



Tutor Guidelines: Business Studies, Level 1



Produced by:



Epic Group plc / The Open Learning Company
www.epic.co.uk

For the National Learning Network
Copyright © 2002 Learning and Skills Council

Contact: *David Roughton (EPIC)*
Andy Wolfe (OLC)

Table of contents

<u>INTRODUCTION</u>	<u>3</u>
<u>RATIONALE FOR SELECTION OF TOPICS</u>	<u>3</u>
<u>THE TOPICS</u>	<u>3</u>
<u>TOPIC 1: INTRODUCTION TO FINANCE</u>	<u>3</u>
<u>LEARNING UNIT: COSTS AND REVENUES</u>	<u>4</u>
<u>LEARNING UNIT: PROFIT AND LOSS</u>	<u>4</u>
<u>LEARNING UNIT: PAYMENT METHODS</u>	<u>5</u>
<u>TOPIC 2: FOCUS ON COMMUNICATIONS</u>	<u>7</u>
<u>LEARNING UNIT: THE COMMUNICATION PROCESS</u>	<u>7</u>
<u>LEARNING UNIT: WRITTEN COMMUNICATION</u>	<u>8</u>
<u>LEARNING UNIT: FACE-TO-FACE COMMUNICATION</u>	<u>9</u>
<u>TOPIC 3: INFORMATION & COMMUNICATION TECHNOLOGY</u>	<u>11</u>
<u>LEARNING UNIT: WHAT ICT CAN DO FOR BUSINESS</u>	<u>11</u>
<u>LEARNING UNIT: COMMUNICATION TECHNOLOGY</u>	<u>12</u>
<u>LEARNING UNIT: MANAGING INFORMATION</u>	<u>13</u>
<u>TYPES OF LEARNING UNIT</u>	<u>14</u>
<u>THE STRUCTURE OF A LEARNING UNIT</u>	<u>15</u>
<u>QUESTION TYPES</u>	<u>18</u>
<u>ACCESSIBILITY INFORMATION</u>	<u>22</u>

Introduction

The online materials available for Business Studies Level 1 can be used in a variety of ways:

- As a supplement to face-to-face teaching in class
- As opportunities for learners to prepare for a class
- As the basis for assessment work
- As revision aids
- As a means of introducing variety into a module
- As an integral part of the class teaching (using an interactive white board)
- For independent learning

Business Studies Level 1 consists of three topics (listed below), each of which comprises three learning units. Each learning unit is self-contained, so learners can work through individual units or whole topics, as appropriate for the context and purpose of the learning task.

The materials can be used by learners working independently – on their own or in pairs – and can provide opportunities for follow-up activity in groups, in the whole class or as home study.

Rationale for selection of topics

Three topics were selected on the basis that they match the syllabus requirements of a range of national examining bodies in Business Studies, thus ensuring relevance throughout the FE sector. Key concepts common to all of the syllabuses are addressed, with particular reference to:

Edexcel/City and Guilds	GNVQ Foundation
RSA	NVQ level 1 in Business Administration
University of Cambridge	IGLSE
SEG/MEG/NEAB	GCSE

The topics

The three topics are as follows:

- Introduction to finance
- Focus on communications
- Introduction to information and communication technology

Topic 1: Introduction to finance

This comprises three learning units:

- Costs and revenues
- Profit and loss
- Payment methods

Details on each of these learning units are provided on the next pages.

Learning unit: Costs and revenues

Purpose

To provide the learner with an introduction to, and an understanding of, the difference between costs and revenues and how they affect a business.

Objectives

On completing the unit, learners should be able to:

1. Explain what costs and revenues are
2. Describe the types of costs businesses have
3. Calculate total costs and total revenues

Approximate study time

20 minutes (exact time depends on the ability and/or existing knowledge of the learner)

Type of learning unit

Tutorial

Prerequisite knowledge and preparatory activities

None required

Outline of content

- Costs
 - start-up costs
 - day-to-day costs
 - overheads
 - stock items
- Revenue
- Calculating costs and revenues

Suggestions for follow-up learner activities

1. In a notebook, keep a personal log of your revenues and costs over the course of a week. At the end of the week add up your costs and revenues. Which are higher?
Allow 20 minutes.
2. Draw up a list of the different types of costs and revenues that one of the following might have over the course of a year:
 - The college where you are studying
 - A local shopAllow 20 minutes.

Learning unit: Profit and loss

Purpose

To provide learners with an introduction to the concepts of profit and loss and how they are represented in business documents.

