

Pearson BTEC Uzbekistan Level 4 Qualifications in

Administrative Support in the Public and Private Sectors

Unit 2: Document Preparation, Production and
Distribution

Teacher Resources

Issue 1



Edexcel, BTEC and LCCI qualifications

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Introduction

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

This booklet gives you ideas for teaching and learning including practical activities, realistic scenarios, ways of involving employers in 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 2: Document Preparation, Production and Distribution

Delivery guidance

The purpose of this unit is to develop learners' skills in the preparation, production and distribution of a range of creative, engaging and professional business documents.

Working in an administrative role in the public or private sector requires skills in preparing, producing and distributing different business documents for different purposes and different audiences. This unit develops learners' knowledge and skills to enable them to create business documents that meet the needs of different people, and legal and organisational requirements.

As the topic of this unit may be new to learners, it is not assumed that they will have any previous knowledge of preparing, producing or distributing business documents. Learners will bring knowledge of business through their experiences as consumers, customers or, perhaps, as employees.

Approaching the unit

Discussion groups can be a useful start but teachers should be aware that some formal input may be required. It may be helpful to link this unit with other units involving visits to local businesses, where learners can begin to investigate business documents by asking appropriate questions. Teachers should help learners to devise a selection of appropriate questions that focus on the purpose of business documents and a suitable range of business contexts.

Development of written business communication skills will require some formal input on the range of related documents that can be used and how each one can be formatted. Sample documents are essential to illustrate to learners the layout of different documents and how the same document (for example purchase orders, invoices) can vary and still serve the same function.

Effective written communication impacts on every aspect of successful business organisation. Accuracy and good presentation are essential. Learners need to understand the implications for a business of poor or inaccurate written communication. Providing examples of different types of business documentation is a good place to start. Written documentation could be a business letter or note conveying a telephone message, a set of documents that track an order from its being placed to the final invoice, a catalogue, a flyer or brochure, faxes and emails, an in-depth company report or financial planning tools. Each document has its own purpose and importance, and understanding of the differences between them can be developed by giving learners the opportunity to examine different documents and discuss the implications of poor presentation, incorrect information or errors in grammar.

Encourage learners to research and learn about local, national and international requirements for document production, and the purpose and contexts in which documents are prepared, produced and distributed. Learners should look at the key features and characteristics of different business documents that contribute to their effectiveness in communicating the required message and present a professional image of the organisation. Learners should also look at the importance of effective communication and some of the organisational issues and legal restrictions that affect the preparation, production and distribution of business documents.

Learners must be given plenty of opportunities to practise their skills in developing a range of different business documents for different purposes to show their knowledge and understanding of this unit.

You can use a range of delivery methods in this unit, such as:

- discussions – class and small-group discussions on the differences between business documents and how they are used to meet specific requirements
- individual or group presentations – covering characteristics of effective business documents
- examples of business documents illustrating the structure, layout, style, content and use of non-text items
- media and journal articles relating to confidentiality and information security legislation.

Group work is an acceptable form of delivery but you must ensure that each learner produces sufficient evidence on their own for assessment.

Employer engagement

Teachers are encouraged to invite visiting speakers from the public or private sector and local organisations to talk about the importance of effective written communication in their business. If links are developed with local or regional public administration departments or ministries, they may be prepared to provide non-confidential examples of documents that are used in their business.

Centres should develop links with local businesses and public administration departments as these are often willing to provide work placements, visits, information about businesses and the local business context and visiting speakers.

Delivering the learning aims

For learning aim A, it is important that learners understand how organisations communicate with staff inside the organisation and stakeholders outside the organisation, using high-quality documentation. Ask learners to discuss in small groups the types of business documents they may have experience of or that they may have received from an organisation, for example a public administration department, bank or documentation from a private sector organisation such as a retail store.

Expand on the topic by having learners share information relating to the purpose of these documents and the features of the documents that make them 'fit-for purpose'. Encourage learners to consider their format, layout, content, professionalism and accuracy, as well as their intended message. Hand out examples of business documents typically used in the public or private sector and encourage discussion on objectives of these documents, for example to instruct, to inform, confirm or promote.

Guest speakers from public or private sector organisations could be invited to talk about the communication needs of internal and external audiences, and factors that need to be considered when preparing business documents for them. Before the speaker's arrival, learners could be tasked with preparing suitable questions about the communication needs of different audiences and how communications should be developed to meet these needs.

It is important that learners understand the importance of following organisational and legal requirements when producing business documents. Guest speakers could provide a valuable insight into what these requirements are in relation to preparation, production, storage and distribution of business documents.

It is recommended that learning aims B and C are delivered together as they follow the process of document preparation, production, checking, saving, storing and distributing.

Teachers lead a presentation about the various uses of word-processing and presentation software in an organisation and their capabilities, tools and techniques for creating well-structured, formatted and professionally presented business documents.

Group discussions on the different type of documents, standard layout and conventions, and their design considerations such as purpose, content and audience, will stress the importance of good planning and preparation ahead of document production.

Emphasis should be placed on the appropriate use of presentations to avoid 'death by PowerPoint®', including the consideration of additional resources and activities to engage the audience.

Learners should be given an opportunity to practise structuring and formatting documents in a professional manner, including the use of corporate branding, templates, margins, paragraphing, tables, inserting images and using automated tools for checking accuracy.

Learners would benefit from demonstration and the opportunity to practise and develop their skills in the use of the software tools and techniques as detailed in the unit content.

Learners should explore and discuss the importance of checking documents for fitness for-purpose and the different ways of doing so to emphasise the need to produce professional documents that meet the requirements.

Teacher-led presentations on the types of information different organisations may store or be required to retrieve would give learners opportunities to gain understanding of the breadth of this topic and apply their knowledge in the context of potential work experience opportunities. Learners need to understand considerations relating to data protection, information security and confidentiality, and gain an understanding of how to apply these factors to routine information management tasks.

Assessment guidance

This unit is internally assessed through a number of independent tasks. Each task should cover at least one entire learning aim and it is essential that a learning aim is assessed as a whole and not split into tasks or sub-tasks per criterion.

All learners must generate independently, individual evidence that can be authenticated. The main sources of evidence are likely to be an individual written report accompanied by individual research, plus a portfolio that includes details of the learner's own participation in team activities, supported by assessor/peer observation records and witness statements, and an individual logbook.

BTEC assessors can complete observation records. Learners' colleagues in placements or part-time work can complete witness statements. Note that observation records alone are not sufficient sources of evidence – the original learner-generated evidence must also support them.

