



## Tutor Guidelines: Business Studies, Level 2



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## Introduction

The online materials available for Business Studies Level 2 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 whiteboard)
- As a stand-alone feature for independent learning

Business Studies Level 2 consists of seven 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

The seven 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 Intermediate  
Various boards              GCSE Business Studies

The coverage of each topic is not intended to be exhaustive, but to supplement other forms of learning.

## The topics

The seven topics are as follows:

1. Customers count
2. Structure, size and strategy
3. Analysing the market
4. Market forces
5. Productivity, performance and participation
6. Stakeholders
7. Using the Internet and e-business

## Topic 1: Customers count

This comprises three learning units:

- Customer needs
- Improving customer service
- Consumer protection

Details on each of these learning units are provided below.

### Learning unit: Customer needs

#### Purpose

To increase the learner's knowledge and understanding of the fact that different customers have varying needs.

#### Objectives

On completing the unit, learners should be able to:

1. Explain why businesses should aim to meet customer needs
2. Identify general customer needs
3. Identify appropriate methods of communication with customers

#### Approximate study time

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

#### Type of learning unit

Tutorial (see below)

#### Prerequisite knowledge and preparatory activities

None required

#### Outline of content

Customers are the life blood of any business. In order to stay competitive businesses must keep their customers and obtain new ones. Ideally this is achieved through customer satisfaction with the business addressing customer needs and providing them with a good service. This learning unit looks at the contact a business has with its customers, identifying the four main categories; face-to-face, by telephone, written or online.

#### Suggestions for follow-up learner activities

1. Collect information from businesses in the local area that explain their customer service policy. Good examples to use are Argos and Marks & Spencer, as well as the different banks and building societies. Compare the leaflets or information gathered with those collected by fellow learners and highlight the main differences identified between the organisations. (1 hour)
2. Discuss as a group any experiences the learners may have had that have been either good or bad ones with regard to the service they have received from a business. (30 minutes)

- Using the leaflets collected in the first activity, the learners could draw up a Customer Service policy for an organisation of their choice. They should be directed to think about the reasons why a business needs to address its customers' needs and what they must do to gain and retain customers. (1 hour)

## Learning unit: Improving customer service

### Purpose

To give learners an overview of changes in customer service provision that could improve and benefit both the business and the customer.

### Objectives

On completing the unit, learners should be able to:

- Describe ways of improving customer service
- Describe the benefit of improving customer service

### Approximate study time

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

### Type of learning unit

Case Study (see below)

### Prerequisite knowledge and preparatory activities

None required

### Outline of content

Providing effective customer service is only the first step in ensuring quality communication between a business and its customers. Constant improvement of customer service can be achieved by an ongoing dialogue and feedback from existing customers. In order to improve customer service businesses will strive to provide enhanced information through mediums such as helplines or helpdesks, with the main purpose of ensuring customer loyalty. A subsidiary, but equally as important, goal is to obtain new customers by proving the quality of the customer service provision. This unit looks at how businesses deal with customer complaints and surveys and the benefits of setting up a customer charter through the medium of a case study.

### Suggestions for follow-up learner activities

- The learners could be directed to obtaining a copy of a business's charter. If each were to try to collect a different one then they would be able to compare them and come up with some positive and negative considerations for each. It may be that the school or college in which the learners are studying has produced a charter recently. (1 hour)
- A guest speaker could be arranged who has a role in customer service and the learners could be directed to find out if that business has taken any steps to improve this facility within the business. It could be that the school or college itself has carried out just this type of activity recently and, if so, the learners could incorporate this into the first activity and compare the steps taken with those of other businesses. (1 hour)
- The learners could be directed to research local major supermarkets and see if they can find evidence of efficient customer service provision. Comparisons could then be made between the different organisations. (1 hour)

## Learning unit: Consumer protection

### Purpose

To consider the relevance of consumer protection laws both on the business and on the customer.

### Objectives

On completing the unit, learners should be able to:

1. Name the key consumer protection laws
2. Outline the purpose of key consumer protection laws
3. Describe ways of dealing with common consumer problems

### Approximate study time

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

### Type of learning unit

Tutorial (see below)

### Prerequisite knowledge and preparatory activities

None required

### Outline of content

Through various agencies, such as Trading Standards, Environment Health and Ombudsmen, the government tries to ensure that the process of engaging in a contract with a business is fair. Each time a sale is made a contract is entered into and various key pieces of legislation determine not only the conditions of the sale but the relationship between the buyer and the seller. This unit investigates the nature of relevant legislation, how Trading Standards and Environmental Health agencies operate and deal with complaints, as well as looking at more recent developments, such as the Mail Order Protection Scheme.