Objectives

On completing the unit, learners should be able to:

1. Define what 'profit' is
2. Explain how to calculate profit and loss
3. Recognise how a spreadsheet can be used to calculate profit and loss

Approximate study time

20 minutes (exact time depends on the ability and/or existing knowledge of the learner)

Type of learning unit

Micro Menu

Prerequisite knowledge and preparatory activities

None required

Outline of content

- Definition of profit and loss
- Costs and revenues
 - types of costs
- The profit and loss account
- Spreadsheets
 - how spreadsheets work
 - using spreadsheets to calculate and recalculate

Suggestions for follow-up learner activities

There is a good match between this unit and the GNVQ Foundation Business Studies unit on finance (2002).

1. Draw up your own personal Profit and Loss Account. Buy yourself a small notebook and keep a record for a few weeks of all your revenues and costs. Your revenues could include: wages from full or part time work, pocket money, gifts and the proceeds of anything you sell. Your costs are likely to be harder to keep a track of – hence the notebook. At the end of a month add up all your income and costs and produce a Profit and Loss Account.

Ask yourself: Did I make a profit or a loss?

- If you made a profit: what will you do with it?
 - If you made a loss: how can you stop that happening next month?
2. If you haven't used a spreadsheet before, visit your computer lab at college and find out how you can learn more.

Learning unit: Payment methods

Purpose

To give learners an introduction to, and understanding of, the payment methods that customers and businesses most commonly use.

Objectives

On completing the unit, learners should be able to:

1. Identify the main payment methods
2. Assess the advantages and disadvantages of different payment methods for customers and businesses

Approximate study time

20 minutes (exact time depends on the ability and/or existing knowledge of the learner)

Type of learning unit

Graphic Menu

Prerequisite knowledge and preparatory activities

None required

Outline of content

- Payment methods
 - cash
 - cheques
 - debit cards
 - credit cards
- Checking cheques
- Advantages of cards over cash and cheques
- Managing cash
- Fighting fraud
- B2B purchasing
 - purchase orders
 - invoices

Suggestions for follow-up learner activities

There are two types of activity here. The first consolidates learning from the unit whilst the second and third are designed to extend learners' knowledge.

1. Draw up a table outlining the pros and cons (advantages and disadvantages) of the four payment methods covered in this unit.
2. Other payment methods include standing orders and direct debits. These payment methods are made directly from your bank account. They are mostly used to make regular payments, for example, rent or mortgage payments, gas and electricity bill, and subscriptions.

Investigate these methods of payment. Find out how they work; how they differ and what advantages they offer for customers and suppliers of services. You could get this information from business studies textbooks or from your bank.

3. Purchase orders and invoices are not the only documents used between businesses. Find out how and when the following documents are used:
 - Delivery notes
 - Credit notes
 - Statements of account
 - Remittance advice slips
 - Receipts

You should be able to get this information from an introductory textbook in business studies.

Topic 2: Focus on communications

This comprises three learning units:

- The communication process
- Written communication
- Face-to-face communication

Details on each of these learning units are provided below.

Learning unit: The communication process

Purpose

To introduce the learner to the basic concepts of communication.

Objectives

On completing the unit, learners should be able to:

1. Describe the communication process
2. Identify appropriate communication methods for business
3. Identify problems in the communication process

Approximate study time

20 minutes (exact time depends on the ability and/or existing knowledge of the learner)

Type of learning unit

Tutorial

Prerequisite knowledge and preparatory activities

None required

Outline of content

- What is communication
 - types of communication
 - methods of communication
- The communication process
 - senders and receivers
 - messages
 - media
 - feedback
- Problems in communication
 - 'noise'
 - the implications of poor communication

Suggestions for follow-up learner activities

1. Lots of companies advertise on TV. What communication problems might there be when advertising?
2. Visit some company websites. What do they use their websites for?

Learning unit: Written communication

Purpose

To introduce the learner to the ways that businesses use written communication.

Objectives

On completing the unit, learners should be able to:

1. Identify the most important types of written communication used in business
2. Choose the best way to communicate different types of information
3. Explain how images can be used in business communication

Approximate study time

20 minutes (exact time depends on the ability and/or existing knowledge of the learner)

Type of learning unit

Graphic Menu

Prerequisite knowledge and preparatory activities

None required

Outline of content

- Types of written communication:
 - letters
 - memos
 - emails
 - reports
- Letters
 - layout
 - grammar
 - spelling
- Memos
 - format
 - purpose
- Email
 - advantages
 - disadvantages
- Choosing between methods
- The use of images
 - why images are used
 - when images are used

Suggestions for follow-up learner activities

You can build this unit into communication key skills sessions. This could be a good place to start if you want to encourage learners to get this qualification.