Getting started

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

Unit 2: Document Preparation, Production and Distribution

Introduction

The introduction to this unit should outline the sector skills, transferable skills, knowledge and behaviours of the unit, and how achievement of the unit could lead to a career in an administrative role. Delivery of this unit must focus on giving learners appropriate learning opportunities that focus on each of the business technology and applications software specified in the unit content.

Before assessment, learners are required to develop the necessary skills, knowledge and behaviours to undertake the assessment activities with confidence.

Sufficient time needs to be allocated to the learning and development activities required for each of the business technology and applications software to ensure that learners receive the depth of knowledge and the opportunity to develop the practical skills associated with the use of these systems.

Realistic work exercises allow learners to practise demonstrating skills and behaviours across each area of technology, as well as developing an understanding of the appropriate tools and techniques to apply to tasks. Learners could be given the opportunity to shadow college-based staff who routinely use business technology to produce business documents.

Learning aim A – Understand legal and organisational requirements for producing business documents

- Ask learners to undertake independent research into different types of business documents used in public and private sector administrative organisations, in preparation for a group discussion.
- Provide learners with a range of different business documents and ask them to work in pairs to explore the features and characteristics of each document, and their purposes and contexts. Learners can confirm to the group whether documents are to inform, instruct, confirm or promote.
- Give learners a quiz that requires them to match the business document with the correct organisational contexts.
- Learners can take part in discussions on using appropriate written communication methods for different business contexts and why selected methods are suitable.

Unit 2: Document Preparation, Production and Distribution

- Invite guest speakers from public and private administrative organisations to talk about communication methods and requirements for producing business documents for internal and external stakeholders as well as discussing organisational expectations and requirements for the quality and standard of different business documents.
- Ask learners to work in small groups to explore the differences in communication styles based on the audience the document is produced for.
- Ask learners to undertake independent research into legislation relating to confidentiality and information security when preparing, producing, storing and distributing business documents. Learners should be encouraged to explore the key features of this legislation, personal responsibilities for following legislation in a workplace and why it is important to follow this legislation.

Learning aim B – Produce fit-for-purpose internal and external business documents

It is important that learners have plenty of opportunities to produce different business documents, agree requirements and follow procedures.

- Introduce the topic of preparing documents and ask learners to discuss considerations when agreeing document requirements. Learners could be provided with a scenario to base their discussions on.
- Lead a discussion on planning business documents including agreeing requirements, understanding the audience and the preparation activities required ahead of document production.
- Give learners a range of different business documents to analyse the features and characteristics of, including layouts and the use of non-text items to determine what makes these documents effective and fit-for-purpose.
- Ask learners to take part in expert software workshops demonstrating software tools and techniques and how these can be applied to format, edit and present information in documents and presentations.
- Give learners simulated tasks based on given scenarios, for example write a business letter or create a stationery order to give learners the opportunity to develop skills, using a range of tools and techniques, to produce a range of documents in different organisational contexts.
- Ask learners to take part in a workshop about printing documents or an observation of employees using printing equipment. They can then ask questions and practise printing their documents.

Unit 2: Document Preparation, Production and Distribution

Learning aim C – Carry out procedures for saving, storing and distributing business documents

It is important that learners have plenty of opportunities to apply organisational procedures for checking, saving, storing and distributing business documents. Learners should apply these procedures to the documents produced in learning aim B.

- Begin by giving learners a range of documents that have issues with accuracy of content, for example spelling or grammar errors or issues with layout, for example readability and presentation, and encourage learners to work in groups to identify these issues.
- Expand on this activity by having learners generate solutions to resolve the issues and introduce the class to manual and electronic tools and techniques that could be applied to check business documents.
- Ask learners to take part in a workshop that demonstrates a range of manual and electronic tools and techniques for checking documents. This will support the development of skills while stressing the importance of producing accurate, fit-for-purpose documents.
- Invite guest speakers from public or private sector organisations to talk about organisational requirements for saving and storing business documents, including following legal requirements for confidentiality and information security.
- Give learners scenarios to create suitable file names and logical file structures that help users to locate documents efficiently and meet organisational requirements.
- Small groups can explore the characteristics of physical and digital document storage systems, and give feedback to the group on their suitability for storing different business documents used in different contexts for different audiences.
- Provide learners with scenarios and associated documents that need to be distributed and ask them to work in small groups to prepare documents for distribution through the appropriate channels, ensuring that organisational protocols and requirements are being met.

Details of links to other BTEC units and qualifications

Resources

Textbooks

Barrass R, *Writing at Work: A Guide to Better Writing in Administration, Business and Management* Routledge 2002 ISBN 978-0415267533

Bullard, R, *Business Writing Tips: For Easy and Effective Results, Perfect text* 2015 ISBN 978-0993189807

Canavor, N, *Business Writing for Dummies* 2017, John Wiley & Sons; 2nd edition 2017 ISBN 978-1119369004

Taylor, S, *Model Business Letters, Emails and Other Business Documents*, Financial Times/Prentice Hall; 7 edition 2012 ISBN 978-0273751939

Wright, H, *A Quick Guide to Writing Better Emails*, CreateSpace Independent Publishing Platform 2015 ISBN 978-1517556525

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

Scheme of work

Unit	Document Preparation, Production and Distribution
Guided Learning Hours	60
Number of lessons	28
Duration of lessons	1–3 hours
Links to other units	