### Suggestions for follow-up learner activities

1. Learners could be directed to look at the Trading Standards website [TS.net](http://TS.net) or the Office of Fair Trading website [OFT.gov.uk](http://OFT.gov.uk) for a full listing of all consumer legislation and up-to-date case studies of how laws have been enforced. (30 minutes)
2. Larger retail chains, such as Asda, Marks & Spencer and Argos have leaflets explaining their complaints, refunds and exchange policies. Learners could be directed to collect these for distribution in class. (30 minutes)
3. A visit from a local Trading Standards Officer or employee from the Environmental Health would certainly open the learners' eyes to the kinds of problems that these departments have to deal with on a day-to-day basis. (1 hour)
4. Each of the offices of the Ombudsmen have websites and these will also detail past and ongoing investigations and judgments in the field of consumer protection. (1 hour)

## Topic 2: Structure, size and strategy

This comprises three learning units:

- Location of business
- Ownership
- Industrial sectors

Details on each of these learning units are provided below.

### Learning unit: Location of business

#### Purpose

To make learners aware of what considerations a business has to take into account when considering location or relocation of its premises.

#### Objectives

On completing the unit, learners should be able to:

1. Identify factors that will influence the location of a business
2. List factors that have affected the location of businesses in the past and present
3. Choose suitable locations for a particular business

#### Approximate study time

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

#### Type of learning unit

Tutorial (see below)

#### Prerequisite knowledge and preparatory activities

None required

#### Outline of content

In considering where they will locate, the business will consider a number of key factors including the cost of premises, availability of skilled staff, transport links and access to customers. This learning unit systematically investigates the factors which influence business location, addressing issues such as industrial inertia. Particular focus is given to the service sector, where radically different factors apply when a business in the tertiary sector considers its location options.

#### Suggestions for follow-up learner activities

1. Learners could be encouraged to look at their local area and see which types of businesses are located in particular areas and suggest reasons why this may be so. (1 hour)
2. In many areas the types of businesses located there have changed with time. It may be valuable for the learner to contact an expert on local history who can show them how industry has developed in the area over the years. (1 hour)
3. Learners could be encouraged to look at larger businesses that have decided to locate customer service centres away from their main activity. Monitoring the national press should give many examples of this practice, as could the use of the Internet. (1 hour)

4. Nike is a good example of a footloose business. Visiting the websites of major multi-national businesses will reveal where they manufacture and where their major markets are.

## Learning unit: Ownership

### Purpose

To make learners aware of the different forms of ownership and recognise the key advantages and disadvantages of each type.

### Objectives

On completing the unit, learners should be able to:

1. Distinguish between common forms of business ownership
2. Recognise the key advantages and disadvantages of different forms of business ownership
3. Distinguish between limited and unlimited liability

### Approximate study time

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

### Type of learning unit

Graphic Menu (see below)

### Prerequisite knowledge and preparatory activities

None required

### Outline of content

All the most common forms of business ownership are addressed systematically, including sole traders, partnerships, limited companies, cooperatives and charities. Potentially complex issues related to ownership, including limited and unlimited liability, are dealt with systematically in relation to each of the different types of business ownership. Attention is also given to the main differences between cooperatives and charities and other more common forms of business ownership.

### Suggestions for follow-up learner activities

1. The learners could be directed to look through a copy of the local Yellow Pages and choose three or four of the categories and try to find out what is the most common form of business organisation in those categories. Does the type of business organisation tell them anything about how big the business might be? (45 minutes)
2. The learners could be directed to research amongst their family and friends by asking questions of people that are sole traders. From their research they could then draw up a table of the main advantages and disadvantage as the interviewee sees them. Findings could then be compared with those of the rest of the group. (1 hour)
3. The learners could draw up a table which summarises the main differences between a private limited and a public limited company. They should find at least five examples in the local area of both types of business. (30 minutes)
4. The learners could investigate what might happen to people, with unlimited liability, whose business fails. How are they dealt with by courts and banks in this situation? A

visit to the local Citizen's Advice Bureau to find out what help might be available in these situations would also be useful. (1 hour)

## Learning unit: Industrial sectors

### Purpose

To explain to learners the three main sectors of the economy and to give them the opportunity to identify the importance of each sector.

### Objectives

On completing the unit, learners should be able to:

1. Identify examples of businesses in each of the three main sectors of the economy
2. Identify the main industries within the service sector
3. Compare the importance of sectors over time

### Approximate study time

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

### Type of learning unit

Graphic Menu (see below)

### Prerequisite knowledge and preparatory activities

None required

### Outline of content

Primary, secondary and tertiary sectors are presented individually but stress is given to their interdependence and equal importance to the economy of the UK and the world in general. Significant sectors and examples for both the UK and Europe are identified, highlighting similarities and differences between the UK and its major trading partners. Significant changes in the sectors are also identified, as well as projections as to how these sectors may or may not develop in the future. A case study focusing on Sheffield highlights the importance of the different sectors to a specific region of the UK.

