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| **Teacher\Department** |  | **Content area** | 7: The impact of the external environment on business and enterprise |
| **Guided Learning Hours (GLH)** | 10 GLH | **Lessons** | 10 x 1 hour lesson |

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| **Teaching content** |
| **7. The impact of the external environment on business and enterprise**   * 1. The impact of the external environment      1. External influences |
| **Opportunities to embed English and maths** |
| English is embedded throughout the resources. Vocabulary development is included in lessons 1-8 with new vocabulary being introduced. Lessons have opportunities for class presentations (lessons 7, 8, and 10).  Maths in lessons 2 and 3. |
| **Opportunities to embed equality and diversity** |
| Equality and diversity are embedded throughout. Lesson 7 focuses on anti-discriminatory legislation. |
| **Opportunities to embed Prevent duty and British values** |
| Values of tolerance and mutual respect are all times promoted during lessons, listening to others and their opinions. Democracy is endorsed during each lesson where findings and opinions are presented to the class. Rule of law in lessons 7, 8, and 9. |

| **Lesson** | **Learning activities**  Implementation | **Resources**  Support | **Assessment method**  Impact | **Mapping**  Teaching content |
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| 1 | **Introduction** – **The impact of the external environment**  **Starter activity - Our external environment**  Learners to work in pairs for this activity. They then feedback to the rest of the class.  Within the classroom we can control our own environment, our rules, our equipment how we behave and operate (teacher should ask for examples). This is our internal environment, but we cannot as easily control what happens outside the classroom.   * What could happen outside the classroom that might disrupt our lesson?   Answers include fire drill, blackout, someone knocking on the door, extreme weather, class bell sounding early, network going down.   * What impact can these external factors have on our lesson?   Answers include losing time, losing concentration/momentum, lesson may be abandoned resulting in more homework, independent learning or restructuring future lessons.  **Teacher-led discussion** - Discuss answers to the starter activity, involving all learners and promoting a respectful discourse. Summarise the activity by defining the external environment, stating that the “external environment” describes the factors that impact us and are outside our control.  **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **Define** the phrase “external environment”. * **Discuss** how the external environment impacts a business. * **List** the categories of external influences.   Learners may also be able to:   * **Provide** examples of external influences.   **Teacher-led discussion** **on**:   * **What are external influences?** Teacher introduces the categories most used in the external business environment (Political, Economic, Social, Technological, Legal, Environmental) and the acronym PESTLE. * **Taxation** is the system by which the government collects money from individuals and companies to spend on services such as education, health, roads. * **Reflective question -** How might taxation impact a business?   Answers should suggest increased costs and less money to spend if taxes are increased.   * **Economics** describes the supply and demand of goods and services within the economy and how this is influenced. * **Reflective question -** How might economic factors impact a business?   Answers include increased costs and less money to spend if interest rates are increased. An increase in minimum wage may cost a business more but will increase consumer spending.   * **Social** refers to the characteristics of the people within society. * **Reflective question -** How might social factors impact a business?   Answers may suggest that changing trends and fashions can create new opportunities and profits for businesses but may increase costs to adapt to change. It could also result in financial loss if their products are no longer popular.   * **Technological**describes the advancement or improvement of processes and equipment to achieve efficiency, reduce costs and/or increase production. * **Reflective question** - How might technological factors impact a business?   Answers may suggest that implementing new technology can be expensive, but it can also save money.   * **Legislation** is a law or set of laws that have been passed by Parliament. * **Reflective question -** How might legislation impact a business?   Answers include taking the time and money to understand and implement new laws.   * **Environmental** refers to the circumstances, objects, and conditions around us. * **Reflective question -** How might environmental factors impact a business?   Answers should suggest that it may increase costs to become more environmentally friendly, but it may increase revenue in the long term. More competitors can reduce profits.  **Activity 1 - External environment**  Working in pairs, learners should revisit the external factors identified in the starter activity and categorise them into the PESTLE categories.  Answers will depend on what learners identified but weather interruptions would be due to environment; network or power failures fall into technological.  **Stretch and Challenge -** Consider the PESTLE categories: can you think of any other factors that might be relevant?  Answers include legislation, teachers strike, health and safety issues.  **Progress check -** Teacher to lead quiz to reinforce learning and check progression.   1. The external environment is easily controlled.    1. True.    2. False.   Answer is b.   1. In the acronym PESTLE, the S stands for:    1. Statutes.    2. Statistics.    3. Social.   Answer is c.  **Recap** – Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home study** – **Your external influences**  Learners to consider a personal scenario and the external influences that may impact them. |  | Group  work  Questions and answers  Reflective question | 7.1 |