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

#	Topic	Lesson type	Suggested activities	Resources
1	Unit introduction – administrative business documents	Teacher-led plus paired and group activities	<ul style="list-style-type: none"> • Teacher presentation: introduce the unit by giving an overview of the subject matter. • Paired activity: share and discuss current understanding and experiences of business documents. • Group discussion: pairs to feed back to the group and discuss. • Teacher presentation: record the outcome of class discussions and the main learning points. 	Unit specification. Whiteboard and pens. Presentation Slides 1 and 2. Template Form 1.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and commence the glossary of key terms. • Plenary session: confirm the main learning points identified in the lesson. 	
2	Purpose of written business documents (Aim A: Topic A1)	Teacher-led plus paired, group and individual learner activities	<ul style="list-style-type: none"> • Individual learner activity: internet research on the different types of documents used in specific departments and ministries. • Paired activity: learners to explore characteristics of the documents and their purposes. • Group discussion: pairs to feed back to the group and discuss. • Teacher-led presentation: to confirm the purposes of different business documents. • Paired activity: learners to identify whether the purpose of each document is to inform, confirm, promote or instruct. • Group discussion: pairs to feed back to the group and discuss. • Individual learner activity: learners write up their notes and update the glossary of key terms. • Plenary session: confirm the main learning points. 	Unit specification. Computers with internet access. Whiteboard and pens. Flipcharts and pens. Presentation Slide 3. Template Forms 1 and 2. Activity Sheet 1.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Homework task: to prepare questions around the topic of contexts of business documents in the public or private sector. 	
3	Contexts of business documents (Aim A: Topic A1)	GS, teacher-led plus paired and group activities	<ul style="list-style-type: none"> • Lead-in: teacher to follow up on homework task preparing learners for guest speaker. • Guest speaker: a representative from the public or private sector, talking about different situations and contexts in which business documents may be used. • Group discussion: question and answer session with guest speaker. • Paired activity: to explore practical examples of documents produced in different business contexts. • Group discussion: pairs to feed back to the group and discuss. • Teacher-led presentation: importance of using appropriate communication methods for different business contexts. • Individual learner activity: learners write up their notes and update the glossary of key terms. • Plenary session: confirm the main learning points. 	Unit specification. Whiteboard and pens. Flipcharts and pens. Presentation Slide 4. Template Form 2. Activity Sheet 1.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Homework task: to prepare questions around the topic of contexts of communicating with stakeholders in public and private sectors. 	
4	Communication with stakeholders (Aim A: Topic A1)	GS, teacher-led plus paired, group and individual learner activities	<ul style="list-style-type: none"> • Lead-In: the need for written communications that meet the needs of internal and external audiences. • Guest speaker: representative from public or private sector to discuss the types of internal and external audiences who receive business documents and what types of documents are produced for each. • Individual activity: question session with guest speaker. • Teacher-led presentation: the differences in writing for different audiences. • Paired activity: to discuss differences in written communication styles. • Group discussion: to share examples of how to communicate with internal and external audiences. • Individual learner activity: learners write up their notes and update the glossary of key terms. • Plenary session: confirm the main learning points. • Homework task: to prepare questions around the topic of organisational requirements for producing business documents. 	Unit specification. Whiteboard and pens. Flipcharts and pens. Presentation Slide 5. Template Form 2. Activity Sheets 1 and 2.

#	Topic	Lesson type	Suggested activities	Resources
5	Organisational requirements (Aim A: Topic A2)	GS, teacher-led plus group activities	<ul style="list-style-type: none"> • Lead-in: overview of the importance of meeting organisational requirements when producing business documents. • Guest speaker: a representative from the public or private sector to discuss expectations and requirements for business documents, including the use of templates. • Group discussion: question and answer session on organisational requirements and the different protocols to be followed. • Individual learner activity: learners write up their notes and update the glossary of key terms. • Plenary session: confirm the main learning points. • Homework task: to prepare questions around the topic of organisational issues affecting the production of documents. 	Unit specification. Computers with internet access. Whiteboard and pens. Flipcharts and pens. Presentation Slide 6. Template Forms 1 and 2.
6	Organisational requirements for business documents and associated issues (Aim A: Topic A2)	GS, plus group and individual learner activities	<ul style="list-style-type: none"> • Lead-in: recap of lesson 5 (organisational requirements). • Guest speaker: representative from public or private sector to discuss organisational requirements and expectations for document preparation, production and distribution. • Group discussion: learners ask questions around application of organisational requirements and associated issues. 	Unit specification. Computers with internet access. Whiteboard and pens. Flipcharts and pens. Presentation Slide 7.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms. • Plenary session: confirm the main learning points. • Homework task: to prepare questions around the topic of legislation and regulations relating to information security. 	Template Forms 1 and 2.
7	Legislation relating to information security and associated restrictions (Aim A: Topic A3)	GS, teacher-led plus group and individual learner activities	<ul style="list-style-type: none"> • Teacher-led presentation: legislation and regulations affecting document production and distribution. • Guest speaker: a representative from the public or private sector to discuss legislation relating to information security and processes to maintain documents. • Group discussion: learners ask questions about the application of legislation and the issues faced by clerks in complying with legislation. • Learner independent research activity: key requirements of legislation relating to information security. • Individual learner activity: learners write up their notes and update the glossary of key terms. • Plenary session: confirm the main learning points. • Homework task: to prepare questions around the topic of legislation and regulations relating to information security. 	Unit specification. Computers with internet access. Whiteboard and pens. Flipcharts and pens. Presentation Slide 8. Template Forms 1 and 2.

#	Topic	Lesson type	Suggested activities	Resources
8	<p>Legislation relating to data protection, confidentiality and associated restrictions</p> <p>(Aim A: Topic A3)</p>	GS, plus group and individual learner activities	<ul style="list-style-type: none"> • Lead-in: recap of lesson 7 (Information security). • Guest speaker: representative from public or private sector to discuss legislation relating to data protection and confidentiality, and processes to maintain documents. • Group discussion: learners ask questions around the application of legislation and issues faced by clerks in complying with legislation. • Learner independent research activity: key requirements of legislation relating to data protection and confidentiality. • Individual learner activity: learners write up their notes and update the glossary of key terms. • Plenary session: confirm the main learning points. • Homework task: independent research into the importance of adhering to legislation relating to information security and regulations. 	<p>Unit specification.</p> <p>Computers with internet access.</p> <p>Whiteboard and pens.</p> <p>Flipcharts and pens.</p> <p>Presentation Slide 9.</p> <p>Template Forms 1 and 2.</p>
9	<p>Importance of adhering to legislation</p> <p>(Aim A: Topic A3)</p>	Teacher-led plus group and individual learner activities	<ul style="list-style-type: none"> • Individual learner activity: research into news articles about organisations who have not adhered to legislation and what the consequences were. • Teacher-led presentation: overview of the consequences of not adhering to legislation. 	<p>Unit specification.</p> <p>Computers with internet access.</p> <p>Whiteboard and pens.</p> <p>Flipcharts and pens.</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Group discussion: the positive impact on the organisation of adhering to legislation. • Individual learner activity: learners write up their notes and update the glossary of key terms. • Plenary session: confirm the main learning points. • Homework task: recap of notes for learning aim A. 	Presentation Slide 10. Template Forms 1 and 2.
10	Workbook Assessment Task 1 and 2 – ‘Follow the rules’ (Aim A)	AW Individual learner activities	<ul style="list-style-type: none"> • Lead-in: walk-through of Workbook Assessment Task 1 and 2 – ‘Follow the rules’ and overview of assessment requirements. • Individual learner activity: learners work through the tasks identified in Assessment 1. • Individual presentations: teacher assesses learner presentations and provides feedback. • Homework task: reflect on assessment activities and learning associated with learning aim A and prepare any questions. 	Unit specification. Computers with internet access and word-processing software. Pens and paper. Template Forms 3 and 4. Assessment Sheet 1.
11	Agreeing document requirements (Aim B: Topic B1)	Teacher-led plus group and individual learner activities	<ul style="list-style-type: none"> • Knowledge quiz: teacher-prepared quiz questions to confirm learning relating to learning aim A. • Lead-in: provide an overview of learning aim B. • Group discussion: requirements for document production that need to be agreed in advance. 	Unit specification. Computers with internet access. Whiteboard and pens. Flipcharts and pens.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher presentation: details relating to different requirements that need to be agreed in advance and why. • Individual learner activity: learners write up their notes and update the glossary of key terms. • Plenary session: confirm the main learning points identified in the lesson. 	Pens and paper. Presentation Slide 11. Activity Sheet 3.
12	Communication needs of different audiences (Aim B: Topic B1)	Teacher-led plus group and individual learner activities	<ul style="list-style-type: none"> • Lead-in: overview of the previous lesson. • Individual learner research activity: internet research into the written communication needs of different audiences. • Teacher-led discussion: considerations when planning written communication for different audiences and how to adapt written communication. • Group activity: practise adapting writing styles to suit different audiences and update the glossary of key terms. • Individual learner activity: learners write up their notes. • Plenary session: confirm the main learning points identified in the lesson. 	Unit specification. Computers with internet access. Presentation Slide 12. Whiteboard and pens. Flipcharts and pens.

