification of business identify how far they are engaged with the rest of the world (such as products sold, supplies purchased, customer base, characteristics of workforce employed, currency exchange or communication networks – email; websites or social media) <b>(C2)</b>.</li> <li>• <b>Teacher presentation:</b> teacher uses the feedback from learners to identify the features of globalisation (as identified in the unit content).</li> <li>• <b>Teacher-led discussion:</b> current issues facing the global economy and the potential impact on Uzbekistan, and the advantages and disadvantages of globalisation.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson <b>(C2)</b>.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners write up their notes and update the glossary of key terms <b>(C2)</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 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson no</b>	21 (120 mins)

<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>explain the advantages and disadvantages that multinational corporations may bring to Uzbekistan <b>(C2)</b>.</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>Flipcharts and pens.</li> <li><b>PS17:</b> Presentation slides and case studies <b>(C2)</b>.</li> <li><b>AS23:</b> Paired activity.</li> <li><b>AS24:</b> Group work.</li> <li><b>AS25:</b> Class debate.</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> overview of the previous lesson and question and answer session with learners to confirm understanding. <b>(C2)</b>.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher presentation:</b> teacher presentation on the characteristics of multinational corporations (MNCs).</li> <li>• <b>Individual learner activity:</b> learners research a case study of the structure and size of a multinational corporation based in Uzbekistan.</li> <li>• <b>Group work:</b> divide the class into two groups of learners. Group 1 researches the positive impact of MNCs on a host country; Group 2 researches the negative impact.</li> <li>• <b>Class debate:</b> learners debate the advantages and disadvantages that MNCs could bring to Uzbekistan.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners 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 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson number</b>	22 (120 mins)

<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>• explain how the World Development Bank supports the economic and social priorities of Uzbekistan <b>(C2)</b>.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Computers with internet access.</li> <li>• Whiteboard and pens.</li> <li>• <b>PS18:</b> Presentation slides and case studies <b>(C2)</b>.</li> <li>• <b>AS26:</b> World Development Bank.</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> overview of the previous lesson and question and answer session with learners to confirm their understanding. <b>(C2)</b>.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>● <b>Teacher-presentation:</b> World Development Bank – role and functions.</li> <li>● <b>Individual learner activity:</b> World Development Bank support for Uzbekistan’s Development Strategy.</li> <li>● <b>Teacher-led discussion:</b> World Development Bank and the country’s economic and social priorities.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>● <b>Individual learner activity:</b> learners 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 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson number</b>	23 (120 mins)
<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>understand the impact of local economic and social initiatives <b>(C1; C2; C2)</b>.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Unit specification.</li> <li>Whiteboard and pens.</li> <li><b>PS19:</b> Presentation slides and case studies <b>(C2)</b>.</li> <li><b>AS27:</b> Local economic and social activities.</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>Teacher presentation:</b> examples of local case studies focused upon economic and social initiatives and their aims and objectives</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners research impact of local economic and social and present their research findings for discussion and review by the teacher and their peers.</li> <li>• <b>Teacher-led discussion:</b> teacher identifies best practice points drawn from the individual learner activity.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners 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 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson number</b>	24 (120 mins)
<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>• understand how to undertake a PESTLE analysis <b>(C1)</b></li> <li>• complete a PESTLE analysis <b>(C3)</b>.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Computers with internet access.</li> <li>• Whiteboard and pens.</li> <li>• <b>PS20:</b> Presentation slides <b>(C3)</b>.</li> <li>• <b>AS28:</b> PESTLE analysis <b>(C3)</b>.</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> overview of the previous lesson and question and answer session with learners to confirm understanding.</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher presentation:</b> teacher introduces the concept of PESTLE analysis and its uses. Teacher provides an example of a PESTLE analysis of a country (other than Uzbekistan) <b>(C3)</b>.</li> <li>• <b>Group work:</b> learners conduct a PESTLE analysis on Uzbekistan.</li> <li>• <b>Teacher-led discussion:</b> learners discuss the outcome of their group work. Teacher confirms the main factors drawn from the analysis.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners 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 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson number</b>	25-26 (240 mins)