| 2 | **Introduction – Taxation**  Note: the taxation rates in the lesson are current at time of publication but should be checked before lesson delivery.  **Starter activity** – **Your external influences**  You are settling down at home to watch your favourite show/read a book/ catch up on social media/play a game. You are comfortable, have a drink and snacks and are ready to relax. In pairs or small groups, learners to discuss:   * What are the external factors that might disrupt your leisure time?   Answers might include a phone call, text, or email; a family member entering; a power or network outage; a reminder to do chores or homework.   * What strategies might you be able to put in place to reduce their impact or prevent these from happening?   Strategies to reduce the impact or prevent the factors from occurring might be to turn the off phone, lock the door, use a flashlight, complete chores/homework before commencing leisure time.  **Introduce the learning outcomes of the lesson**:  Learners must be able to:   * **Define** the term “taxation”. * **Identify** the common types of taxation. * **Describe** how changes to taxation may impact a business.   Learners may also be able to:   * **Provide** examples of the impact of taxation. * **Propose** strategies for dealing with the impact of taxation.   **Teacher-led discussion on taxation.** When explaining how to calculate VAT, teacher to work through an example with learners. For example, an item that costs £20 would be: £20/1.2 = £16.67 which means £3.33 of the sale price is VAT.  **Activity 1 - Changing VAT rates**  In 2008, the UK government lowered VAT from 17.5% to 15% for a period of 13 months. In pairs or small groups, learners to discuss the impact on businesses and consumers.  Answers could be that in 2008, the global recession prompted the government to reduce VAT to encourage consumer spending. Learners are unlikely to know this, but an expected answer would be that things would cost less so people could buy more.  **Stretch and challenge -** Why might business choose not to pass on the VAT decrease to their customers?  Answers include businesses may choose not to pass on the decrease if their competitors are not doing it or if they are struggling to contain their own costs or make up the loss in revenue.  **Teacher-led discussion on income tax**.  **Activity 2 - Changing income tax bands and rates**  In pairs or small groups, learners to discuss the impact of the following on a business:   1. Increase in the personal allowance.   An increase in the personal allowance will reduce the amount of tax paid for everyone. This will hopefully increase spending and have a positive impact on the revenues of businesses.   1. Introduction of a new tax band of 30% between £25,000 and £ 40,000.   The introduction of a new tax band means those earning above £25,000 will pay more tax and reduce the amount of money they must spend on goods and services. This will have a negative impact on businesses.   1. Decrease the tax rate of the higher rate to 35%.   A decrease in the higher tax rate will mean those in that tax band will have more disposable income to spend on goods and services, which will have a positive impact on goods and services.  **Stretch and Challenge -** What could businesses do to manage the impact of income tax changes?  Answers include a business could manage the impact of tax changes by having products or prices aimed at income levels.  **Teacher-led discussion on corporation tax.**  **Activity 3 - Increasing corporation tax**  In pairs or small groups, learners to make a list of the possible consequences of increasing corporation tax to 25%.  Answers include reduced profits for companies, higher prices to customers to make up for the loss in profits, reduced sales due to higher prices.  **Stretch and Challenge -** What could businesses do to manage the impact of corporation tax changes?  Possible answers include looking for cost savings or increase sales to maintain profit levels.  **Progress check -** Teacher to lead quiz to reinforce learning and check progression.   1. A change in VAT has no impact on a business. 2. True. 3. False.   Answer is b.   1. Corporation tax is: 2. The total of all taxes paid by a company. 3. Taxes paid on a company's profits. 4. Taxes paid by companies in large UK cities.   Answer is b.   1. We pay income tax on all the money that we earn. 2. True. 3. False.   Answer is b.  **Recap –** Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home study – Income tax**  Learners to research a job and salary and calculate how much income tax they would pay. | Calculator (optional) | Group  work  Questions and answers | 7.1.1 |
| 3 | **Introduction - Economics - Part 1**  **Starter activity** – **Salaries**  Revisit the scenario set for home study. Learners to research a job and salary and calculate how much income tax they would pay and consider.  **Stretch and Challenge** - If the income tax basic rate increased to 25%, how much tax would you now pay and how much less money would you have?  **Teacher-led discussion** - Discuss answers to the starter activity and how learners calculated the additional tax and work through an example and the implications of a tax rate increase on their spending.  **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **Define** the term “economics”. * **Identify** the economic factors that impact businesses. * **Describe** how GDP and interest rates can impact a business.   Learners may also be able to:   * **Provide** examples of the impact of GDP and interest rates on businesses. * **Propose** strategies for dealing with the impact of GDP and interest rates.   **Teacher-led discussion on economics.**  **Activity 1 - Impact of GDP**  In pairs or small groups, learners discuss the following:   1. What happened to GDP in the first year of the Covid pandemic? 2. Do you think GDP increased or decreased? List your reasons. 3. How did this impact businesses? 4. When do you think GDP began to increase again? Why?   Learners should suggest that GDP decreased as the UK went into lockdown in 2020-2021. Businesses shut, some people lost income and spending decreased dramatically. Business revenue took a big hit, and some businesses did not recover. GDP began to increase again when the lockdown ended, and people were able to return to work and start spending money again.  **Stretch and Challenge -** What could businesses do to manage the impact of GDP? Answers include businesses would rely on savings to survive such a drop in spending, but others were able to switch business models and move to online services and attract new customers.  **Teacher-led discussion on interest rates**.  **Activity 2 - Changing interest rates**  In pairs or small groups, learners discuss the following:   1. Will interest rates rise, fall, or stay the same if GDP increases? Explain your answers.   Interest rates might initially remain the same if GDP increases, but they could be raised to control spending if the GDP grows too much or too quickly.)  2. What are the advantages and disadvantages of an interest rate rise for a business?  Interest rate rises can dampen spending, which will impact businesses and increase the cost of their own business loans. However, if they have investments or savings, they will receive increased interest earnings.  **Stretch and challenge -** What could businesses do to manage the impact of interest rate changes?  Answers include businesses could lower prices through sales offers to attract more customers during interest rate rises and look at how they can reduce costs to manage the impact of reduced sales.  **Progress check -** Teacher to lead quiz to reinforce learning and check progression.   1. GDP stands for:    1. Goods, Deposits and Products.    2. Great Decrease of Productivity.    3. Gross Domestic Product.   Answer is c.   1. Changes in the GDP don't impact businesses:​ 2. True. 3. False.   Answer is b.   1. The Bank of England uses the interest rate to control spending. 2. True. 3. False   Answer is a.  **Recap –** Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home study – Interest rates**  Learners to use an online loan interest calculator to work out how much interest they would pay if they borrowed £10,000 to pay off over 5 years. They should write down the interest rate and how much your monthly repayments would be. | Calculator (optional) | Group  Work  Questions and answers | 7.1.1 |
| 4 | **Introduction - Economics – Part 2**  **Starter activity** – **Interest rates**  Learners to work either individually or in pairs and use an online loan interest calculator to work how much interest they would pay if they borrowed £10,000 to pay off over 5 years. They should write down the interest rate and how much your monthly repayments would be.  **Stretch and Challenge** - What happens if the rate goes up by 1%? How much more would you pay? How much more are repayments if the interest rate rises by 1%?  **Teacher-led discussion** – Discuss the results and the different interest rates the learners used. Can also discuss the changes learners would have to make to your lifestyle to afford their repayments if interest rates go up.  **Introduce the learning outcomes of the lesson**:  Learners must be able to:   * **Define** the term “economics”. * **Identify** the economic factors that impact businesses. * **Describe** how employment levels, availability of skills, and minimum wage can impact a business.   Learners may also be able to:   * **Provide** examples of the impact of employment levels, availability of skills, and minimum wage on businesses. * **Propose** strategies for dealing with the impact of employment levels, availability of skills, and minimum wage.   **Teacher-led discussion on employment levels and availability of skills**.  **Reflective question**   1. What impact has Brexit had on the availability of skills? Write down your answer and explain your reasons.   Answers will vary but could include an issue with attracting skilled workers due to the removal of freedom of movement between European Union countries.   1. Did Brexit mean more jobs for UK residents and citizens? What if UK residents and citizens do not want certain jobs or do not have the skills for certain jobs? How does this impact businesses and the economy?   Teacher can prompt learners to consider supply and demand and how that impacts costs and pricing.  **Activity 1 - Impact of employment levels and availability of skills**  In pairs or small groups, learners discuss the advantages and disadvantages of:   * High unemployment for businesses - For businesses, high unemployment typically means less consumer spending but greater availability of skilled workers. * Low unemployment for businesses - Low unemployment means increased spending, but it can be more difficult to find skilled workers.   **Stretch and Challenge -** How could a business manage the impact of low and high unemployment?  Answers include businesses need to attract and retain skilled workers during sales peaks and troughs.  **Teacher-led discussion on minimum wage**.  **Activity 2 - Minimum wage**  In pairs or small groups, learners to research the current minimum pay rates and discuss the advantages and disadvantages of a minimum wage increase for a business. This activity can also be structured as a debate with one half of the class arguing for the advantages of a minimum wage increase and the other half arguing for the disadvantages.  