

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

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**Cambridge International Diploma in Business
Standard Level**

Scheme of Work

5161
Business Organisation and Environment
Core Module



UNIVERSITY *of* CAMBRIDGE
International Examinations

Introduction

The overall programme comprises three core and six option modules:

Core	Business Organisation and Environment Effective Business Communication Business Finance
Option	Marketing Human Resources Management Interpersonal Business Skills Business Start-Up Customer Care Information and communications technology

The modules have been chosen to reflect the key areas of business. It is important that in the delivery of each module, tutors appreciate that the programme is concerned with **Skills and Knowledge**. Students should be encouraged not only to demonstrate their knowledge but also their acquisition and development of complementary skills.

The programme has **four general aims** that are designed to encourage the students to:

- understand key concepts of business
- apply acquired skills to real work situations
- think about and resolve business problems
- work independently using their initiative

The over-riding objective of the programme is to prepare students either for employment or, if already in employment, for advancement. Employers expect those completing the Cambridge International Diploma in Business modules to be able to offer a working combination of skills and knowledge.

The accompanying scheme of work focuses specifically around the skills and knowledge of each competence criterion and clearly they must form the essence of the delivery of the modules.

Business Organisation and Environment (5161) Standard

The module Business Organisation and Environment, being of standard level, requires a minimum of 40 learning hours. The scheme of work has been organised to offer those 40 hours within the class- or lecture-room setting and it is expected that additional learning time will be undertaken by students outside the timetabled hours working in study groups or undertaking independent study.

The key to the module's delivery is *flexibility*. There are several means at your disposal to help you deliver the module and the use of an appropriate variety would be welcome. The standard or traditional class approach will still form the basis of much of your delivery but you might care to reinforce it by using the occasional outside or guest speaker, simulation, role-play, brainstorming session, or presentation. It is not necessary that you use them all during your teaching of this module but these alternatives will help to encourage more student interest in the subject area.

There is, however, no substitute for a lively, motivating, and stimulating teacher! The main rule to follow is that you bring the module to life and make it relevant and interesting.

It is assumed that you have ready use of the basic tools of whiteboard, flip chart and OHP and, additionally, you may have access to the Internet. Other resources that will be readily

available include textbooks, newspapers and journals, balance sheets, resource packs (often given out by, for example, banks and insurance companies), past examination papers (in particular their case studies). *Please do not overlook your own role in providing stimulus material* e.g. task related to a current business event, photocopy of an article together with a discussion topic.

It is quite important that you appreciate that the Diploma in Business programme is *holistic* or *integrated* i.e. the modules, whilst each is designed to be studied individually, must be regarded as part of a whole course and a wider experience. You may find it useful to research the modules in the syllabus compendium to see how the various modules have common areas and interlink with one another.

The Scheme of Work

You may have to revise or change the accompanying scheme to suit your own purposes but it offers an advised approach to Business Organisation and Environment. Activities or activity suggestions are included in the scheme but there may be more than you can use. Please keep in mind that 5161 is an examined module i.e. your students will sit a two-hour written paper in either May or October. It is helpful to your students that they have frequent tasks and assignments to complete and access to past papers.

The object of the scheme of work is to:

- offer you a guide and help to keep you on track throughout the delivery of the module
- give you structure and purpose to your teaching
- identify what and how you are going to teach
- indicate what resources you will require
- indicate how many pieces of work you will issue and to suggest their form

The scheme of work is broken down into a series of session plans and there is a guide as to how much time each plan might take to deliver. It is not the intention that, necessarily, you spend two or three hours on a session plan in one teaching session but as you will know the timeframes for your classes so you must adjust the scheme accordingly.

Scheme of Work

1.0 Understand and describe the features and purposes of business organisations

Total time allocated to this assessment objective: 10 hours

Session Plan One

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">demonstrate understanding of the nature of business activity (1.1)	<ul style="list-style-type: none">definition of a business organisation: goods, services, profit, stakeholders, factors of productiondescribe functions of a business: production, sales, etc.how business: <i>responds</i> to market demand, <i>contributes</i> to the development of the economy, <i>activity</i> may create employment

Notes on delivery and activities	Duration in hours
<p>The object is to define a business organisation and to understand the context in which businesses exist and operate.</p> <p>Presentation of theory with reference to and supported by practical examples.</p> <p>Tutorial summary</p> <p>Activity One:</p> <p>Working in groups of three, students should produce a list of stakeholders and set out their particular interests in a business (assume a large plc)</p>	2