#	Topic	Lesson type	Suggested activities	Resources
13	Using non-text items (Aim: Topic B1)	Teacher-led plus paired, group and individual learner activities	<ul style="list-style-type: none"> • Teacher-led presentation: overview of the use of non-text items in business documents. • Individual learner research activity: internet research into how organisations use non-text items in business documents and communications. • Group discussion: the effectiveness of non-text items in business documents and the value they add. • Paired activity: to discuss what non-text items can be used for different business documents and communications. • Individual learner activity: learners write up their notes and update the glossary of key terms. • Plenary session: confirm the main learning points identified in the lesson. 	Unit specification. Computers with internet access. Whiteboard and pens. Flipcharts and pens. Presentation Slide 13. Activity Sheet 4.
14	Features of different business documents (Aim B: Topic B2)	Teacher-led plus paired, group and individual learner activities	<ul style="list-style-type: none"> • Recap activity: to review knowledge gained from earning aim A about different types of documents (A1). • Paired activity: explore, using examples, the features and characteristics of different business documents. • Group discussion: share features and characteristics of different business documents to the group. 	Unit specification. Computers with internet access. Whiteboard and pens. Flipcharts and pens. Presentation slide 14. Activity Sheet 1.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher-led presentation: summarise work on features and characteristics and clarify items not covered within the group discussion. • Individual learner activity: learners write up their notes and update the glossary of key terms. • Plenary session: confirm the main learning points identified in the lesson. 	
15	Business document layouts (Aim B: Topic B2)	GS, teacher-led plus group and individual learner activities	<ul style="list-style-type: none"> • Teacher presentation: to introduce the lesson and guest presentation. • Teacher presentation: on appropriate layouts for different business documents. • Guest presentation: demonstration of IT software tools and functions for formatting layouts of different business documents. • Individual learner activity: learners to practise creating different layouts for different business documents using IT systems software. • Group discussion: learners to share and discuss document layouts. • Individual learner activity: learners write up their notes and update the glossary of key terms. 	Unit specification. Computers with internet access and appropriate business document software. Whiteboard and pens. Flipcharts and pens. Presentation slide 15. Activity Sheet 5.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Plenary session: confirm the main learning points identified in the lesson. 	
16	Producing planned documents (Aim B: Topic B2)	Teacher-led plus group and individual learner activities	<ul style="list-style-type: none"> • Teacher-led presentation: introduce the task to produce business documents based on different scenarios. • Individual learner activity: learners to practise creating a business document based on a given scenario. • Group discussion: group to provide feedback on produced documents based on the given scenario. • Teacher-led presentation: the requirements for drafting and re-drafting and applying organisational standards and requirements. • Individual learner activity: learners write up their notes and update the glossary of key terms. • Plenary session: confirm the main learning points identified in the lesson. 	Unit specification. Computers with internet access and appropriate business document software. Whiteboard and pens. Flipcharts and pens. Presentation slide 16. Activity Sheet 6.
17-18	Using word-processing software (Aim B: Topic B3)	Teacher-led plus group skills workshop and individual learner activities	<ul style="list-style-type: none"> • Teacher presentation: to introduce the format of each lesson and expectations for the workshop. • Software skills workshop: structured workshop exploring word processing software tools and techniques to create professional business documents. • Teacher-led presentation: teacher identifies best practice points drawn from the software workshop. 	Unit specification. Computers with internet access and word-processing software. Whiteboard and pens. Flipcharts and pens.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Individual learner activity: to practise using word-processing software tools and techniques. • Plenary session: confirm the main learning points. • Individual learner activity: learners write up their notes and update the glossary of key terms. 	Presentation slide 17.
19–20	Using presentation software (Aim B: Topic B3)	Teacher-led plus group skills workshop and individual learner activities	<ul style="list-style-type: none"> • Teacher presentation: to introduce the format of each lesson and expectations for the workshop. • Software skills workshop: structured workshop exploring presentation software tools and techniques to create professional business documents. • Teacher-led discussion: teacher identifies best practice points drawn from the software workshop. • Individual learner activity: to practise using presentation software tools and techniques. • Plenary session: confirm the main learning points. • Individual learner activity: learners write up their notes and update the glossary of key terms. 	Unit specification. Computers with internet access and presentation software. Presentation slide 18. Whiteboard and pens. Flipcharts and pens.