### Suggestions for follow-up learner activities

1. The learners could be directed to the *Marketing Pocket Book* or *Eurostat* and draw out a graph that shows the sizes of at least ten different parts of the UK economy. These should include agriculture, mining, manufacturing, construction, wholesale/retail, hotels, transport, telecommunications, financial services and education. They can then compare these totals with those of either Germany or France. (1 hour)
2. Why is manufacturing less important to the UK than it was 50 years ago? The learners should list at least five reasons why manufacturing now employs fewer people and is no longer the major sector in the UK economy. They should try to find out whether the types of jobs offered in the local area have changed significantly from one sector to another. (45 minutes)
3. The learners could be asked to look at local newspapers or visit the nearest job centre and note down the sectors in which at least 30 of the advertised posts belong. They should then report back whether the current job vacancies are representative of the type of work available in the local area. (1 hour)

## Topic 3: Analysing the market

This comprises three learning units:

- What is market research?
- Carrying out research
- Acting on findings

Details on each of these learning units are provided below.

### Learning unit: What is market research?

#### Purpose

To explain to learners the purpose of market research, its different methods and the advantages and disadvantages of the use of each to the business.

#### Objectives

On completing the unit, learners should be able to:

1. Explain what market research is
2. Recognise the difference between primary and secondary research
3. Identify the advantages and disadvantages of different market research methods

#### Approximate study time

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

#### Type of learning unit

Tutorial (see below)

#### Prerequisite knowledge and preparatory activities

None required

#### Outline of content

Market research involves the collection and analysis of data related to customers' attitudes, needs and opinions. A distinction is made between primary and secondary research. Interviews, postal surveys, focus groups and observation are identified as the main methods of collecting primary data. Secondary research is presented as an alternative to primary research and for each form of research method, relevant advantages and disadvantages are identified.

#### Suggestions for follow-up learner activities

1. The learners could be directed towards government statistical digests, such as *Regional Trends* or *Household Expenditure* and given a task to work out trends in their own area. Typical examples could be employment rates, sales of different products and other demographic issues. (1 hour)
2. It may be possible to invite a marketing professional in to talk to the learners about market research and either how they carry it out or have it carried out for them by an agency. (1 hour)
3. Learners could be directed towards professional marketing businesses that advertise either in magazines such as *Marketing Week* or *Campaign*, or have their own websites.

This would allow the learners to see the range of different marketing services on offer to a business. (1 hour)

4. The establishment in which the learners are studying should have some market research data on typical target groups and if the institution is fortunate enough to have a marketing professional then they should be able to tell the learners more about how they target these groups. The learners should also be encouraged to think of how they heard about the programme they are studying and how they think the institution found out about them. (30 minutes)

## Learning unit: Carrying out research

### Purpose

To explain to learners the purpose of research in the decision-making process and identify good market research techniques.

### Objectives

On completing the unit, learners should be able to:

1. Identify ways in which market research can help businesses make decisions
2. Outline what is involved in carrying out good market research
3. Identify good practice in questioning techniques

### 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 (see below)

### Prerequisite knowledge and preparatory activities

None required

### Outline of content

This learning unit investigates how businesses use market research to aid them in their decision making. Attention is given to time and budget constraints which may affect the quality of the research data that has been collected. Major areas of research, such as looking at the market, the competition, customers and pricing are also identified. A case study highlights the research choices open to a business and introduces considerations that need to be taken into account when designing questionnaires.

### Suggestions for follow-up learner activities

1. The learners should be encouraged to think about the constraints facing a small- to medium-sized business when considering market research. Given the fact that the majority of businesses are very much involved in producing goods or services and do not have dedicated marketing departments, learners should think about alternatives whilst also considering the problems of budgets. (1 hour)
2. Learners could be encouraged to try (and fail) to collect useful information by designing their own questionnaire. If learners are set a comparatively simple research exercise without being given any specific guidance on questionnaire design, then it is inevitable that they will find analysis of the questionnaire extremely difficult. There are considerable lessons to be learned in carrying out this exercise. (1 hour)

3. With the benefit of tuition on questionnaire design, learners could be encouraged to redesign their questionnaire with many of the analysis problems in mind. (1 hour)
4. Although genuine market research data is difficult to obtain as much of its content is of a commercially sensitive nature, a compilation of material from marketing magazines, such as *Campaign* and *Marketing Week* would provide sufficient base data on a particular market or range of brands that could serve as a useful basis for a series of exercises. Learners could be encouraged to display the data in graphic form and, if possible, to make forecasts based on this data. (1 hour)

## Learning unit: Acting on findings

### Purpose

To assist learners in grasping the role of forecasting and the gathering of consumer and competitor intelligence information

### Objectives

On completing the unit, learners should be able to:

- 1) Describe the role of forecasting in business
- 2) Outline ways in which consumer intelligence is gathered and used
- 3) Outline ways in which competitor intelligence is gathered and used

### Approximate study time

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

### Type of learning unit

Tutorial (see below)

### Prerequisite knowledge and preparatory activities

None required

### Outline of content

When a business carries out regular and accurate market research it may be able to make useful forecasts of future demand and give the business a competitive advantage. Primarily businesses collect information also known as Consumer or Competitor Intelligence, via both primary and secondary data collection methods. Different forms of forecasting are identified from short to long term, identifying the fact that the more long term the forecast, the less reliable it may be.