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Hall Jones and Raffo, Business Studies, Units 1, 6 and 8
- Marcouse, Gillespie, Martin, Surridge and Wall, Business Studies

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Session Plan Two

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> identify and compare the types, features and ownership of business organisations (i) (1.2) 	<ul style="list-style-type: none"> level of production: primary, secondary, tertiary sector: public, private, mutuality size: micro, small, medium, large type: sole trader, partnership, private company, public limited company, co-operatives, franchises, non-profit making organisations i.e. charities, nationalised industries, public corporations

Notes on delivery and activities	Duration in hours
<p>Presentation of theory but with clear reference to practical examples and situations. This is an extensive area and students need to understand the basic differences between the various sectors, sizes and types.</p> <p>Tutorial summary</p> <p>Activity Two: (see worksheet)</p> <p>Size of business organisations: Students working individually to undertake a small survey of local businesses. The worksheet should be completed. The students should be encouraged to visit the business area.</p>	2

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Hall Jones and Raffo, Business Studies, Units 1, 3, 4 and 31
- Marcouse, Gillespie, Martin, SurrIDGE and Wall, Business Studies

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk
- www.companieshouse.gov.uk

Activity Two: Worksheet on the Size of Business Organisations

Working individually, undertake a small survey of local businesses identifying one for each category of size.

<i>Size</i>	<i>Business Occupation</i>	<i>Legal form or type</i>	<i>Level of production or service</i>	<i>Sector</i>
e.g. Micro	Lawyers	Partnership	Tertiary	Private
MICRO				
SMALL				
MEDIUM				
LARGE				

Session Plan Three

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">identify and compare the types, features and ownership of business organisations (ii) (1.2)	<ul style="list-style-type: none">ownership: individuals, employees, shareholders, taxpayers, financial institutions, other companies, franchiserslegal: appropriate legislation and regulations; how and why businesses are registered

Notes on delivery and activities	Duration in hours
<p>Presentation of theory, but with clear reference to practical examples and situations. The legal aspect is to be treated as elementary.</p> <p>Tutorial summary</p> <p>Activity Three: (see worksheet)</p> <p>Advantages and disadvantages of types of business organisation: students to complete the following worksheet from the point of view of the owners.</p>	1½

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Hall Jones and Raffo, Business Studies, Units 1, 3, 4 and 31
- Marcouse, Gillespie, Martin, Surridge and Wall, Business Studies

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Activity Three: Worksheet on advantages and disadvantages of certain types of business organisation

Complete the worksheet from the point of view of the owners. Attempt to identify two advantages and two disadvantages of each type.

<i>Types of Business Organisation</i>	<i>Advantages</i>	<i>Disadvantages</i>

Session Plan Four

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> examine and explain the objectives of business organisation (1.3) 	<ul style="list-style-type: none"> profit-making organisations: make a profit, distribute profit to tax, reserves and shareholders gain and enlarge market share increase sales revenue, provide a commercial or public service; provide employment; remain competitive, satisfy customers non-profit making organisations: same objectives as above but surplus rather than profit, support their special cause or reason for existence

Notes on delivery and activities	Duration in hours
<p>Presentation of theory with reference to real business situations. Company reports are very useful resources for this and other topics. This should include financial and non-financial objectives.</p> <p>Tutorial summary</p> <p>Activity Four:</p> <p>Working in groups of three, ask your students to list in order of priority the objectives of business organisation.</p>	2

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Hall Jones and Raffo, Business Studies, Units 3, 4 and 5
- Marcouse, Gillespie, Martin, Surridge and Wall, Business Studies

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk
- www.carol.co.uk

Assignment 1 - Types of Capital

- Give a full definition of the following types of capital:
 - share capital
 - working capital
 - fixed capital
 - start-up capital
 - venture capital
- Explain the reason for ploughing back profits.
- Explain one advantage and one disadvantage of lease-back.

