Lesson plan template

Unit/Course				Topic	Organisation - Resources
NOTE: Have the activities in the lesson plan been checked against the Unit Descriptor/Objectives for the session?					
Day and date		Venue		Time	

Examples of Learning Outcomes – Foundation Year (see examples on page below, QAA/CBI links)

- Example: Demonstrate an understanding of the principles, terms, concepts, theories and practices in relation to managing, training and recruiting people for the business.
- Example: Demonstrate the ability to apply learning in less familiar contexts/situations

Transferable skills developed – (see examples on page below, QAA/CBI links)

- Example: Demonstrate work-related and scholarly tasks related to resource management
- Example: Demonstrate clear and accurate presentation of recommendations

Plan of activities – These activities be completed in a classroom and/or IT environment

Time (in minutes)	Teacher Activity	Learner activity (What the students will do?)	Hand-outs, resources & bookings needed
Prior to session:- Load Apprentice 1 and	*Are there spare activities for those who finish early?*	*Are the students required to do any reading or activity before attending the session?*	*What hand-outs or resources are needed to be inclusive to all students?* - *Photocopy hard copies of different types of people resources if needed.* - *Book IT suite if needed*
5 mins e.g. Welcome and recap of topic covered in the previous session	Recap of academic theory and its relevance to Sim Venture.	Listen and ask questions.	Refer students to learning resources/ reading lists.
5 mins e.g. Introduce the current topic with learning outcomes and expected developmental skills	Establish core learning outcome(s) and transferable skill developmental (see examples above) and provide learners with opportunities to reflect on them before, and after the activity.	Learners should start a journal during the session noting their awareness of the learning outcome(s) and transferable skill development before the activity commences and repeat the exercise once the activity is completed, noting any differences.	Hand out hard copies, set-up on-line or in the journal section of the simulation. Useful evidence for research purposes and learner's awareness of their development.
10 mins *Break session into bite-size chunks* e.g. Give and /or demonstrate necessary information	Load the simulation – Go to Organisation (or any other functional area) - Resources	-Review why the efficiency of the Organisation department is at its current level. Give explanations for the possible reasons behind the lack of total efficiency. -Take into consideration the amount of work that needs to be done and whether it makes sense in the short term to use contract workers or not. Thinks about the pros and cons of contract or permanent workers to increase efficiency. - Consider the related functions of Operations, Sales & Marekting and R & D before coming to a conclusion.	Students own notes. Spare paper and pens, on-line, journal notes in the simulation.

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15 mins *Break session into bite-size chunks* e.g. Set activity to reinforce understanding	Scenario – The management team are concerned that the current efficiency levels are having a negative impact on the company's overall performance. You are tasked with reviewing current and future resourcing for the Organisation department. As the Organisation manager you have been tasked with analysing and making recommendations in terms of any changes that need to be made to the resourcing strategy.	Learners should consider: - The review carried out above - The number and efficiency of the permanent workforce - Whether workers can be borrowed from other departments - Is there a need for contact workers? - Whether overtime is appropriate and/or how workers will be rewarded for working beyond their contracted hours - Whether workers have the right equipment and space to do their work - Is there a need for skill development and how will that happen? - Make your decisions and implement in the simulation.	Students own notes. Spare paper and pens, on-line, journal notes in the simulation.
10 mins *Break session into bite-size chunks* e.g. Verify understanding by all students	Reflection and/or tutor/student discussion on Resourcing.	Learners respond to questions and ask further questions of the tutor. Individual/group work. Reflection and tutor/student discussion on the different types of resourcing. What are your recommendations? How have you justified the recommendations?	Students own notes. Spare paper and pens, on-line, journal notes in the simulation.
5 mins e.g. Wrap-up of learning, go over tasks and gather feedback on how the session went.	Re-cap learning outcomes and transferable skills developed. Obtain anonymous feedback from students.	Learners should have started a journal during the session noting their awareness of the learning outcome(s) and transferable skill development before the activity commences, and repeat the exercise once the activity is completed, noting any differences.	Hand out hard copies, set-up on-line or in the journal section of the simulation. Useful evidence for research purposes and learner's awareness of their development.
Total time = 50 mins			
Longer lesson time suggested activities	Demonstrate a search engine or library search for information related to the topic.	Use the Internet and/or Library services to search for research related to the topic. What external sources can you find? Examples might be searches on available people resources e.g. www.cipd.co.uk www.gov.uk/career-skills-and-training.	Library log in details. Access to Internet.
Longer lesson time suggested activities	Ideas: Write a job description for either a permanent or contract worker which should include elements of the CBI employability skills.	Interview each other in pairs in relation to the job description. Or Prepare a Power Point interview presentation in relation to the job description and evaluate each other's presentation skills and ability to do the job.	Library log in details. Access to Internet.

