



Unit title	Unit 11: Business in Sport
Guided learning hours	60
Number of lessons	30
Duration of lessons	2 hours
Links to other units	
<ul style="list-style-type: none"> ● Unit 2: Careers in the Sport and Active Leisure Industry ● Unit 14: Marketing Communications ● Unit 31: Influence of Technology in Sport and Physical Activity 	

Key to learning opportunities			
AW	Assignment writing	RS	Revision session
GS	Guest speaker	V	Visit
IS	Independent study	GW	Group work



Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim A: Investigate the use of business and customer service skills in the sport and active leisure industry				
1	Introduction A1 Producing a business plan	IS GW	<ul style="list-style-type: none"> • Tutor presentation to introduce unit: provide learners with unit information so that they understand the assessment criteria and the expectations of achievement. Outline the nature of the topics and learning aims, and the summative assessments that learners will be expected to complete for this unit. • Ice breaker activities: earners to complete mind mapping activity for perceived key words associated with this unit. • Key command verbs: <i>Explain/Produce/Analyse/Evaluate</i>. Discuss with learners what these mean and how this can be applied in the context of learning aim A. • Whole-class activity: learners work individually, in pairs or in small groups, to demonstrate any prior knowledge in the subject area. Discuss the reasons why business planning is important and what factors a sport/active leisure business needs to consider when planning. Learners to provide their own viewpoints to contribute to group discussion. • Plenary: check learner' understanding of business planning and its importance for sport and active leisure businesses. • Tutor presentation: explore the factors that need to be taken into consideration to produce an effective business plan. • Formative assessment activity: learners to start to investigate their own choice of a sport/leisure business and gain some information on a specific aspect of business planning, e.g. USP, target market, services and products, and collate some information to share with the group at the next session. 	Tutor presentation Research materials Command verb prompts



Lesson	Topic	Lesson type	Suggested activities	Resources
2	A1 Producing a business plan	IS GW	<ul style="list-style-type: none"> • Tutor presentation: recap the importance of business planning. • Paired activity: learners use accessible resources to further research into the business they have started to investigate. Learners ask their partners questions about their chosen business. Learners compare their findings: <ul style="list-style-type: none"> ○ business rationale and idea ○ business goals ○ business targets ○ business objectives ○ key performance indicators. Learners feed back to the rest of the group. • Extension activity: some learners devise a set of questions to be taken to a business on an independent or accompanied primary research trip to find out more about the features of the business. • Individual activity: learners consolidate their learning by making individual notes/handouts/posters/resources on their chosen business/organisation. Tutor gives the learners guidance, facilitating their work and supporting as necessary. • Formative assessment activity: recap leads into discussion of key factors for a business to consider when planning. 	Internet access/key textbooks Case studies
3	A1 Producing a business plan	IS GS GW	<ul style="list-style-type: none"> • Small-group activity: learners discuss and write questions for a guest speaker. • Guest speaker: a business owner from the sport/active leisure industry (public, private, or not-for-profit) discusses the business strategy, target markets, activities that support business growth and objectives, USPs and cash flow. 	Questions for visiting speaker



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Formative assessment activity: focus on what the guest speaker said about the business. Learners think about potential ways to improve provision or ideas to improve target markets. 	
4	A1 Producing a business plan	IS GW	<ul style="list-style-type: none"> • Tutor-led presentation/discussion: on tools to review business delivery and effectiveness: Ask learners to consider six key questions: How, where, what, when, why, where and who in relation to business delivery and how a business can be more effective. <ul style="list-style-type: none"> ○ SWOT analysis ○ Financial assessment ○ Staff satisfaction surveys ○ Client satisfaction surveys ○ Client retention • Small-group activity: Learners review case studies issued by the tutor to explore and analyse key areas that businesses should consider when they are assessing their effectiveness. • Small group activity: learners discuss and list what they consider to be the three key ingredients for business success. • Class discussion: learners contribute to a class discussion on what they think are the key ingredients for business success, with the result being a list of key ingredients. • Plenary: check learner understanding of business review tools. • Formative assessment activity: using the command word 'analyse', ask learners to produce a short 500 report on what makes one of the chosen businesses successful and their key recommendations for effective business review. 	Case studies Research materials