### Suggestions for follow-up learner activities

1. A series of exercises that aim to encourage the learners to make forecasts and predictions from a given set of numerical data is worthwhile in attempting to illustrate the perils of relying on figures alone. If possible, it is preferable to have sets of figures that you have already forecasted to show them what actually happened and why. Alternatively, you can use sets of figures alone at first, then add the variables; this will help the learners to understand and amend their own predictions. (1 hour)
2. Simple prediction exercises involving sets of figures with given variables will assist the learners in seeing the cause and effect. Learners should be given sets of deliberately incomplete data and prompted to suggest what other information would need to be made available. (30 minutes)

3. An exercise that looks at seasonal or cyclical demand could be greatly enhanced by asking the learners to come up with examples of products and services in these categories and then to suggest what the business might do in order to receive revenue during these periods. This could bring in concepts of diversification. (1 hour)
4. In the role of a small-to-medium local business, the learners should be asked to brainstorm the nature of the market research data that could give the business a competitive advantage. (30 minutes)

## Topic 4: Market forces

This comprises three learning units:

- Markets
- Competition
- Inflation and unemployment

Details on each of these learning units are provided below.

### Learning unit: Markets

#### Purpose

To increase the learner's knowledge and understanding of the relationship between supply and demand and identify agencies other than the business that may affect the relationship.

#### Objectives

On completing the unit, learners should be able to:

1. Identify reasons for change in the demand for products and services
2. Recognise the relationship between supply and demand
3. Identify how the government can affect businesses

#### Approximate study time

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

#### Type of learning unit

Tutorial (see below)

#### Prerequisite knowledge and preparatory activities

None required

#### Outline of content

Markets exist where goods are bought and sold. This learning unit investigates the relationship between supply and demand. Particular attention is paid to growth in demand, fluctuations in demand and how the activities of competitors can bring about circumstances where there is excess supply. Businesses must operate within a framework established by current government policy, which not only legislates to control business practice, but may also determine whether a business considers it profitable to operate in a particular market. Learners are also introduced to the new opportunities and threats offered by greater European integration.

## Suggestions for follow-up learner activities

1. By choosing a particular product and consulting government statistics such as Household Expenditure learners will be able to identify how demand fluctuates, increasing or decreasing over a period of time. Learners should be encouraged to look at the periodic development of a product that has been in the market for a considerable number of years. Ideal examples could include portable music devices that have developed from transistor radios through to ghetto blasters into walkmans, portable CD players, Dat players and mobile communications devices incorporating music and phone options. (1 hour)
2. Using an example of a temporary disruption in supply and demand, such as the BSE beef crisis or petrol shortages as a result of nationwide demonstrations, learners could investigate how prices changed temporarily during these periods. (30 minutes)
3. An investigation using information from the Office of Fair Trading or Trading Standards should reveal interesting current information and cases regarding cartels, full line forcing and predatory pricing, as well as other anti-competitive practices. Learners should be encouraged to 'name and shame' these businesses. (30 minutes)

## Learning unit: Competition

### Purpose

To give learners a basic understanding of the relationship between competition and profit, and how this changes in different competitive situations. Learners are also introduced to the concept that in several markets large organisations dominate and set the price to which all other businesses must conform.

### Objectives

On completing the unit, learners should be able to:

1. Describe the relationship between competition and profit
2. Identify different competitive situations
3. Explain how large businesses can set prices and the effect this has on competition

### Approximate study time

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

### Type of learning unit

Tutorial (see below)

### Prerequisite knowledge and preparatory activities

None required

### Outline of content

Given that the majority of markets are very competitive, businesses are concerned with not only attracting the maximum number of consumers, but also improving their efficiency and cut costs wherever possible. In some cases establishing a respected and well-known brand name can help a business to ensure that they keep the upper hand over their competitors. Consequently in many markets new businesses find it very difficult to gain a foothold as their costs, at least initially, are much higher and they lack the reputation of their brand name to help them. Some businesses actually set the standard price for similar products within markets in which they operate. Others which are less dominant find themselves in a position of having to accept the most common price that has been established by its more dominant competitor.