Session Plan Five

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> describe the basic provision and controls of capital (1.4) 	<ul style="list-style-type: none"> sources of capital: shares, debentures, loans, overdraft, trade credit, ploughed back profits, lease-back types of capital: share, working, fixed, start-up, venture costs: impact of various costs on operation and profitability; overheads, direct and indirect costs, fixed and variable costs, use of break-even analysis to monitor costs and forecast profit

Notes on delivery and activities	Duration in hours
<p>Reinforce the theory with practical examples.</p> <p>Hand out balance sheets and go through them helping the students to identify various simple financial issues e.g. sources of funds, working capital etc.</p> <p>The calculation of simple break-even exercises should be delivered.</p> <p>Tutorial summary</p>	2½

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Hall Jones and Raffo, Business Studies, Units 11 and 40
- Marcouse, Gillespie, Martin, SurrIDGE and Wall, Business Studies

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk
- www.carol.co.uk

2.0 Investigate and explain the internal structure of a business organisation

Time allocated to this assessment objective 8 hours

Session Plan Six

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> identify and explain the Internal structure of a business organisation (2.1) 	<ul style="list-style-type: none"> differing forms of and reasons for structures of organisations types: dependent upon type/nature of business e.g. hierarchy, flat, matrix, pyramid, centralisation versus decentralisation use of organisational chart: distributing work, accountability, organising employees, target setting, communications, identifying the chain of command

Notes on delivery and activities	Duration in hours
<p>The delivery can focus on perhaps two organisations – one small and one medium or large (choose those organisations which can be researched easily – if a commercial organisation cannot be used then the education institution is a good alternative).</p> <p>Tutorial summary</p> <p>Activity Five:</p> <p>Attempt to identify three advantages and three disadvantages of both centralisation and decentralisation.</p>	3

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Hall Jones and Raffo, Business Studies, Units 2, 5 and 63
- Marcouse, Gillespie, Martin, Surridge and Wall, Business Studies

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Assignment 2 - Organisation Chart

Draw up an organisational chart, of a company that is familiar to you or one which will offer you the relevant information.

This organisation may be your educational institution, your employer (full or part-time) or your family's business.

Session Plan Seven

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> demonstrate awareness and understanding of the roles of people in a business organisation and their working arrangements (2.2) 	<ul style="list-style-type: none"> organisational hierarchy: senior, middle, junior management, supervisors, operatives duties and roles at each level

Notes on delivery and activities	Duration in hours
<p>The delivery should link with session plan six. It is necessary for students to appreciate the different levels not just of status but of responsibility and authority in a business.</p> <p>Tutorial summary</p> <p>Activity Six:</p> <p>Working in groups of three, ask the students to write down, in an order of priority, what they think are the duties and roles of:</p> <p>a) a middle manager and b) a supervisor</p> <p>Encourage feedback to the class.</p>	3

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Hall Jones and Raffo, Business Studies, Units 2, 58 and 63
- Marcouse, Gillespie, Martin, Surridge and Wall, Business Studies

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Session Plan Eight

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">comprehend the relationship of departments or functions in a business (2.3)	<ul style="list-style-type: none">how the business's functional activities (e.g. production, marketing, sales) link together and complement each other

Notes on delivery and activities	Duration in hours
Use an organisational chart (real or fictional) to discuss and consider the inter-relationship and interdependence of departments. Use a specific product or service to illustrate the links between departments.	2

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Hall Jones and Raffo, Business Studies, Units 3 and 63
- Marcouse, Gillespie, Martin, Surrige and Wall, Business Studies

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

3.0 Demonstrate awareness of the elements of employment

Time allocated to this assessment objective 7 hours

Session Plan Nine

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">examine and appreciate the organisation of work and working arrangements (3.1)	<ul style="list-style-type: none">the nature of different types of employment: permanent, temporary, casual; fixed term contracts; full-time, part-time, flexitime; skilled, semi-skilled, unskilled; job sharing, self-employmentthe work base: shop, factory, laboratory, office, home; physical conditions – safe working environment; use of technology; hours and pay; provision of training

Notes on delivery and activities	Duration in hours
<p>Theory but with practical examples drawn from business organisations.</p> <p>An emphasis, depending on what is happening in your country, could be on the changing effect of technology and possibly the changes in the work base e.g. working from home</p> <p>Tutorial summary</p> <p>Activity Seven:</p> <p>Worksheet on the advantages of different types of employment (see below)</p>	2

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Hall Jones and Raffo, Business Studies, Units 36, 51, 52, 53 and 54
- Marcouse, Gillespie, Martin, Surridge and Wall, Business Studies

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Activity Seven: Advantages of different types of employment

Identify (at least) two advantages of each the following types of employment, firstly from the Employee's point of view, and secondly from the employer's position.