1. Take yourself on a tour of your workplace, college or school and make a note of how the organisation uses images to tell things to the people there. You could use a video or still camera to record your tour and show this to your class.
2. Work in pairs for this exercise. Think of an example of poor service you have received in the last few weeks or months. Write a letter to the company's customer services manager explaining your experience. Swap letters with your partner. Now imagine you are the customer services manager and have just received this complaint. Write a letter in response acknowledging its receipt and explaining what your organisation can do to help solve the problem.
3. Have you got an email account? If you haven't, ask at work or at college if there's a way of getting yourself an email account and learning how to use it. If you are in a group, then you could practise by sending emails to each other.

Learning unit: Face-to-face communication

Purpose

To emphasise the importance of verbal communication, including listening skills, in business.

Objectives

On completing the unit, learners should be able to:

1. Outline the three steps of dealing with customers
2. Describe the importance of listening
3. Explain the impact body language can have in face-to-face communication

Approximate study time

20 minutes (exact time depends on the ability and/or existing knowledge of the learner).

Type of learning unit

Graphic Menu / Case Study

Prerequisite knowledge and preparatory activities

None required.

Outline of content

This unit is based around a case study set in an estate agency and follows Pete their office manager.

- Informal discussions
- Dealing with customers
 - greetings
 - conversations
 - presenting information
 - listening skills
- Communicating with customers
- Communicating in a meeting
 - format; agenda
 - rules; chair, taking turns
- Body language

Suggestions for follow-up learner activities

The first of these activities is a group exercise – the tutor could lead a plenary session at the end to review the meeting. The second is an individual exercise and the third requires a VCR and some preparation.

1. A) Organise a meeting for your class to discuss your course. Decide who will be the chair, who will take the minutes and what the agenda should be.

B) Once the meeting is arranged, carry it out.

C) Have a review of your meeting afterwards:
 - Was it easy being the chair?
 - Did the minute-taker record all the key points?
 - Did everyone feel that they had the opportunity to voice their opinions?
 - Did the meeting keep to time?
 - Was there agreement on all points? Or were some points left undecided?
2. Next time you buy something from a shop (preferably something important like clothing or electrical equipment rather than crisps or a can of drink) make a mental note to watch how the sales assistant deals with you as a customer.
Points to think about:
 - How did they greet me? What was the first contact like?
 - Were they friendly?
 - What was their body language like?
 - Did they try to find out what I wanted?
 - How helpful were they – did they know how to help me?

Compare stories with your colleagues at college.

3. Get your teacher to videotape a news programme. Watch it with the sound turned down. What can you understand about the items from watching the body language of people being interviewed?

Topic 3: Information & communication technology

This comprises three learning units:

- What ICT can do for business
- Communication technology
- Managing information

Details on each of these learning units are provided below.

Learning unit: What ICT can do for business

Purpose

To introduce the range and variety of ICT applications in business.

Objectives

On completing the unit, learners should be able to:

1. Explain what areas of business ICT can help with
2. Describe the main functions of ICT
3. List some advantages of ICT

Approximate study time

20 minutes (exact time depends on the ability and/or existing knowledge of the learner).

Type of learning unit

Graphic Menu

Prerequisite knowledge and preparatory activities

None required.

Outline of content

- Using computers to manage information
 - types of information
 - information software: databases and spreadsheets
- Creating documents
 - word processing
- Networks and email
 - who businesses communicate with
 - choosing the right method
 - the Internet

Suggestions for follow-up learner activities

You can build this unit into IT key skills sessions. Learners will need access to IT facilities to really gain anything from additional activities.

1. Because this unit is of such a general nature it would work best if learners could see something working in practice. Arrange a visit to a workplace or get in an outside speaker.
2. Find out how the admin department of your school, college or workplace uses computers for managing, processing and transmitting information.

Learning unit: Communication technology

Purpose

To increase the learner's understanding and knowledge of email and the Internet.

Objectives

On completing the unit, learners should be able to:

1. Outline how email is used in business
2. Explain how businesses can use the Internet for gathering information and research
3. Describe how businesses can use the Internet to interact with customers

Approximate study time

20 minutes (exact time depends on the ability and/or existing knowledge of the learner).