## Suggestions for follow-up learner activities

1. Ideally, to illustrate the degree of competition in a given market, the learners could be directed towards identifying the key manufacturers of products that they themselves consume. The dominance in the sports goods manufacturing and retail market is useful, as is the virtual stranglehold on world-wide CD production and sales by seven or eight major players. On a more local level learners could be directed towards discovering how many outlets in their immediate area stock a particular range of products or offer the same type of service, noting differences and similarities in pricing structure. (1 hour)
2. Discovering true profit margins is difficult, as this is commercially sensitive information. However, a similar project to the one outlined above in respect of investigating locally offered products and services could produce useful discussions related to how a business is able to offer these at a particular price. There is considerable scope in this activity to discuss the difference between manufacturers and suppliers of products and services in terms of their size and market domination. (1 hour)

## Learning unit: Inflation and unemployment

### Purpose

Learners have the opportunity to look at the causes and effects of unemployment and inflation and how government strategies try to combat these two influences on the economy.

### Objectives

On completing the unit, learners should be able to:

1. Identify the effects of inflation
2. Identify the causes of unemployment
3. Understand how government strategies try to combat inflation and unemployment

### Approximate study time

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

### Type of learning unit

Tutorial (see below)

### Prerequisite knowledge and preparatory activities

None required

### Outline of content

This learning unit aims to explain the impact that inflation can have on the economy, such as rising prices, job losses, reduced exports and the closure of businesses. A link between high inflation and high unemployment is also made, as is the changing balance of employment in each of the three main sectors of the economy. Learners are also introduced to the basics of interest rate changes and tax as means of controlling inflation by reducing or increasing the level of demand.

### Suggestions for follow-up learner activities

1. Using official statistics learners could be encouraged to look at the retail price index (RPI) as well as selected products or services prices over a given period of time. It is also worth pointing out that particularly in technologically forward products, some have increased significantly in price due to their sophistication but others, such as computers, have tumbled in price. High levels of competition and large-scale production may illustrate to the learner what perhaps will appear to be negative inflation. (1 hour)

- Investigating government strategies on unemployment and inflation may prove to be rather too complex for learners at this level. However it is important to stress cause and effect. Learners could be directed towards looking at local and national government initiatives in their immediate area, as well as more national schemes that are current at the time. (1 hour)
- Learners could be directed to look at periods of long term inflation and unemployment in order to appreciate the social, economic and political impacts during these times. Although many of the serious economic slumps happened several years ago, there are examples of relatively high employment and higher inflation in the learners' own lifetimes to consider. (1 hour)

## Topic 5: Productivity, performance and participation

This comprises three learning units:

- Motivation
- Training and promotion
- Employers and employees

Details on each of these learning units are provided below.

### Learning unit: Motivation

#### Purpose

To increase the learner's knowledge and understanding of motivation in the workplace. Particular attention is paid to not only the motivational theories, but also the differences between what actually motivates employees and what businesses think motivates employees.

#### Objectives

On completing the unit, learners should be able to:

- List the factors that motivate people to work
- Describe the main motivation theories
- Describe what businesses do to motivate employees

#### Approximate study time

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

#### Type of learning unit

Graphic Menu (see below)

#### Prerequisite knowledge and preparatory activities

None required

#### Outline of content

Well-managed businesses try to ensure that they motivate their employees and eliminate any factors that may de-motivate them. Motivation theory within this learning unit is represented by Maslow, Herzberg and McClelland. For each of these, practical examples of how the theories are put into practice are suggested. Particular attention is also paid to job

enlargement, job enrichment, job rotation and teamwork, which are all seen as being the embodiment of good motivational practice.

### Suggestions for follow-up learner activities

1. The learners should be directed to create a short questionnaire that includes many of the motivating factors that were identified in this learning unit. They can be simple YES/NO answers and the questions should be aimed at trying to discover what motivates people either at work or in college. Learners should be encouraged to obtain at least 25 responses in order to draw any conclusions from their result. Learners can then identify and present in graphic form the results of their investigations. (2 hours)
2. Using McClelland's 3-factor theory, learners should be encouraged to identify members of their group who conform with one of the three categories. They should do this in isolation and then note which of the three they are themselves. Learners should then compare their ideas and see how accurate they were. Learners could then gain an understanding of how their tutor motivates the different characters in the group. (1 hour)

## Learning unit: Training and promotion

### Purpose

This learning unit identifies the types of training available to employees and how it is organised, explaining why training is important. There is also attention paid to benefits and promotion offered to employees.

### Objectives

On completing the unit, learners should be able to:

1. Explain why training is important for employers and employees
2. Outline types of training and how it is organised
3. Outline the reasons for, and benefits of, promoting employees

### Approximate study time

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

### Type of learning unit

Tutorial (see below)

### Prerequisite knowledge and preparatory activities

None required

### Outline of content

Training opportunities are vital both for employers and employees. Learners are introduced to the concept that training should be an ongoing and continual cycle, which not only benefits employers by having a more motivated and flexible workforce, but also allows employees to feel more satisfied and valued. Learners are also introduced to the differences between on-the-job and off-the-job training and why it is important for businesses to retain their key employees and develop their skills by providing promotion prospects.