Type of Employment	Advantages to <i>Employee</i>	Advantages to <i>Employer</i>
Job-sharing		
Flexitime		
Part-time		
Full-time		

Session Plan Ten

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> investigate the rights and responsibilities of employers and employees (i) (3.2) 	<ul style="list-style-type: none"> employers' expectations of employees: co-operation, effective and efficient work to appropriate standard, commitment to the business, acceptance of company codes of conduct, loyalty, have or acquire appropriate skills, ability to work with others, to able to work on own initiative

Notes on delivery and activities	Duration in hours
<p>Presentation of theory with practical examples drawn from business organisations.</p> <p>A copy of a company code of conduct would be interesting.</p> <p>Tutorial summary</p> <p>Activity Eight:</p> <p>Invite a Human Resources Manager to meet the students and talk to them what Employers and employees can reasonably expect of each other in a business organisation. Compile a chart to show these rights and responsibilities.</p>	2½

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Hall Jones and Raffo, Business Studies, Units 52, 53, 54, 60 and 61
- Marcouse, Gillespie, Martin, SurrIDGE and Wall, Business Studies

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk
- www.ipd.co.uk

Assignment 3 - The Model Employer

You want to set up your own business. You would like to become a 'model employer'.

Identify and explain:

- the three most important expectations you think, as an employer, you should have of your employees, and
- the most important expectations you think your employees should have of you

Session Plan Eleven

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> investigate the rights and responsibilities of employers and employees (ii) (3.2) 	<ul style="list-style-type: none"> employees' expectations of employers: suitable conditions of work and pay, fair treatment, appropriate training, not to undertake any activity which is illegal or dangerous, understand the role of and need for staff association or trade union representation, provide means of resolving disputes

Notes on delivery and activities	Duration in hours
<p>Presentation of theory with practical examples drawn from business organisations.</p> <p>Of specific interest might be health and safety issues and pay scales.</p> <p>Appropriate forms e.g. application, accident etc.</p> <p>Tutorial summary</p> <p>Activity Nine: Role-play</p> <p>Students should pair off, one to play the employer and the other an employee. Ideas for role-play are set out below in Role-play Exercises.</p>	2½

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Hall Jones and Raffo, Business Studies, Units 52, 53, 54, 60 and 61
- Marcouse, Gillespie, Martin, SurrIDGE and Wall, Business Studies

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk
- www.ipd.co.uk

Activity Nine: Role-play Exercises

- form a team of two, one to play the employer and the other the employee
- select a situation and then discuss the issue(s) it raises
- attempt to come to some resolution – that may be neither possible nor appropriate but it is important you identify the important point(s) in your discussion
- the rest of the class will act as observers and will offer their comments afterwards
- the role-play should not go beyond ten minutes
- do not undertake a role-play exercise without preparation and you are advised to spend about 10-15 minutes thinking about the position you will play and the argument/defence you will make

Here are some ideas:

- the human resources manager needs to convince the trade union representative that the company, which currently operates a two-shift system (06.00-14.00 and 14.00-22.00) wants to introduce a three-shift system (which means adding 22.00-06.00). The trade union representative is not happy with the idea and has come to discuss it with the human resources manager
- office staff above a certain grade are being offered flexitime. This matter has become an issue of concern as **all** office staff feel they are entitled to benefit from flexitime. Some have raised it before with the management as they find it difficult, for example, to fit in appointments with the doctor or to get children to school. A junior employee wants to press the case for flexitime for all with the office manager
- the company is encouraging employees to study modules from the Cambridge **International Diploma** in Business. This has proven to be a popular idea but some employees have suggested that they shouldn't do all the studying in their own time and that the company should provide an education room where they can study for three hours a week in company time. One of the students is trying to convince the human resources manager of the case
- the company is a large supermarket organisation and recently one of the managers saw a member of staff shopping for food in a competitor's store. That employee has been called to see the Manager to be reprimanded for disloyalty. The employee needs to offer a defence
- there is a rumour in the organisation that staff over 60 years of age are to be compulsorily retired. It is, in fact, true but the Chief Executive Officer, who approved the scheme, denies the rumours. A representative of the staff association is engaged to a member of the human resources staff and he told her that the policy will be applied at the end of the year. The staff representative has asked for an interview with the CEO to discuss the situation
- there is a worrying level of accidents in the factory because safety and training precautions are inadequate and the supervisors threaten the workers with penalties if the level of output does not increase significantly. The trade union representative wants to discuss the matter with the production director
- The deputy finance director, 55 years old, has been passed over for promotion to finance director in favour of an outsider who is only 37. The deputy has been told that, although he is good at his job, he lacks sufficient drive to lead the finance division. The new director has an excellent record and she has worked for three leading international companies. The deputy finance director feels he has been unfairly discriminated against and has come to see the human resources manager for an explanation
- one of the machine shop operatives is invariably 30 minutes late for work every day. This has been going on for nearly a year and only now has some notice been taken. At no time has he been asked to account for the reason for his persistent lateness but the new supervisor has told him to be on time or be dismissed. The operative is very hardworking and only takes 20 minutes for lunch instead of an hour and tends to finish work 20 or so minutes after everyone else. The operative has been called into the works manager's office to be reprimanded for lateness