#	Topic	Lesson type	Suggested activities	Resources
21	Printing business documents (Aim B: Topic B3)	Teacher-led plus group skills workshop, group and individual learner activities	<ul style="list-style-type: none"> • Teacher presentation: to introduce the format of each lesson and expectations for the workshop. • Teacher-led presentation: different ways of printing documents, using examples. • Document printing workshop: structured workshop exploring different ways of printing documents, software tools for checking documents before printing and using print functions to achieve the desired document. • Individual learner activity: practise printing documents in different formats. • Group discussion: on presentation of printed documents. • Individual learner activity: learners write up their notes and update the glossary of key terms. • Plenary session: confirm the main learning points identified in the lesson. 	Unit specification. Computers with internet access and printing equipment. Whiteboard and pens. Flipcharts and pens. Presentation slide 19. Activity Sheet 6.
22	Recap of learning aim B activities (Aim B)	RS Teacher-led plus revision and practice assessment	<ul style="list-style-type: none"> • Plenary session: present the first practice assessment. Walk through of the requirements of Practice Assessment Activities 2 and 3. • Revision session: learning aim B. • Teacher devised activities: to check learning (e.g. questioning or quizzes) and enable learners to practice tasks. 	Unit specification. Computers with internet access and presentation software. Whiteboard and pens. Flipcharts and pens.

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher-led presentation: overview of practice assessment activities. • Homework task: learners complete Practice Assessments for word-processing and presentation software. 	<p>Presentation slide 20.</p> <p>Activity Sheets 7 and 8.</p>
23	<p>Checking business documents</p> <p>(Aim C: Topic C1)</p>	Teacher-led plus paired, group and individual learner activities	<ul style="list-style-type: none"> • Lead-in: overview of the previous lessons (learning aim B). • Teacher-led presentation: considerations when checking documents. • Paired activity: to identify issues with business documents that have not been checked. • Group discussion: sharing feedback on issues with accuracy, content and presentation of different business documents. • Teacher-led discussion: the importance of checking documents before distributing them. • Individual learner activity: learners write up their notes and update the glossary of key terms. • Plenary session: confirm the main learning points identified in the lesson. • Homework activity: learners to research electronic and manual tools and techniques for checking documents. 	<p>Unit specification.</p> <p>Computers with internet access, word-processing and presentation software.</p> <p>Whiteboard and pens.</p> <p>Flipcharts and pens.</p> <p>Presentation slide 21.</p> <p>Activity Sheet 9.</p>

#	Topic	Lesson type	Suggested activities	Resources
24	Ways of checking business documents (Aim C: Topic C1)	Teacher-led plus group skills workshop, group and individual learner activities	<ul style="list-style-type: none"> • Lead-in: recap of the previous lesson (checking business documents C1). • Teacher-led presentation: on different ways of checking the accuracy and content of documents, using examples. • Document checking workshop: structured workshop exploring different ways of checking documents, software tools for checking documents and manual ways of checking documents. • Individual learner activity: practise checking documents in different formats. • Group discussion: to provide feedback on accuracy of document checking skills. • Individual learner activity: learners write up notes and update the glossary of key terms. • Plenary session: confirm the main learning points identified in the lesson. • Homework activity: to prepare questions for the guest speaker on saving and storing documents. 	Unit specification. Computers with internet access, word-processing and presentation software. Whiteboard and pens. Flipcharts and pens Presentation slide 22. Activity Sheet 9.

#	Topic	Lesson type	Suggested activities	Resources
25	<p>Organisational requirements for saving and storing business documents</p> <p>(Aim C: Topic C2)</p>	GS, teacher-led plus paired, group and individual learner activities	<ul style="list-style-type: none"> • Lead-in: overview of the previous lesson and question and answer session with learners to confirm understanding. • Guest speaker: discussing organisational expectations for saving and storing documents, including digital and physical storage methods and their requirements, and the importance of complying with organisational requirements. • Group activity: question and answer session on saving and storing documents, including file naming conventions. • Paired activity: research different types of digital and physical storage methods, including data security. • Teacher-led discussion: features and characteristics of different types of storage methods, including procedures for archiving and retrieving information. • Individual learner activity: learners write up their notes and continue adding to the glossary of key terms. • Plenary session: confirm the main learning points identified in the lesson. 	<p>Unit specification.</p> <p>Computer with internet access, word-processing and presentation software and digital document storage systems.</p> <p>Access to manual (paper-based) storage systems.</p> <p>Whiteboard and pens.</p> <p>Flipcharts and pens.</p> <p>Presentation slide 23.</p>

#	Topic	Lesson type	Suggested activities	Resources
26	Distributing business documents (Aim C: Topic C3)	Teacher-led plus paired, group and individual learner activities	<ul style="list-style-type: none"> • Lead-in: overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher presentation: on internal and external distribution channels. • Paired work: exploring different ways of sending documents to external audiences, including costs. • Group discussion: on organisational protocols and requirements for distributing documents, including use of distribution lists, permissions and agreeing timescales for document distribution. • Individual learner activity: practise preparing documents for distribution to internal and external audiences. • Individual learner activity: learners write up their notes and update the glossary of key terms. • Plenary session: confirm the main learning points. 	Unit specification. Computers with internet access, email software and access to electronic information storage systems. Access to manual (paper-based) distribution systems, e.g. mail. Whiteboard and pens. Flipcharts and pens. Presentation slide 24. Activity Sheet 10.

#	Topic	Lesson type	Suggested activities	Resources
27 - 28	Workbook Assessment Tasks 3 and 4 (Aims B and C)	Individual learner activities	<ul style="list-style-type: none"> • Lead-in: present second assessment – Written Business Communications. • Individual learner activity: learners work through the tasks identified in Assessment 2. • Individual presentations: teacher assesses learner presentations and provides feedback. • Homework task: reflect on assessment activities and learning associated with learning aims B and C. 	Unit specification. Workbook Assessment Tasks 3 and 4 – written business communications. Computers with internet access, email, word-processing and presentation software and access to electronic information storage systems. Access to manual (paper-based) distribution systems, e.g. mail. Pens and paper. Template Forms 3 and 4.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	1 (60 minutes)

Lesson objectives	<p>To enable learners to understand the:</p> <ul style="list-style-type: none"> • purpose of Unit 2, including learning aims • role and importance of business documents in public administration in Uzbekistan (A1).
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • PS1 and PS2: Teacher presentation slides and notes. • TF1: Template for recording the outcome of key learning points drawn from the lesson.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS1): introduce the unit by providing an overview of the subject matter, referring to the topics above.
Main activities (30 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS2): introduce the topic of business documents in public administration and their role and importance. • Paired activity: to share and discuss current understanding and experiences of business documents prepared and produced by public administration. • Group discussion: pairs to feed back to the group and discuss. • Teacher presentation: record the outcome of class discussions and the main learning points.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson (Topic A1). • Teacher presentation: provide learners with a template of how they should record the outcome of their discussions and the main learning points. This should include an active glossary of key terms identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and commence the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	2 (120 minutes)