<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>• understand how to undertake a PESTLE analysis <b>(C1)</b></li> <li>• complete a PESTLE analysis <b>(C3)</b>.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Computers with internet access.</li> <li>• Whiteboard and pens.</li> <li>• <b>PS21:</b> Presentation slides <b>(C3)</b>.</li> <li>• <b>PS22:</b> Presentation slides <b>(C1; C2; C3)</b>.</li> <li>• <b>AS29:</b> PESTLE analysis impact assessment <b>(C3)</b>.</li> <li>• <b>AS30:</b> Group activity – implications for Uzbekistan.</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> overview of the previous lesson and question and answer session with learners to confirm understanding.</li> </ul>
Main activities (210 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher presentation:</b> teacher presents a PESTLE matrix drawn from the presentation delivered in the previous lesson (on a country other than Uzbekistan) and completes the potential impact on the country.</li> <li>• <b>Paired activity:</b> learners undertake a similar activity based on the outcome of the PESTLE analysis conducted on Uzbekistan, to determine the current priorities for public administration and/or private sector business.</li> <li>• <b>Teacher-led discussion:</b> teacher uses the feedback from learners to agree the current priorities for public administration and private sector business in Uzbekistan.</li> <li>• <b>Group activity:</b> learners refer to the priorities for public administration and private sector business in Uzbekistan and link the economic and social policies they have considered throughout the unit against each of the priorities.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners 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 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson no</b>	27-28 (120 mins)
<b>Lesson objectives</b>	To enable learners to: <ul style="list-style-type: none"> <li>complete Workbook Assessment Task 3 (<b>C1; C2; C3</b>).</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>Unit specification.</li> <li>Computers with internet access.</li> <li>Whiteboard and pens.</li> <li><b>AS31: Workbook Assessment Task 3.</b></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> present the Workbook Assessment Task 3 (C1; C2; C3).</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• <b>Individual learner activity (Lesson 27):</b> learners work through the tasks identified in Workbook Assessment Task 3.</li> <li>• <b>Individual presentations (Lesson 28):</b> teacher assesses learner presentations and provides feedback.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Homework Activity:</b> learners continue with Workbook Assessment Task 3.</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 1: The Relationship Between Government and Business in Uzbekistan
<b>Lesson no</b>	29–30 (120 mins)
<b>Lesson objectives</b>	<p>To enable learners to:</p> <ul style="list-style-type: none"> <li>• contribute to a project plan</li> <li>• prepare exhibition materials</li> <li>• participate in conference presentations and seminars.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Whiteboard and pens.</li> <li>• <b>AS32</b>: Group work project plan.</li> <li>• <b>AS33</b>: Exhibition display.</li> <li>• <b>AS34</b>: Individual presentations.</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 outlines the purpose of the exhibition and conference (to provide other learners and teachers with the opportunity to see the work covered in the unit and to celebrate the Achievements of Uzbekistan).</li> </ul>
Main activities (90 minutes)	<ul style="list-style-type: none"> <li>• <b>Group work activity:</b> learners work in small teams to prepare a project plan and agree the exhibits, presentations and seminars that will form the basis of the exhibition and conference; learners prepare materials for the exhibition and conference.</li> <li>• <b>Group work activity:</b> learners select and display the materials in the exhibition hall and prepare the publicity leaflet, posters, invites and guest list.</li> <li>• <b>Individual presentations:</b> individual learners or small groups of learners present a series of seminars at the conference.</li> <li>• <b>Plenary session:</b> learners evaluate the key success points of the project.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary session:</b> teacher confirms the main learning points identified in the lesson.</li> </ul>
Private study	<ul style="list-style-type: none"> <li>• <b>Individual learner activity:</b> learners write up their notes.</li> </ul>

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