4.0 Examine the influences of the environment on business organisations

Time allocated for this assessment objective 8 hours

Session Plan Twelve

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">explain the influences of the environment on business organisations (4.1)	<ul style="list-style-type: none">economic, social and political climate: acknowledgement of the profit motive, business incentive schemesbusiness sectors: self-regulation or controlled by Government, competition rules e.g. monopolies and mergers, fair trading

Notes on delivery and activities	Duration in hours
<p>Not entirely a theoretical approach as this session plan relies on the discussion of practical matters. There should be reference to Government policies but only in elementary form. The PEST elements are also offered in competence criteria 4.2</p> <p>Tutorial summary</p> <p>Activity Ten:</p> <p>Students should be asked to obtain details of any business incentive schemes offered by either central or local government. They should be encouraged to make brief notes about the scheme(s).</p>	2

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Hall Jones and Raffo, Business Studies, Units 22, 23, 51, 65, 66, 67, 68 and 69
- Marcouse, Gillespie, Martin, Surridge and Wall, Business Studies

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Session Plan Thirteen

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> research the external pressures and influences on business organisations and discuss how they determine the business climate (i) (4.2) 	<ul style="list-style-type: none"> political: policies – intervention, deregulation, attitudes towards business economic: business cycle, government policies e.g. employment, growth, taxation social: distribution of income, population trends, e.g. numbers available for work, environmental issues affecting business activity e.g. pollution technological: changing use and application, pace of change

Notes on delivery and activities	Duration in hours
<p>There is some theoretical base but much of it needs to be factual.</p> <p>The topic needs the input of PEST issues, ideally all to be drawn from the situation in your own country.</p> <p>Tutorial summary</p> <p>Activity Eleven:</p> <p>Ask the students to obtain figures on the employment and population trends in your country. In particular it would be interesting to find out the size of the working population, the level of unemployment, and the number in self-employment.</p>	2½

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Hall Jones and Raffo, Business Studies, Units 22, 23, 51, 65, 66, 67, 68 and 69
- Marcouse, Gillespie, Martin, Surridge and Wall, Business Studies

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Session Plan Fourteen

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> research the external pressures and influences on business organisations and discuss how they determine the business climate (ii) (4.2) 	<ul style="list-style-type: none"> legal: appropriate legislation affecting the running of businesses, employing people, dealing with consumers markets: domestic, international, inward investment, impact of multinationals

Notes on delivery and activities	Duration in hours
<p>Some theory is called for but it is a topic drawing on practical examples. The legal aspect does not require in-depth treatment - it is only necessary to identify the essential facts.</p> <p>Part of 'markets' section will covered more fully in session plan sixteen.</p> <p>Tutorial summary</p> <p>Activity Twelve:</p> <p>Ask the students to create a small portfolio of articles and references to environmental and location issues.</p>	1

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Hall Jones and Raffo, Business Studies, Units 22, 23, 51, 65, 66, 67, 68 and 69
- Marcouse, Gillespie, Martin, Surridge and Wall, Business Studies

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Session Plan Fifteen

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> understand the reasons for and the factors affecting the location of business (4.3) 	<ul style="list-style-type: none"> general factors: labour – supply, skills, reliability, natural resources, proximity to suppliers, access to markets, transport services, availability of facilities, land, geographical e.g. climate, access to ports special factors: incentives – financial aid from domestic or foreign government, environmental issues – public opinion and pressure, government policies

Notes on delivery and activities	Duration in hours
<p>This is a large issue which needs both the theoretical and practical approaches. There are many examples of location and environmental issues which can be used to reinforce the topic. Business incentives will have been briefly discussed under competence criteria 4.1 but will need some development. The environmental issues need to be the obvious ones to which the students can relate.</p> <p>Tutorial summary</p> <p>Activity Thirteen:</p> <p>Ask the students to select a pressure group e.g. Greenpeace, and identify three points in its favour and three points against it.</p>	2½

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Hall Jones and Raffo, Business Studies, Units 30, 31, 70, 71 and 72
- Marcouse, Gillespie, Martin, SurrIDGE and Wall, Business Studies

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Assignment 4 - ZimCo

ZimCo has applied for permission to build a 'reprocessing plant' on a derelict site. The company claims it will create 'several hundred jobs' in an area of high unemployment. The site chosen is next to densely populated housing, several schools, and a hospital. ZimCo has a reputation for ignoring health and safety issues and for not controlling poisonous emissions from its factories. It is rumoured that ZimCo will be dealing with nuclear waste.