Lesson	Topic	Lesson type	Suggested activities	Resources
5	<p>A2 Finance and accounting for business planning in the sport and active leisure industry.</p>	<p>IS GW</p>	<ul style="list-style-type: none"> • Tutor-led discussion: recap previous lesson. Tutor to ask probing questions around the key terminology from the last lesson. Collect in 500-word summaries and display with the information on key recommendations Introduce the topic of business finance/accounting and what will be covered in this topic. Introduce the session with a brief discussion considering why businesses need to consider all aspects of financing and accounting and its role in sport and leisure (SAL) businesses. Learners will need to understand how to create, maintain and monitor financial data. • Class discussion: introduce learners to finance and its role in SAL businesses. • Small-group work: ask learners to come up with aspects of business finance data that a business would need to consider. Learners to produce a list of sources from which a business can obtain finance (they could use the internet to help). • Tutor-led activity: ask group members to feed back their findings and write these down on the whiteboard. Present information on financing businesses in SAL. Teach how to review financial statements, including budgeted figures, to ascertain whether businesses are developing, improving and making a profit, or if they are suffering a decline. It will be beneficial to have a range of financial statements from different SAL businesses, which learners can examine. Explain the importance of cash flow, fixed and variable costs of a business, capital costs and operational costs and equipment costs. Consider: <ul style="list-style-type: none"> ○ budgeting 	<p>Tutor presentation Research materials Business scenarios</p>



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> ○ profit and loss ○ balance sheets ○ tax (income tax, VAT) ○ financial reporting ○ self-employed and employed requirements ○ pricing ○ importance of keeping accurate records. <ul style="list-style-type: none"> ● Group discussion: How is finance used within a SAL business? Maybe replace with a brief quiz to ensure that learners can identify a profit-making business from one that is breaking even and one that is in decline. Show three different cash flows on the screen and ask learners which one is which. If there is time, discuss ways the failing business could improve their figures. ● Plenary session: recap the main learning points covered in the lesson. Ask learners to explain back to you the difference between a fixed and variable cost and a capital cost, operational cost and equipment cost. ● Private study: learners work through a set of business scenarios and suggest appropriate financial considerations in different contexts. Learners should explore how the business/organisation evidences and undertakes financial forecasting. 	
6	A2 Finance and accounting for business planning in the sport and active leisure industry	IS GW	<ul style="list-style-type: none"> ● Tutor-led discussion: continue to explore financial forecasting and its importance in ensuring business success. Learners need to fully understand how businesses need to budget and forecast sales and targets to remain successful. Learners need to understand how to interpret and analyse financial data to promote business growth. 	Internet access/key textbooks Case studies



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Small-group activity: learners to practise financial forecasting using case studies from a range of SAL businesses. • Formative assessment: learners write up their financial forecast for their selected SAL business. • Plenary session: recap the main learning points covered in the lesson. 	
7	A2 Finance and accounting for business planning in the sport and active leisure industry	GS IS GW	<ul style="list-style-type: none"> • Tutor-led discussion: consider the relationship between business finance and the characteristics of a business (e.g. its aims and objectives, stage of development). • Small-group activity: learners prepare a list of questions prior to the visit of a guest speaker. • Guest speaker: organise a visit from a local business owner to talk about their experiences of starting up a business and how they financed the process, allowing learners time to ask their questions. • Individual activity: learners write up their findings from the visit of the guest speaker, detailing their new-found knowledge of the relationship between business finance and the characteristics of a business – offering as many real-life examples as possible. 	Guest speaker pre-arranged
8	A3 Using IT for business planning in the sport and active leisure industry	IS GW	<ul style="list-style-type: none"> • Tutor presentation: recap on previous sessions, introduce and discuss some of the ideas and potential impacts on a business of how a business would use IT to support and manage customers or clients. • Lead in: introduce learners to the importance and impact of IT on business planning. • Tutor-led discussion: consider the relationship between business finance and the characteristics of a business (e.g. its aims and objectives, stage of development). 	Internet access/key textbooks