Lesson objectives	<p>To enable learners to understand the:</p> <ul style="list-style-type: none"> • purpose of written business documents produced in public administration (A1) • features and characteristics of different business documents (A1).
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Computers with internet access. • Whiteboard and pens. • Flipcharts and pens. • PS3: Teacher presentation slides and notes. • TF1: Template for recording the outcome of key learning points drawn from the lesson. • AS1: Examples of different types of business documents. • TF2: Template for recording questions to ask guest speaker.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> ● Individual learner activity: internet research on the different types of documents used in specific departments and ministries.
Main activities (80 minutes)	<ul style="list-style-type: none"> ● Paired activity: learners to explore characteristics of the documents and their purposes. ● Group discussion: pairs to feed back to the group and discuss. ● Teacher-led presentation: to confirm the purposes of different business documents. ● Paired activity: learners to identify whether the purpose of each document is to inform, confirm, promote or instruct. ● Group discussion: pairs to feed back to the group and discuss.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: teacher confirms the main learning points identified in the lesson (Topic A1). ● Individual learner activity: learners write up their notes and update the glossary of key terms.
Private study	<ul style="list-style-type: none"> ● Homework task: to prepare questions around the topic of contexts of business documents in public administration.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	3 (120 minutes)

Lesson objectives	<p>To enable learners to understand:</p> <ul style="list-style-type: none"> • requirements to produce business documents in different business contexts (A1) • the importance of using the methods which are appropriate for specific contexts (A1).
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • Flipcharts and pens. • PS4: Teacher presentation slides and notes. • TF1: Template for recording the outcome of key learning points drawn from the lesson. • AS1: Examples of different types of business documents. • TF2: Template for recording questions to ask guest speaker.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead-in: teacher to follow up on homework task preparing learners for guest speaker.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Guest speaker: a representative from public administration, talking about different situations and the contexts in which business documents may be used. • Group discussion: question and answer session with guest speaker. • Paired activity: to explore practical examples of documents produced in different business contexts. • Group discussion: pairs to feed back to the group and discuss. • Teacher-led presentation: importance of using appropriate communication methods for different business contexts.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson. • Individual learner activity: learners write up their notes and update the glossary of key terms.
Private study	<ul style="list-style-type: none"> • Homework task: to prepare questions on the topic of contexts of communicating with stakeholders in public administration.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	4 (120 minutes)

Lesson objectives	<p>To enable learners to understand:</p> <ul style="list-style-type: none"> • requirements to produce business documents for internal and external stakeholders (A1) • the need for different styles of writing when communicating with different audiences (A1).
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Whiteboard and pens. • Flipcharts and pens. • PS5: Teacher presentation slides and notes. • TF1: Template for recording the outcome of key learning points drawn from the lesson. • TF2: Template for recording questions to ask the guest speaker. • AS1: Examples of different types of business documents.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: the need for written communications that meet the needs of internal and external audiences.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Guest speaker: representative from public administration to discuss the types of internal and external audiences who receive business documents and what types of documents are produced for each. • Individual activity: question session with guest speaker. • Teacher-led presentation: the differences in writing for different audiences. • Paired activity: to discuss differences in written communication styles. • Group discussion: to share examples of how to communicate with internal and external audiences.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson. • Individual learner activity: learners write up their notes and update the glossary of key terms.
Private study	<ul style="list-style-type: none"> • Homework task: to prepare questions around the topic of organisational requirements for producing business documents.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	5 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> understand organisational expectations and requirements for producing business documents (A2).
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Resources checklist	<ul style="list-style-type: none"> Unit specification. Computers with internet access. Whiteboard and pens. Flipcharts and pens. PS6: Teacher presentation slides and notes. TF1: Template for recording the outcome of key learning points drawn from the lesson. TF2: Template for recording questions to ask the guest speaker.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: overview of the importance of meeting organisational requirements when producing business documents.
Main activities (90minutes)	<ul style="list-style-type: none"> • Guest speaker: a representative from public administration to discuss expectations and requirements for business documents, including the use of templates. • Group discussion: question and answer session on organisational requirements and the different protocols to be followed.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson. • Individual learner activity: learners write up their notes and update the glossary of key terms.
Private study	<ul style="list-style-type: none"> • Homework task: to prepare questions on the topic of organisational issues that affect the production of documents.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	6 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> understand organisational issues affecting the production of business documents (A2).
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Resources checklist	<ul style="list-style-type: none"> Unit specification. Computers with internet access. Whiteboard and pens. Flipcharts and pens. PS7: Teacher presentation slides and notes. TF1: Template for recording the outcome of key learning points drawn from the lesson. TF2: Template for recording questions to ask the guest speaker.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: recap of Lesson 5 (organisational requirements).
Main activities (90 minutes)	<ul style="list-style-type: none"> • Guest speaker: a representative from public administration to discuss organisational requirements and expectations for document preparation, production and distribution. • Group discussion: learners ask questions on the application of organisational requirements and associated issues.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson. • Individual learner activity: learners write up their notes and update the glossary of key terms.
Private study	<ul style="list-style-type: none"> • Homework task: to prepare questions on the topic of legislation and regulations relating to information security.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	7 (120 minutes)