Think about the situation and then suggest:

- 1) why has the company chosen this area
- 2) the benefits it might bring to the people of the area
- 3) how the plant is likely to affect the local environment
- 4) if you lived in the area, whether or not you would give consent to let ZimCo build the plant, and give your reasons

5.0 Explain the importance of markets and customers

Time allocated to this assessment objective 7 hours

Session Plan Sixteen

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none">investigate the nature of markets (5.1)	<ul style="list-style-type: none">local, domestic, international, global, choice and benefits of trading in chosen marketsmarket may be dictated by: product, quality, price, government controls, health of the economy, competition

Notes on delivery and activities	Duration in hours
Presentation of marketing theory and practice. Delivery should include reference to actual market situations. Tutorial summary	2

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Hall Jones and Raffo, Business Studies, Units 18, 19 and 21
- Marcouse, Gillespie, Martin, Surridge and Wall, Business Studies

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Session Plan Seventeen

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> demonstrate understanding of the purpose and activities of marketing (5.2) 	<ul style="list-style-type: none"> meet current market demand: influence changing fashion and taste, educate the market, improve existing products, develop new products use of marketing mix and the promotional mix to: increase sales revenue, encourage repeat sales, extend customer base, develop and promote image

Notes on delivery and activities	Duration in hours
<p>Theory and practice of marketing. The marketing mix, particularly, offers ample opportunity and examples to illustrate and reinforce marketing principles.</p> <p>Tutorial summary</p> <p>Activity Fourteen:</p> <p>Working in groups of three, students to suggest how marketing 'educates' consumers.</p>	2½

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Hall Jones and Raffo, Business Studies, Units 18, 19 and 21
- Marcouse, Gillespie, Martin, SurrIDGE and Wall, Business Studies

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Assignment 5 - Airline

Select an airline and discuss its marketing mix i.e. price, product, place and promotion.

As a guide, you will need to comment on, for example, the different prices offered for the same seats, the flight and what it offers passengers, route(s), and how the airline advertises itself.

Session Plan Eighteen

Competence Criteria	Skills and Knowledge
<ul style="list-style-type: none"> appreciate the importance of customers and customer relations (5.3) 	<ul style="list-style-type: none"> satisfying customers: focus and aim of the business, profile of customers e.g. buying habits, buying power, characteristics ways of maintaining customer loyalty and increasing business e.g. after-sales service, delivery arrangements, provision of competitive credit facilities, maintenance of product standards, compliance with the legal provisions

Notes on delivery and activities	Duration in hours
<p>Delivery needs to focus on the actual Issues. Contact with selected companies will produce copies of customer service policies/agreements. Emphasis on the customers and their importance to the business.</p> <p>Tutorial summary</p> <p>Activity Fifteen:</p> <p>Invite a Public Relations or Customer Relations officer to talk to the students about The relationship between a business and its customers or clients.</p>	2½

Resources:

- Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook
- Hall Jones and Raffo, Business Studies, Units 1, 18 and 25
- Marcouse, Gillespie, Martin, SurrIDGE and Wall, Business Studies

Online Resources:

- www.bized.ac.uk
- www.dti.gov.uk

Suggested Resources

Lines, Marcouse and Martin, The Complete A-Z Business Studies Handbook

Hall Jones and Raffo, Business Studies

Marcouse, Gillespie, Martin, SurrIDGE and Wall, Business Studies

Newspapers – business pages

Specialist journals (generally issued by the professional bodies)

Surfing the Internet: regular surfing will reveal useful sources of supportive information but bear in mind that there is always a chance that some websites will close down or that you may have to register and/or subscribe. Examples, correct at the time of publication, include:

www.bized.ac.uk Business Education

www.carol.co.uk Company Annual Reports On-Line

www.cbi.org.uk Confederation of British Industry

www.dti.gov.uk Department of Trade and Industry

<http://europa.eu.int/index-en.htm> European Union

www.ipd.co.uk Institute of Personnel Development

www.companieshouse.gov.uk Registrar of Companies

You need to check what is available in your own country.