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Small group activity: learners explore the types of IT that would be used in a SAL business. • Group discussion: What type of technology is involved? Give examples. <ul style="list-style-type: none"> ○ Record keeping online client data protection agreement ○ Sales and invoicing ○ Retention levels ○ Session reminders ○ Analysis and interpretation of data ○ Client motivation <p>Plenary session: recap the main learning points covered in the lesson.</p> <p>Learners write up their notes on examples from the tutor-led and group discussions</p>	
9	A3 Using IT for business planning in the sport and active leisure industry	IS GW	<ul style="list-style-type: none"> • Lead in: recap the ideas of the last session already covered. • Small-group discussions: five small groups research and become 'experts' on the varied types of technology used in SAL business organisations They should consider current trends and the impact of these on businesses. Each group to take one of the five areas and research that area. <ul style="list-style-type: none"> ○ Record keeping online client data protection agreement. ○ Sales and invoicing: EMV payment method; invoicing via email; website to buy products; customer or client management, e.g. social media messaging group; online booking service; booking application for Apple® and android users, e.g. PTminder. ○ Retention levels: key performance indicators; social media promotion of the business. 	Internet access/key textbooks



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> ○ Session reminders, e.g. text service, social media messaging. ○ Analysis and interpretation of data. ○ Client motivation, e.g. wearable technology, pedometers, mobile phone apps. <p>Learners can then be redistributed into new groups, so that each new group has an 'expert' on each subject who can then share their knowledge with their new group.</p> <ul style="list-style-type: none"> ● Knowledge quiz: quiz learners to check their knowledge of the concepts taught by the group 'experts'. 	
10	A4 Market tactics, strategies and research in the sport and active leisure industry	IS GW	<ul style="list-style-type: none"> ● Tutor presentation: outline the topic area: market tactics strategies and research in SAL. ● Tutor-led discussion: cover the different methods used to market products and services, and whether these are changing. Help learners identify trends towards mobile marketing and the impact of social media on marketing. ● Learner activity: list the reasons that influenced their purchase/participation in a SAL event or with a SAL business - price, brand, special offers, social media promotional activities, location of the business and other marketing activities. ● Paired activity: learners discuss and decide on a definition of marketing. Consider whether the approach to marketing is different in different circumstances (i.e. when a company is anticipating a demand, aiming to stimulate a demand or aiming to satisfying a demand). ● Group discussion: discuss definitions of marketing as a whole group and come to a group conclusion 	Internet access/key textbooks



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			<ul style="list-style-type: none"> • Tutor presentation: overview of 'What is marketing?' What are some marketing tactics and strategies that SAL utilise - including links to market research, consumer behaviour and the marketing and promotional mix. 	
11	A4 Market tactics, strategies and research in the sport and active leisure industry	IS GW V	<ul style="list-style-type: none"> • Tutor presentation: the role of marketing and its impact on consumers. • Paired activity: learners identify some widely recognised SAL businesses and carry out internet research to investigate how these businesses market their products. Consider: <ul style="list-style-type: none"> Marketing and sales tactics -4 Ps <ul style="list-style-type: none"> ○ <i>product</i> ○ <i>price</i> ○ <i>promotion</i> – the promotional mix, ○ <i>place</i> – supply chains, logistics, customer trends Marketing and sales strategies: <ul style="list-style-type: none"> ○ online presence, e.g. social media page, website ○ stationary, e.g. flyers, leaflets, business cards ○ word of mouth promotion, e.g. referral plan with incentive ○ self-branded clothing to promote business ○ local media, e.g. local radio, local newspaper. Market research: <ul style="list-style-type: none"> ○ public questionnaires and interviews ○ online questionnaires ○ SWOT analysis ○ local areas analysis opportunities and competition. 	Pre-planned visit Visit - centre paperwork, risk assessment, consent forms, transport