Lesson objectives	<p>To enable learners to understand:</p> <ul style="list-style-type: none"> • legislation and regulations relating to information security (A3) • their own responsibilities for complying with information security legislation, including associated restrictions (A3).
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Computers with internet access. • Whiteboard and pens. • Flipcharts and pens. • PS8: Teacher presentation slides and notes. • TF1: Template for recording the outcome of key learning points drawn from the lesson. • TF2: Template for recording questions to ask the guest speaker.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: recap of Lesson 6 (organisational requirements).
Main activities (90 minutes)	<ul style="list-style-type: none"> • Guest speaker: a representative from public administration to discuss legislation relating to information security and processes to maintain documents. • Group discussion: learners ask questions on the application of legislation and issues faced by clerks in complying with legislation. • Learner independent research activity: key requirements of legislation relating to information security.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson. • Individual learner activity: learners write up their notes and update the glossary of key terms.
Private study	<ul style="list-style-type: none"> • Homework task: to prepare questions on the topic of legislation and regulations relating to data protection and confidentiality.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	8 (70 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> understand legislation relating to data protection and confidentiality, and associated restrictions (Topic A3).
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Resources checklist	<ul style="list-style-type: none"> Unit specification. Computers with internet access. Whiteboard and pens. Flipcharts and pens. PS9: Teacher presentation slides and notes. TF1: Template for recording the outcome of key learning points drawn from the lesson. TF2: Template for recording questions to ask the guest speaker.
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Lead in: recap of Lesson 7 (information security).
Main activities (30 minutes)	<ul style="list-style-type: none"> • Guest speaker: a representative from public administration to discuss legislation relating to data protection and confidentiality, and processes to maintain documents. • Group discussion: learners ask questions on the application of legislation and issues faced by clerks in complying with legislation. • Learner independent research activity: key requirements of legislation relating to data protection and confidentiality.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson. • Individual learner activity: learners write up their notes and update the glossary of key terms.
Private study	<ul style="list-style-type: none"> • Homework task: independent research on the importance of adhering to legislation relating to information security and regulations.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	9 (70 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> understand the importance of adhering to legislation and regulations relating to the production and distribution of business documents (A3).
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Resources checklist	<ul style="list-style-type: none"> Unit specification. Computers with internet access. Whiteboard and pens. Flipcharts and pens. PS10: Teacher presentation slides and notes. TF1: Template for recording the outcome of key learning points drawn from the lesson. TF2: Template for recording questions to ask the guest speaker.
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Individual learner activity: research on news articles about organisations who have not adhered to legislation and what the consequences were.
Main activities (30 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: overview of the consequences of not adhering to legislation. • Group discussion: the positive impact on the organisation of adhering to legislation.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: teacher confirms the main learning points identified in the lesson. • Individual learner activity: learners write up their notes and update the glossary of key terms.
Private study	<ul style="list-style-type: none"> • Homework task: recap of notes for learning aim A.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	10 (180 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand legal and organisational requirements for producing business documents (learning aim A).
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Computer with internet access and word-processing software. • Pens and paper. • TF3: Assessment recording documentation. • TF4: Internal verification recording documentation. • AS1: Workbook Assessment Tasks1 and 2.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: walk-through of Workbook Assessment Tasks 1 and 2 - 'Follow the rules' and overview of assessment requirements.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Individual learner activity: learners work through the tasks identified in Tasks 1 and 2.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Individual presentations: teacher assesses learner presentations and provides feedback.
Private study	<ul style="list-style-type: none"> • Homework task: reflect on assessment activities and learning associated with learning aim A and prepare any questions.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	11 (60 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • plan and agree requirements for business documents.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Computer with access to internet. • Pens and paper. • Whiteboard and pens. • Flipcharts and pens. • PS11: Teacher presentation slides and notes. • AS3: Learning aim A quiz sheet.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> • Knowledge quiz: teacher-prepared quiz questions to confirm learning relating to learning aim A. • Lead in: provide an overview of learning aim B.
Main activities (20 minutes)	<ul style="list-style-type: none"> • Group discussion: requirements for document production that need to be agreed in advance. • Teacher presentation: detail relating to different requirements that need to be agreed in advance and why.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	12 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand the communication needs of different audiences (B1) • be able to adapt their writing style to suit different audiences (B1).
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Computer with access to internet. • Whiteboard and pens. • Flipcharts and pens. • PS12: Teacher presentation slides and notes.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Individual learner research activity: internet research on the written communication needs of different audiences. • Teacher-led discussion: considerations when planning written communication for different audiences and how to adapt written communication. • Group activity: practise adapting writing styles to suit different audiences.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	13 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> understand how non-text items can be used effectively in written business communications (B1).
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Resources checklist	<ul style="list-style-type: none"> Unit specification. Computer with access to internet Whiteboard and pens. Flipcharts and pens. PS13: Teacher presentation slides and notes. AS4: Examples of different non-text items.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: overview of the use of non-text items in business documents.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Individual learner research activity: internet research into how organisations use non-text items in business documents and communications. • Group discussion: the effectiveness of non-text items in business documents and the value they add. • Paired activity: to discuss what non-text items can be used for different business documents and communications.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	14 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> understand the features and characteristics of different business documents (B2).
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Resources checklist	<ul style="list-style-type: none"> Unit specification. Computer with access to internet. Whiteboard and pens. Flipcharts and pens. PS14: Teacher presentation slides and notes. AS1: Examples of different business documents.
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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"> ● Recap activity: to review knowledge gained from learning aim A about different types of documents (Topic A1).
Main activities (90 minutes)	<ul style="list-style-type: none"> ● Paired activity: explore, using examples, the features and characteristics of different business documents. ● Group discussion: share features and characteristics of different business documents with the group. ● Teacher-led presentation: summarise work on features and characteristics and clarify items not covered within the group discussion.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: confirm the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	15 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand different layouts for different business documents (B2) • be able to create different document layouts (B2).
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Computer with internet access and appropriate business document software. • Whiteboard and pens. • Flipcharts and pens. • PS15: Teacher presentation slides and notes. • AS5: Examples of different business document layouts.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher presentation: to introduce the lesson and guest presentation.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher presentation: on appropriate layouts for different business documents. • Guest presentation: demonstration of IT software tools and functions for formatting layouts of different business documents. • Individual learner activity: learners to practise creating different layouts for different business documents using IT systems software. • Group discussion: learners to share and discuss document layouts.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	16 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand how to produce planned business documents for different purposes (B2) • be able to create different business documents (B2).
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Computer with internet access and appropriate business document software. • Whiteboard and pens. • Flipcharts and pens. • PS16: Teacher presentation slides and notes. • AS6: Business document production scenarios.
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: introducing the task to produce business documents based on different scenarios.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Individual learner activity: learners to practise creating a business document based on a given scenario. • Group discussion: group to provide feedback on produced documents based on the scenario. • Teacher-led presentation: on the requirements for drafting and re-drafting, and applying organisational standards and requirements.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	17 and 18 (120 minutes each)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • use word-processing software tools, techniques and functions (B3) • create different business documents using word-processing software tools, techniques and functions (B3).
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Computers with internet access and word-processing software. • Whiteboard and pens. • Flipcharts and pens. • PS17: Teacher presentation slides and notes.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: to introduce the format of each lesson and expectations of the workshop.
Main activities (90 minutes)	<ul style="list-style-type: none"> ● Software skills workshop: structured workshop exploring word-processing software tools and techniques to create professional business documents. ● Teacher-led presentation: teacher identifies best practice points drawn from the software workshop. ● Individual learner activity: to practise using word-processing software tools and techniques.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: confirm the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	19 and 20 (180 minutes each)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • use presentation software tools, techniques and functions (B3) • create different business documents using presentation software tools, techniques and functions (B3).
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Computer with internet access and presentation software. • Whiteboard and pens. • Flipcharts and pens. • PS18: Teacher presentation slides and notes.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher presentation: to introduce the format of each lesson and the expectations of the workshop.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Software skills workshop: structured workshop exploring presentation software tools and techniques to create professional business documents. • Teacher-led presentation: teacher identifies best practice points drawn from the software workshop. • Individual learner activity: to practise using presentation software tools and techniques.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	21 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand how to use printer tools and techniques to achieve different print finishes (B3) • be able to print different types of documents to meet different requirements (B3).
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Computer with internet access and printing equipment. • Whiteboard and pens. • Flipcharts and pens. • PS19: Teacher presentation slides and notes. • AS6: Examples of different types of printed documents and print finishes.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher presentation: to introduce the format of each lesson and the expectations of the workshop.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: on different ways of printing documents, using examples. • Document printing workshop: structured workshop exploring different ways of printing documents, software tools for checking documents before printing and using print functions to achieve the desired document. • Individual learner activity: practise printing documents in different formats. • Group discussion: on presentation of printed documents.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	22 (120 minutes)