## Suggestions for follow-up learner activities

1. The learners should investigate the range of training programmes offered by the local college aimed at the local business community, identifying the training in the following way:
  - Length of training
  - Cost of training
  - Delivery method

They should then choose one professional training course and one vocational training course and identify at least three benefits for both employers and employees. (2 hours)

2. Learners could also identify the promotion prospects of a particular organisation by interviewing a member of their family, a friend or their tutor. Learners should focus on what training is offered, what promotion prospects there are and whether the organisation recruits into senior positions internally or externally. (1 hour)

## Learning unit: Employers and employees

### Purpose

To consider the types of disputes between employers and employees and the remedies within legal frameworks, as well as the role of trades unions.

### Objectives

On completing the unit, learners should be able to:

1. List types of employer/employee disputes
2. Explain remedies for disputes
3. Identify the role of trade unions

### 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 (see below)

### Prerequisite knowledge and preparatory activities

None required

### Outline of content

Learners are introduced to the various disciplinary disputes that may arise between employers and employees. Following their introduction to the code of practice, learners are given the opportunity to test their understanding by following a case study. Learners are reminded that there is a set agreed procedure which should be followed by both parties and are also introduced to the basic functions and services offered by trade unions.

## Suggestions for follow-up learner activities

1. Learners should be directed to identify and briefly list the main points of five laws that govern the behaviour of employers and employees within the workplace. This could be produced in a table format. In order to assist them, learners could collect leaflets from their local Citizens' Advice Bureau. (1 hour)
2. Learners could be asked to identify at least three different trade unions active in the local area. They should be encouraged to choose a craft union, a general union and a

professional union. They could then be asked to list the benefits offered by these three unions. Alternatively, a speaker from each of the unions could be asked to give a short presentation to the group. (1 hour)

## Topic 6: Stakeholders

This comprises three learning units:

- Identifying stakeholders
- Customers and the community
- Environmental issues and pressure groups

Details on each of these learning units are provided below.

### Learning unit: Identifying stakeholders

#### Purpose

To explain to learners the most common stakeholders in a business and why they are important

#### Objectives

On completing the unit, learners should be able to:

1. Identify the most common stakeholders in a business
2. Explain ways in which stakeholders are important to the success of a business

#### Approximate study time

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

#### Type of learning unit

Tutorial (see below)

#### Prerequisite knowledge and preparatory activities

None required

#### Outline of content

This unit introduces the concept of the stakeholder, identifying key internal and external groups. Businesses need to identify their stakeholders' interests and assess their relative power, whilst always re-assessing relationships over a period of time. It is imperative that businesses do not ignore their stakeholders' interests, as good relations can bring many benefits to the business, such as the BBC, Body Shop and British Telecom.

#### Suggestions for follow-up learner activities

1. The learners could draw up a stakeholder map for a local large employer, or a local business that one of their friends or family members works for. They should identify who are the business's most significant stakeholders and why. (45 minutes)
2. The learners could select one of the stakeholders that they have identified in the previous activity and list the main features of their relationship with the chosen organisation. What pressure can they exert on the organisation and what do they expect from the organisation? (1 hour)

## Learning unit: Customers and the community

### Purpose

To explain to learners the difference between, and the significance of, consumer and community relations activities.

### Objectives

On completing the unit, learners should be able to:

1. Outline the aims and scope of customer relations activity
2. Outline the aims and scope of community relations activity

### Approximate study time

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

### Type of learning unit

Graphic Menu (see below)

### Prerequisite knowledge and preparatory activities

None required

### Outline of content

Customer relations and community relations are both activities carried out by either the Public Relations department within a business or, in many cases, sub-contracted to an outside Public Relations agency. Customer relations aims to establish a mutual trust and understanding between the business and its customers. Community relations aims to increase awareness and understanding of the organisation through projecting a positive public image. This is often achieved through education, environmental initiatives, publishing information leaflets, running events and sponsorship. The unit includes a number of exemplar case studies which highlight how well-known businesses deal with these two aspects of public relations.

### Suggestions for follow-up learner activities

1. The learners could pay a visit to one of the high street banks and pick up some leaflets on their consumer relations' projects. They may be able to obtain a copy of their customer charter. What promises are being made? How would a customer make sure that they are being kept? What measures does the bank employ to check their programmes? (1 hour)
2. There will be a major national company active in the local area that is involved in some kind of community relation's exercise. The learners could look out for examples of sponsorship of local events and contributions towards charity projects. Had the learners heard of the business before they encountered it in this way? What did they know about the business now that they were unaware of before? What was the purpose, in their minds, of the business's involvement in the area? (1 hour)

## Learning unit: Environmental issues and pressure groups

### Purpose

To explain to learners the environmental issues faced by a business and the effects of pressure groups on the business.