Lesson	Topic	Lesson type	Suggested activities	Resources
12	A5 Developing a marketing plan	IS GW GS	<ul style="list-style-type: none"> ● Tutor presentation: introduce learners to methods of business models/marketing planning: SWOT (strengths, weaknesses, opportunities, threats). ● Guest speaker: invite a guest speaker into the centre. This should be someone who works in the SAL industry and has experience of working in SAL businesses. The guest speaker should talk about the use of business models, marketing planning and SWOT analysis. ● Class discussion: lead a class discussion about the findings from the guest speaker. 	Pre-arranged guest speaker
13	A5 Developing a marketing plan	IS GW	<ul style="list-style-type: none"> ● Class discussion: revise SWOT analysis from last session. ● This weblink may be useful when explaining the use of SWOT analysis: http://articles.bplans.com/how-to-perform-swot-analysis/ ● Paired activity: learners should carry out a SWOT analysis on a chosen SAL business. Learners must consider the business's: strengths, weaknesses, opportunities, and threats (including competitor threats). ● Plenary: discuss the paired activity on SWOT and its use in an SAL business. 	Case studies
14	A5 Developing a marketing plan	IS GW	<ul style="list-style-type: none"> ● Tutor presentation: the importance of marketing plans. ● Paired activity: give learners a case study on a specific business (this could be a large international business and should be different for each pair). Ask learners to research the competitors of the business and analyse the effect competitors have had on the operation of the business. <p>Ensure learners explore:</p>	Internet access/key textbooks/leaflets Relevant video/video sharing website clips/question sheet



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> ○ business aims ○ business objectives ○ target market ○ services ○ marketing and promotional strategies ○ identification of the competition ○ marketing goals, e.g. number of new customers or clients, income ○ methods to review results. <p>● Learner presentations: Each pair presents their findings to the whole group.</p>	
Learning aim B: Explore the use of technology to improve customer service for sport and active leisure organisations				
15	B1 Advances in business technology for sport and active leisure organisations	IS GW	<ul style="list-style-type: none"> ● Class discussion: introduce learners to trends in SAL and potential business impacts. ● Paired activity: ask learners to work in pairs. Each pair should investigate and understand how the use of technology helps to provide data to improve customer satisfaction and increase and maintain customer base. The pairs should produce a PowerPoint presentation that they can deliver to the group in the next lesson. ● Tutor-led discussion- split the topics up/random selection by the learners from a “hat” to include: <ul style="list-style-type: none"> ○ Hawk-Eye Technology ○ HANS device ○ Video technology ○ Wearable computers ○ Prosthetic devices for disabled athletes 	Internet access/key textbooks/leaflets



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> ○ Ingestible thermometer pills ○ Pedometers ○ Heart rate monitors ○ Video games/simulations ○ Mobile phone applications: heartrate and calorie trackers ○ Online fitness classes. <ul style="list-style-type: none"> ● Plenary: enable learners to ask questions about the PowerPoint presentations they will deliver next week. 	
16	B1 Advances in business technology for sport and active leisure organisations	IS GW	<ul style="list-style-type: none"> ● Paired activity: pairs to deliver their PowerPoint presentations on how the use of technology helps to provide data to improve customer satisfaction and increase and maintain a customer base. ● Plenary: discuss trends in SAL by looking at the presentations. Worldwide survey of fitness trends 2020 https://journals.lww.com/acsm-healthfitness/fulltext/2019/11000/worldwide_survey_of_fitness_trends_for_2020.6.aspx#:~:text=Out%20of%20the%20top%20%20trends%20for%202020%20are%20mobile,%2C%20and%20postrehabilitation%20classes%20(no. 	Internet access
17	B2 Advances in customer service skills for customers and clients	IS GW	<ul style="list-style-type: none"> ● Lead-in: tutor-created questions to instigate discussion on customer service skills. ● Tutor-led discussion: on how customer groups in SAL businesses are targeted through their demographic and purpose, how SAL businesses improve customer satisfaction and increase and maintain customer bases. ● Guest speaker: invite a guest speaker into the centre from a SAL business to talk about how a high level of customer service is provided. Learners to be provided with unit content for B2 as a 	Internet access/key textbooks/leaflets Guest speaker



Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>checklist and to tick off any aspects that are mentioned. The guest speaker should be someone who works in the SAL industry and has experience of customer service skills for internal and external stakeholders.</p> <ul style="list-style-type: none"> • Class discussion: ask learners questions about the impact of customer service skills on the business. • Plenary: after the speaker has left, use a plenary discussion to agree which items were covered. The tutor then goes through any items on the list that were not mentioned. 	
18-21	Assessment of learning aims A and B	AW	<ul style="list-style-type: none"> • Summative assessment activity: learners work individually to complete assignment 1, which covers learning aims A and B. 	Assignment brief.
Learning aim C: Explore business-related legislation and organisational procedures in the sport and active leisure industry				
22	C1 Business-related legislation for sport and active leisure organisations.	IS GW	<ul style="list-style-type: none"> • Tutor presentation: introduce learners to legislation and how it is used in SAL businesses. • Key command verbs explain/analyse/evaluate in the context of exploring business-related legislation and organisational procedures in the sport and active leisure industry. • Paired research: in pairs, learners should be allocated one of the areas of legislation below and research what it is, how it has to be implemented, its impact on SAL and the consequences of non-compliance within an SAL business. Learners should produce a presentation or a set of notes, which they can share with the group in the following lesson. The following legislation could be researched: <ul style="list-style-type: none"> ○ equality and diversity legislation ○ work-related legislation 	Internet access/key textbooks/leaflets



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> ○ training ○ public liability ○ safeguarding ○ NGBs/ICREPS/CIMSPA ○ data protection and confidentiality ○ health and safety legislation ○ employment legislation. <ul style="list-style-type: none"> ● Plenary: check learning about the impact of key legislation in SAL businesses, the impact, and consequences of non-compliance. 	
23	C1 Business-related legislation for sport and active leisure organisations.	IS GW	<ul style="list-style-type: none"> ● Paired activity: pairs to deliver their PowerPoint presentations or set of notes on legislation in SAL businesses. ● Plenary: check learning and understanding about the different legislation in SAL businesses, the purpose, and effects on SAL business. 	Internet access
24	C2 Customer service strategies	IS GW	<ul style="list-style-type: none"> ● Class discussion: discuss the importance of meeting the needs of customers in a SAL business. ● Role-play planning: in pairs, learners should develop role-play scenarios that can be used by other pairs in the group. The scenarios should include: <ul style="list-style-type: none"> ○ taking the initiative in communicating with customers ○ responding to complaints ○ recognising if customers have special requirements. <p>The scenarios must allow learners to demonstrate the use of different types of communication – verbal, non-verbal and listening.</p> ● Role-play scenarios: in pairs or small groups, learners should take part in role-play scenarios and take turns being the customer and 	Internet access/key textbooks/leaflets



Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>the employee in the SAL business.</p> <ul style="list-style-type: none"> • Plenary: ask learners questions about the importance of meeting customer needs. <p>The website shows an example of a leisure centre activity timetable: http://active.leeds.gov.uk/Pages/Activity-Details.aspx?Category=Fitness+Class</p> <p>The video shows a range of different clients taking part in sports activities: https://www.youtube.com/watch?v=2ceyppR1Kug</p>	
25	C2 Customer service strategies	IS GW	<ul style="list-style-type: none"> • Tutor-led presentation: use video or internet clips, to explain to learners the consequences of poor customer service. • Tutor-led activity: learners to discuss their experiences of poor customer service. Ask learners to explain what the consequences of this type of service could be for a SAL business. • Group activity: give each group a scenario in which a business has provided poor service. The groups should design a presentation showing the consequences of this poor service for that business. They can then present these to the class. Learners can complete notes about each presentation seen and write a short report making general recommendations for improvement. • Tutor-led presentation: introduce learners to the benefits of business of exceeding customer needs. Include areas such as: customer expectations, positive attitude towards the business, an improved reputation, increased business, increased revenue, standards of service, dealing with problems and providing additional help and assistance. • Class discussion: learners to discuss the benefits to a business of exceeding customer expectations. Encourage learners to give 	Internet access/key textbooks/leaflets



Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>examples of when their needs and expectations have been exceeded.</p> <ul style="list-style-type: none"> • Paired activity: learners can design a flow chart showing how exceeding customer needs and expectations can lead to increased profit and an improved reputation for a SAL business. • Tutor-led activity: learners to discuss their flow charts with the class to ensure they all follow a similar pattern. • Individual activity: learners to individually complete a tutor-devised knowledge quiz to check understanding of the difference between the features of customer service and the consequences of poor customer service. • Plenary: question and answer session to check learning. 	
26	C2 Customer service strategies		<ul style="list-style-type: none"> • Lead in: recap the previous lesson and introduce the lesson aims and objectives. • Class discussion: learners to discuss any trends in customer service that they know and give examples of these trends. • Paired activity: give learners a SAL business to investigate on the internet. Learners should be looking for their customer service policies. They can record any trends in customer service. They can share these trends with the class to identify common patterns. • Tutor-led presentation: cover the range of aspects that are detailed in the specification and any others that are common to the locality. Discuss with learners how the customer service strategies of an SAL business need to link with the overall vision, mission, and values of the organisation. <ul style="list-style-type: none"> ○ employee's role ○ employee incentive schemes 	Internet access/key textbooks/leaflets



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> ○ product knowledge ○ company processes ○ concrete goals ○ increase revenue by upselling products ○ reduce costs by making processes more efficient ○ tactical plans and programmes ○ emotional triggers for customer delight ○ consistency in the service ○ embrace technology ○ listen to the customers ○ create a great first impression ○ regular feedback and act on it ○ customer relations ○ make the customers feel special ○ customer life cycle. <ul style="list-style-type: none"> ● Individual activity: learners can write a short report on customer satisfaction and the what is needed to keep up with these changes. In a further task learner could evaluate the consequences of businesses not keeping up with the latest trends. This exercise can be formative assessment to check understanding of the topic. ● Individual activity: learners to individually complete a tutor-devised knowledge quiz to check understanding of trends in customer service in SAL businesses. ● Group activity: learners can consider the term 'customer service standard'. Each group should record what this term means to them. They can then share with the class for discussion. ● Tutor-led presentation: introduce organisational objectives and 	



Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>service level arrangements for complaint handling.</p> <ul style="list-style-type: none"> • Paired activity: learners to revisit their given SAL business and investigate the customer service standards for this business. They can then share this with the class. • Plenary: question and answer session to check learning. 	
27	C3 Professional behaviours when dealing with customers and clients	IS GS GW	<ul style="list-style-type: none"> • Small- group activity: learners discuss and design questions for a guest speaker. • Guest speaker: talks to learners about customer service standards in their SAL and their impact on the business and customer service. 	Guest speaker
28	C3 Professional behaviours when dealing with customers and clients	IS GW	<ul style="list-style-type: none"> • Lead in: recap the previous session. • Tutor-led presentation: introduce the importance of professional behaviour in customer service standards. Explain the following. <ul style="list-style-type: none"> ○ Customer/client safety. ○ Customer centred model. ○ Dress and behaviour. ○ Positive and friendly attitude. ○ Customer communication. ○ Phone etiquette. ○ Email and social media. ○ Showing compassion for others. ○ Responding appropriately to the needs of the customer/client. ○ Demonstrating respect for others. ○ Demonstrating a calm, compassionate, and helpful demeanour toward those in need. ○ Being supportive. 	Internet access/key textbooks



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> ○ Customer focus. ○ Ease of access. ○ Quality/speed/choice/response. ○ Relevant legal responsibilities. ● Individual activity: give learners a short case study and ask them to write about an aspect of above. ● Class discussion: learners should discuss their understanding of core professional customer service values. Tutor should supply learners with examples of core values. ● Tutor-led presentation: explain the difference between customer service standards, core values and mission statements. You could use video or internet clips to help show the difference between these terms. Large companies in your area will have training videos or clips to explain these terms. ● Group activity: give learners a list of statements. Learners should group them according to whether they think they are a customer service standard, a core value or a mission statement. The class then discuss and agree the categorisation. ● Plenary: tutor designed question sheet to clarify understanding. 	
29-30	Assessment of learning aim C	AW	<ul style="list-style-type: none"> ● Summative assessment activity: Learners work individually to complete assignment 2, which covers learning aim C. 	Assignment brief

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