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Preparation for next lesson	Gather student feedback to incorporate into actions for the next session
What learning took place?	
Which aspects of lesson went well?	
Which aspects could be improved upon?	
Actions for the future based on feedback	

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Generic Learning outcomes examples.

QAA Benchmark documents

Foundation Degree qualification benchmark May 2010

http://www.qaa.ac.uk/en/Publications/Documents/Foundation-Degree-qualification-benchmark-May-2010.pdf

Foundation Degree Characteristics December 2014 (Draft for consultation)

http://www.qaa.ac.uk/en/Publications/Documents/Foundation-Degree-Characteristics.pdf

Subject Benchmark Statement – Business and Management February 2015

http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf

Master's degrees in business and management 2007

http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Masters-degrees-in-business-and-management.pdf

Subject knowledge, understanding & skills	Foundation year	1st year studies	2nd year studies	3rd year studies	Post-graduate & professional studies
Knowledge & understanding	See Foundation Degree Characteristics December 2014 (Draft for consultation) - QAA statement 4.	See QAA Subject Benchmark Statement 3 – Business and Management February 2015: Research: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making. Specifically, People: leadership, management and development of people and organisations, including the implications of the legal context.			See QAA Subject Benchmark statement 3 - Master's degrees in business and management 2007
Example of a learning outcome	Demonstrate an understanding of the principles, terms, concepts, theories and practices within the subject.	Explore and evaluate information from a wide range of sources.	Explore and evaluate information from an extensive range of sources including primary sources.	Explore and critique information from a comprehensive range of sources (primary & secondary), many at the forefront of knowledge/practice.	Engages with a comprehensive range of new knowledge, practice or methods and generates a contribution to new knowledge.
Skills & practice (cognitive skills)	See Foundation Degree Characteristics qualification benchmark QAA statement 4.	See QAA Subject Benchmark statements 3.7, 3.8 & 3.9 – Business and Management February 2015			See QAA Subject Benchmark statement 3 - Master's degrees in business and management 2007
Example of a learning outcome	Demonstrates ability to apply learning in less familiar contexts/situations.	Demonstrate judgement in selection, analysis and evaluation of information and application of learning to different contexts.	Demonstrate critical judgement in the analysis, evaluation and reformatting of information and the application of prior learning in different contexts.	Demonstrate critical judgement in the analysis, evaluation, synthesis and application/transformation of prior knowledge to differing contexts.	Critical ability in analysis, synthesis and evaluation.
Skills of particular relevance to business and management	See Foundation Degree Characteristics qualification benchmark QAA statement 4.	See QAA Subject Benchmark statements 3.7, 3.8 & 3.9 – Business and Management February 2015			See QAA Subject Benchmark statement 3 - Master's degrees in business and management 2007
Example of a learning outcome	Demonstrates work-related and scholarly tasks.	Students should be able to competence in research skills and how they are used in business.	Students should be able to show consistent competence in research skills and how they are used in business.	Students should be able to show a high-level of competence in research skills and how they are used in business.	Students should be able to show mastery in research skills and how they are used in business.
Other generic skills and attributes	See Foundation Degree Characteristics qualification benchmark QAA statement 4.	See QAA Subject Benchmark statements 3.7, 3.8 & 3.9 – Business and Management February 2015			
Example of a learning outcome	Demonstrate clear and accurate presentation of information and data.	Demonstrate excellent presentation and organisation of work with fluid communications in all contexts.	Demonstrate excellent presentation and organisation of their work with fluid communications in all contexts.	Demonstrate excellent presentation and organisation of their work with fluid communications in all contexts.	Academic or professional communications confidently display advanced professional competence.