Type of learning unit

Graphic Menu

Prerequisite knowledge and preparatory activities

None required

Outline of content

- Email
 - purpose
 - use internally and externally
 - rules and guidelines
- The Internet
 - communicating with customers
 - collecting business research
 - purchasing

Suggestions for follow-up learner activities

You can build this unit into IT key skills sessions. Learners will need access to IT facilities to really gain anything from additional activities.

1. Email role play
One person plays a customer, the other is manager of a record shop (you could choose any sort of shop if you like). Set up an email discussion. The customer starts by sending an email enquiry to the shop. The shop manager should then respond. Do this at least twice.
When you have finished, print off copies of the email and discuss whether the manager has been businesslike in his/her communication.
2. Visit some well-known companies' websites. Analyse these sites and look to see if they are giving information, selling or relationship building (or all three).

Here are some suggestions to get you started:

- amazon.com
- tesco.com
- go-fly.com
- thomascook.co.uk

3. Visit www.bbc.co.uk and find their business news section. What is the major story today?
Can you do a search on a well-known company and find what stories there have been about them in the last 2 months?

Learning unit: Managing information

Purpose

To increase the learner's understanding and knowledge of how businesses use IT to manage information.

Objectives

On completing the unit, learners should be able to:

1. Describe some of the things a word processing package can do
2. List features of a computerised database
3. Outline three main principles of the Data Protection Act

Approximate study time

20 minutes (exact time depends on the ability and/or existing knowledge of the learner).

Type of learning unit

Micro Menu

Prerequisite knowledge and preparatory activities

None required.

Outline of content

- Using word processing packages
 - conveying information to customers
- Using databases
 - customers
 - records and fields
 - sorting data
- The Data Protection Act
 - security
 - usage
 - accuracy

Suggestions for follow-up learner activities

1. Useful extra resources on the Data Protection Act are available from:

<http://www.dataprotection.gov.uk/education.htm>

A useful video and booklet on the Data Protection Act are available for use with your learners as follows:

Video - Barry's Bad Data Day

An introduction to data protection. To order copies e-mail at: mail@dataprotection.gov.uk. Please state the item you are requesting. Only 1 copy per customer.

Using the law to protect your information

A5 booklet on data protection basics. To order copies e-mail at: data@dataprotection.gov.uk. Please state amount required and item you are requesting.

2. In groups of 3 or 4 discuss what organisations you think have details about you on a database. Write down your list on a piece of flip chart paper and then compare your list with other groups in your class.

What do you think are the rights and wrongs about organisations keeping information about you?

3. Using a word processing package produce a leaflet or poster advertising an event in your workplace or college.

Types of learning unit

In Business Studies Level 1 there are four basic types of learning unit, which are as follows.

Tutorial

Here, concepts are introduced, then explored in a linear, logical way, using five different types of presentation screen. Periodically, the learner's understanding is checked with questions from a range of different types.

Case study

Here, the learner is presented with a situation in which they must decide what to do next. Depending on the choice they make, they will be sent down different routes in the unit. In other words, they see the consequences of their decisions. Some case studies have audio.



NB: To ensure that the audio files (mp3 format) play in **Netscape (4.72)**, it may be necessary to install Windows Media Player including the Netscape plug-ins. This is available from: <http://www.microsoft.com/windows/windowsmedia/download/default.asp>

Graphic menu

Here, the learner accesses the content via a front menu, with up to five sections plus the summary and assessment. The sections can be either:

- A tutorial, or
- A case study



Learners then access the material by clicking on one of the text items in the list. They can return to this screen at any time by clicking on **menu**.

Micro menu

This type is essentially a different type of graphic menu where the sections remain available across the top of the screen throughout.



The structure of a learning unit

A Business Studies Level 1 learning unit represents up to 20 minutes of online learning. It contains the following types of screen:

- Introduction (leading to Objectives, Copyright and Help)
- Content (presentation, interactions and summary)
- Assessment

Introduction screen

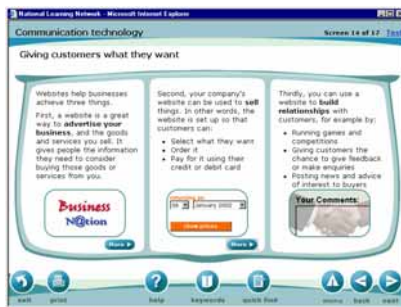
This screen plays a short animation, with accompanying sound.