Lesson objectives	<p>To enable learners to be able to:</p> <ul style="list-style-type: none"> confirm how to use software tools, techniques and functions to produce and print different types of business documents with different print finishes complete practice exercises using word-processing and presentation software.
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Resources checklist	<ul style="list-style-type: none"> Unit specification. Computers with internet access and presentation software. Whiteboard and pens. Flipcharts and pens. PS20: Teacher presentation slides and notes. AS7: Practice Assessment Activity – word processing. AS8: Practice Assessment Activity – presentation software.
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: present the first practice assessment. Walk-through of the requirements of Practice Assessment Activities 2 and 3.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Revision session: learning aim B. • Teacher devised activities: to check learning (for example questioning or quizzes) and enable learners to practise tasks.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: overview of practice assessment activities.
Private study	<ul style="list-style-type: none"> • Homework task: learners complete practice assessments for word-processing software and presentation software.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	23 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand what to consider when checking the content of business documents (C1) • be able to identify issues and inaccuracies in the content and format of business documents (C1).
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Computers with internet access and word-processing and presentation software. • Whiteboard and pens. • Flipcharts and pens. • PS21: Teacher presentation slides and notes. • AS9: Examples of business documents that have not been checked.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Lead in: overview of the previous lessons (learning aim B).
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: on considerations when checking documents. • Paired activity: to identify issues with business documents that have not been checked. • Group discussion: sharing feedback on issues with reference to document accuracy, content and presentation. • Teacher-led discussion: the importance of checking documents before distributing them.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Homework activity: learners to research electronic and manual tools and techniques for checking documents.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	24 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand how to use manual and electronic tools and techniques to check business documents (C1) • be able to check and correct business documents using a range of manual and electronic tools and techniques (C1).
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Computers with internet access and word-processing and presentation software. • Whiteboard and pens. • Flipcharts and pens. • PS22: Teacher presentation slides and notes. • AS9: Examples of business documents that have not been checked.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Lead in: recap of the previous lesson (Topic C1).
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation: on different ways of checking the accuracy and content of documents, using examples. • Document checking workshop: structured workshop exploring different ways of checking documents, software tools for checking documents and manual ways of checking documents. • Individual learner activity: practise checking documents in different formats. • Group discussion: to provide feedback on accuracy of document-checking skills.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms. • Homework activity: to prepare questions for the guest speaker – saving and storing documents.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	25 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> understand organisational requirements for saving and storing business documents (C2).
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Resources checklist	<ul style="list-style-type: none"> Unit specification. Computers with internet access, word-processing and presentation software, and digital storage document storage systems. Access to manual (paper-based) storage systems. Whiteboard and pens. Flipcharts and pens. PS23: Teacher presentation slides and notes.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Guest speaker: discussing organisational expectations for saving and storing documents, including digital and physical storage methods and their requirements, and the importance of complying with organisational requirements. • Group activity: question and answer session on saving and storing documents, including file-naming conventions. • Paired activity: research different types of digital and physical storage methods, including data security. • Teacher-led discussion: features and characteristics of different types of storage methods, including procedures for archiving and retrieving information.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	26 (120 minutes)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • understand organisational protocols and requirements for distributing business documents (C3) • be able to distribute business documents through different distribution channels following organisational protocols and requirements (C3).
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Computers with internet access, email software and access to electronic information storage systems. • Access to manual (paper-based) distribution systems, for example mail. • Whiteboard and pens. • Flipcharts and pens. • PS24: Teacher presentation slides and notes. • AS10: Prepared electronic and paper-based business documents to distribute.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Lead in: overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher presentation: on internal and external distribution channels. • Paired work: exploring different ways of sending documents to external audiences, including costs. • Group discussion: on organisational protocols and requirements for distributing documents, including use of distribution lists, permissions and agreeing timescales for document distribution. • Individual learner activity: practise preparing documents for distribution to internal and external audiences.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> • Plenary session: confirm the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 2: Document Preparation, Production and Distribution
Lesson number	27 and 28 (120 minutes each)

Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • produce fit-for-purpose internal and external business documents (learning aim B) • carry out procedures for saving, storing and distributing business documents (learning aim C).
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Computers with internet access, email, word-processing and presentation software and access to electronic information storage systems. • Access to manual (paper-based) distribution systems, for example mail. • Pens and paper. • AS11: Written business communications assessment task. • TF3: Assessment recording documentation. • TF4: Internal verification recording documentation. • Workbook Assessment Tasks 3 and 4
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: walk through of Assessment Task 2 – ‘Written business communications’ and overview of assessment requirements.
Main activities (60 minutes)	<ul style="list-style-type: none"> • Individual learner activity: learners work through the tasks identified in Workbook Assessment Tasks 3 and 4.
Concluding activity (50 minutes)	<ul style="list-style-type: none"> • Individual presentations: teacher assesses learner presentations and provides feedback.
Private study	<ul style="list-style-type: none"> • Homework task: reflect on assessment activities and learning associated with learning aims B and C.

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