## Objectives

On completing the unit, learners should be able to:

1. Describe the main environmental issues for business
2. Outline the aims of an environmental pressure group
3. Describe the tactics of an environmental pressure group

## Approximate study time

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

## Type of learning unit

Graphic Menu (see below)

## Prerequisite knowledge and preparatory activities

None required

## Outline of content

The impact of businesses over a period of time has undoubtedly degraded the environment, highlighted by the greenhouse effect and acid rain, for example. Increasingly businesses are under pressure from not only environmental groups but also governments to take more care in deciding how products are manufactured. Environmental pressure groups are a significant stakeholder as far as businesses are concerned as they can and do adversely affect the public image, turnover and subsequent profitability of businesses identified as having little or no concern for the environment. Many businesses attempt to ignore these pressure groups at their peril and become the subject of global campaigns by such organisations as Greenpeace and Friends of the Earth. This learning unit also investigates the GM food debate, identifying the two main opposing points of view on the issue and how each side has attempted to justify its position.

## Suggestions for follow-up learner activities

1. The learners could compile a list of all the different pressure groups that operate locally. They should try to organise them into categories with headings that could include welfare, recreation, cultural, environmental, political and international. They should then identify how many of them they had previously heard of before undertaking this task. (1 hour)
2. The learners could investigate the opposition to Greenpeace. There are a number of businesses and other organisations that disagree with their views on the various issues outlined in this learning unit. The learners should create a table that outlines the key opposing statements and then decide which argument convinces them the most on each of the major issues. This could then be discussed as an extension activity within a group. (1 hour)
3. Back in 1962, the American President John F Kennedy said that people had four basic rights when it came to business and government. The four rights were: the right to be safe, the right to be informed, the right to be heard and the right to choose. The learners could create a short questionnaire and ask at least 25 people what their concerns are about the ways that businesses operate. They should then compare these concerns to those of some of the pressure groups looked at and decide whether the concerns are the same. (1 hour)

## Topic 7: Using the Internet and e-business

This comprises three learning units:

- Websites for business
- E-business
- Success or failure?

Details on each of these learning units are provided below.

### Learning unit: Websites for business

#### Purpose

To explain to learners the purposes, key components of and stages in designing a website

#### Objectives

On completing the unit, learners should be able to:

1. List the main purposes of business websites
2. Describe key components of website design
3. List the steps involved in building a website

#### Approximate study time

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

#### Type of learning unit

Graphic menu (see below)

#### Prerequisite knowledge and preparatory activities

None required

#### Outline of content

This unit introduces a business's application of the Internet to provide information, marketing, sales opportunities and customer support. The unit also looks at the key features of websites and how a business may take the first key steps in going live onto the Internet. Specific issues such as secure purchasing are also addressed. A case study helps to focus on the key issues, including identifying the potential audience, the construction of a website and online sales.

#### Suggestions for follow-up learner activities

1. The learners could make a list of all the Internet jargon that they have encountered in the learning unit and search for them on the Internet. They should try to find the best and shortest definitions and print out the list as revision aids. (30 minutes – 1 hour)
2. Using one of the search engines, the learners should type in "search engines". Test the results with a simple business-related phrase and try to find the search engines that give the learner the least and most useful results. This will encourage the learner how to use the search engines and find the ones that best suit them. (1 hour)
3. The learners should be encouraged to use the "links" on a good business studies web page. This is the web page's favourites or bookmarks and may help the learner to cut

some corners in finding things for themselves. They could then compile a list of the top 20 business studies web pages that they could add to their favourites. (1 hour)

## Learning unit: E-business

### Purpose

To explain to learners the main principles and features of e-business.

### Objectives

On completing the unit, learners should be able to:

1. Outline the main principles of e-business
2. Outline the features of good e-business practice

### Approximate study time

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

### Type of learning unit

Tutorial (see below)

### Prerequisite knowledge and preparatory activities

None required

### Outline of content

E-business may well prove to be the most convenient and easy way to purchase products in the future. Although e-business is still in its infancy, many organisations have identified the opportunities offered by the Internet and have incorporated them into their business plans. Whole new business processes and auditing techniques have to be developed in order to make best use of this new medium. The unit also identifies some of the key aspects and drawbacks of establishing a presence on the Internet.

### Suggestions for follow-up learner activities

1. The learners could use one of the examples that they have encountered throughout these learning units and identify how one of the e-businesses began its presence on the Internet and whether it used to offer its products and services in a different way. The learners could then decide to what extent they think the business does a good job. (1 hour)
2. Using some of the key ideas regarding good e-business practice that the learning unit has looked at, the learners could try to assess one of the websites. They should be encouraged to decide whether they think good e-business practice ideas were in the minds of the designers when the site was being built. The learners should try to identify as many good points about the site as possible and identify at least three things that could be improved. (1 hour)

## Learning unit: Success or failure?

### Purpose

To make learners aware of the importance of effective website design in order to safeguard the survival of the business.