Presentation and interaction screens

Content is provided via a mix of:

- Presentation screens, including text and graphics/animations
- Interaction screens allowing the learner to check their understanding of the material through a variety of question types, some of which provide opportunities to rethink and try again



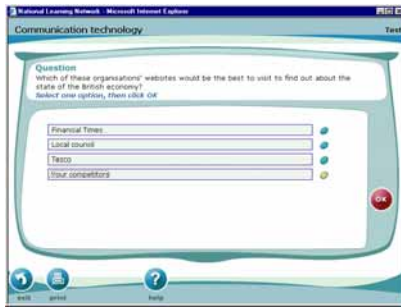
Summary screen

All units end their content presentation with a summary screen, where the learner brings up each summary point via a **more** icon.

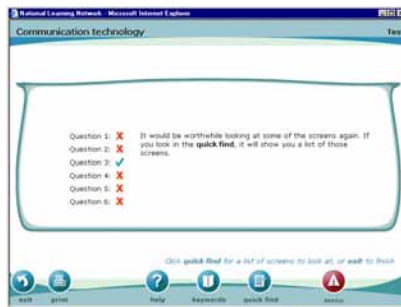


Assessment screens

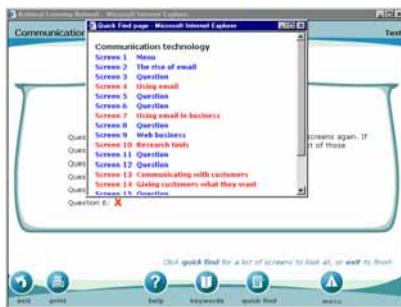
Following an introduction, learners are asked two questions per learning objective. For each question they have to pick one from up to four options. Their only feedback is a tick if they get it right, or a cross if they get it wrong.



At the end of the assessment, they are given feedback that includes a list of the questions they got wrong.



After reading the feedback, they can click the **quick find** icon. The screens relating to the assessment questions they got wrong are shown in red, and they can jump directly to these screens to review the material.



Icons

A variety of icons are used throughout the learning unit:



View the unit objectives (from introduction screen only)



View copyright information for the learning unit (from introduction screen only)



Continue to the next screen



Return to the previous screen



Return to the menu from a screen



Go back to the start of a unit



Exit the learning unit



Access the online help screen



Print a screen (available in Internet Explorer only)



View a list of keywords



Jump straight to a screen by selecting the screen title from a list

Question types

Interactive screens in the learning units are drawn from a number of question types. The following examples show the range of question types used across a number of subject areas.

Multiple choice



Learners pick one from up to four options, then click **OK**.

Multiple answer



Learners pick one or more from up to six options, then click **OK**.

Point and click



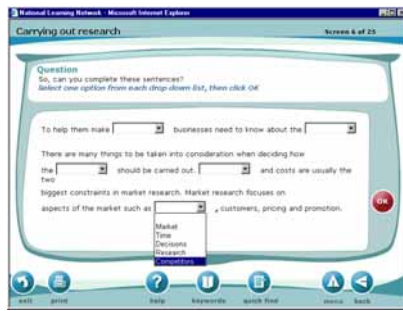
Learners click one image from up to four options.

Categorise 2 or 3 columns



Learners read each statement, then click in the appropriate box.

Word match



Learners select a word or phrase from each drop-down list to complete some sentences, then click **OK**.

Sort columns



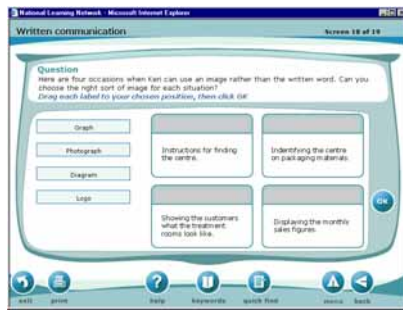
Learners drag each item on the left into the appropriate place in the blank column, then click **OK**.

Put in order



Learners drag each item on the left into the appropriate place in the order, then click **OK**.

Label diagram



Learners drag each label on the left to its appropriate place on the diagram, then click **OK**.

Accessibility information

The learning units have been designed to engage the user with many different interactions and presentation techniques. Keyboard access is available through all learning units, making full use of the TAB and ENTER keys as appropriate. In addition, pop up windows that appear may be closed with CTRL+W. To print the contents of these use CTRL+P

The materials comply with W3C guidelines on accessibility to at least priority 1 and the majority of priority 2. Each learning unit has been validated by BOBBY 3.1.1. However, partially sighted and blind users will not be able to access the drag and drop interactions; for this reason these have been limited to 1 or 2 within each learning unit. The materials have also been trialled with blind users running the JAWS screen reader software