### Objectives

On completing the unit, learners should be able to:

1. Outline the ways in which e-businesses try to ensure that they make a profit
2. Recognise the reasons for e-business successes and failures

### 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 (see below)

### Prerequisite knowledge and preparatory activities

None required

### Outline of content

As many businesses have discovered, throwing enormous amounts of money in establishing an Internet presence has proved to be an ill-founded investment. Without sufficient targeting of customers and a user-friendly design, not to mention a unique selling proposition, there is the ever-present danger of failure. Many businesses now realise that carefully constructed business plans which address the peculiarities of an Internet-based business must be constructed in order to minimise the dangers of failing. The unit addresses the issues involved in constructing a relevant business plan and through the medium of a case study looks at specific issues which lead to decisions that must be made when starting an e-business.

### Suggestions for follow-up learner activities

1. The question could be posed: "How might an e-business plan differ from a conventional business?" The learners should consider what additional problems or opportunities the business would face. Perhaps a visit to the local bank or finance provider and the collection of leaflets aimed at prospective e-businesses would help in deciding how this information differs from a regular business plan? (1 hour)
2. Using the Internet, the learners could visit the website of either *The Guardian* or *The Daily Telegraph* newspapers. They should search their archive for articles regarding e-business successes or failures. They should try to list at least five of each, not using the ones that have been mentioned throughout this learning unit, and then try to suggest any common faults from those that failed. The learners should also consider whether there are any common approaches from those that are successful. (1 hour)

## Types of learning unit

In Business Studies Level 2 there are three 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



### The structure of a learning unit

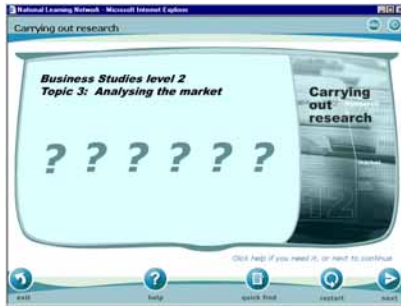
A Business Studies Level 2 learning unit represents up to 20 minutes of online learning. It contains the following types of screen:

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



## Introduction screen

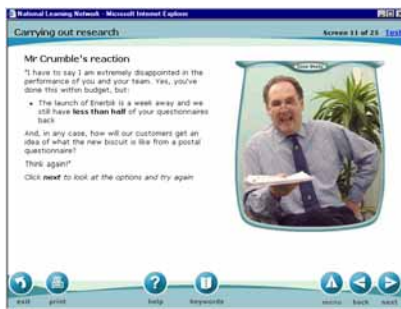
This screen plays a short animation, with accompanying sound.



## 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.

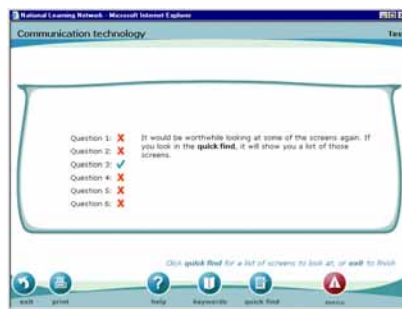


## Assessment screens

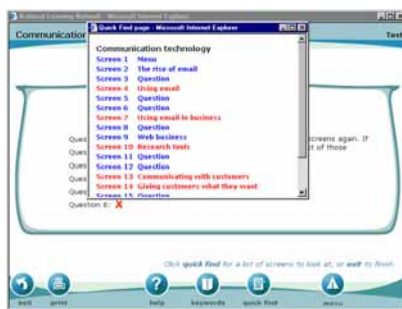
Following an introduction, learners are asked two questions per learning objective. For each question they have to pick one from up to four options. Their only feedback is a tick if they get it right, or a cross if they get it wrong.



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



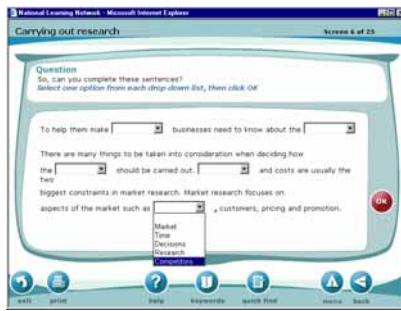
Learners click one image from up to four options.

## 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



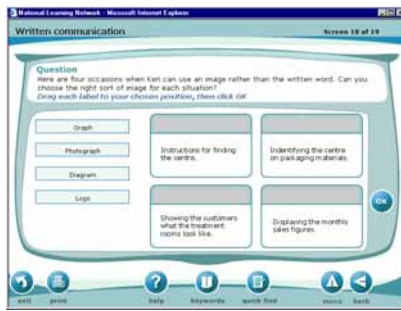
Learners drag each item on the left into the appropriate place in the blank column, then click **OK**.

## 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.