Answers should cover that minimum wage requirements may increase costs for businesses. However, if workers are paid more, then they have more to spend on goods and services. Hospitality is one sector where the minimum wage is an issue, but these businesses also benefit from people having more money to spend.  **Progress check -** Teacher to reinforce learning and check progression.  Consider the impact Covid had on the economy in 2020. Complete the table below by placing an X in the column to show whether the economic factor increased, decreased, or remained the same.  Answers:   |  |  |  |  | | --- | --- | --- | --- | |  | **Increased** | **Decreased** | **Remained the same** | | **GDP** |  | X |  | | **Interest rates** |  | X |  | | **Employment levels** |  | X |  | | **Availability of skills** | X |  |  | | **Minimum wage** | X |  |  |   **Recap –** Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home study – Knowledge of the economy**   1. How has your knowledge of the economy changed? What do you know now that you did not know before? 2. How aware do businesses need to be about economic factors and their potential for change? Why? | Internet access  Calculator (optional) | Group work  Questions and answers  Reflective question | 7.1.1 |
| 5 | **Introduction** - **Social influences**  **Starter activity** – **Potential for change**  How aware do businesses need to be about economic factors and their potential for change? Why?  Teacher to capture learners’ answers on a whiteboard. Answers include the need to plan for changes and have strategies to deal with them. For example, the need to budget for changes to minimum wage and can be fined if they do not implement it.  **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **Define** the term “social”. * **Identify** the social influences that impact businesses. * **Describe** how fashion and trends can impact a business.   Learners may also be able to:   * **Provide** examples of the impact of social influences on businesses. * **Propose** strategies for dealing with the impact of social influences.   **Teacher-led discussion on** **social influences**. Teacher to ask for examples of each of these characteristics.  **Activity 1 - Research task**  Working individually, learners to research the demographics of the area of Southall in London.  The example of Southall is supplied because it is a well-known area of London, and it is easy to find demographic information about it. However, the teacher can provide another area or allow learners to choose their own.  Teacher can direct learners towards the census records provided by the Office for National Statistics (ONS) website.  Research should reveal the following:   * 76.1% are Asian or Asian British. * 35.4% are Sikh, 24.9% Islam, 18.6% Hindu and 12.9% Christian. * Southall is London's largest Sikh community. * Languages spoken include English and Punjabi. * 9.8% of the population are learners and 7.8% are retired. 7% are self-employed. 53.2% are male and 46.8% are female   (Source: 2011 Census data)  **Stretch and Challenge -** How might the demographics of a city or town influence the type of business you would choose to operate?  Answers include the types of restaurants, shops etc might be in Southall to cater for the demographic. Examples should include Indian restaurants, grocery stores stocking Indian ingredients, clothing shops selling saris.  **Teacher-led discussion on fashion.**  **Reflective question** -What examples of fashion can you think of?  Examples include clothing, hair style, music, footwear, accessories.  **Teacher-led discussion on trend.**  **Reflective question -** What examples of trends can you think of? Are trends more likely to be followed by a specific demographic?  An example is the trend for taking photos of yourself planking in unusual locations. This was often done by teens and young adults.  **Activity 2 - Fashion and trends**  In pairs or small groups, learners to make a list of trends and fashions they have followed in the last three years. Then discuss:   * How did you become aware of the trend/fashion? * How did the trends and fashions influence your purchases? * How easy or difficult was it to buy what you wanted? * Did the trend or fashion require repeat purchases? * Once the trend was over, did you still see stock in stores?   Teacher to discuss learners' experiences of trends and fashions and prompt them to make the connection that fashions and trends develop because consumers want to be part of something.For example, fidget spinners became trending toys in 2017, the market became flooded with supplies and the trend died off.  **Stretch and Challenge -** What are the advantages and disadvantages of trends and fashions for a business?  An advantage might be that a business has a niche in that market and can maximise on the trend or fashion and increase their revenue. A disadvantage may be that a business could get left with unsellable stock if the trend quickly dies off.  **Progress check -** Teacher to lead quiz to reinforce learning and check progression.  1. Social influences are:   1. Social networks like Facebook and Instagram. 2. The people you follow on TikTok. 3. The cultural and demographic aspects of an environment.   Answer is c.  2. A trend is likely to end once everyone is following it.   1. True. 2. False.   Answer is b.  3. Which of the following is likely to have the most impact on a business?   1. Business sells out of all their stock. 2. Business is left with thousands of pounds of stock no one wants. 3. Business is unable to respond to the trend.   Answer is b.  **Recap –** Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home study – Technology**  Consider how often you use technology to make a purchase.  Make a list of all the things you would typically buy in a week and note down if they are purchased in person or online. | Internet access  Whiteboard | Group work  Questions and answers  Reflective question  Research | 7.1.1 |
| 6 | **Introduction - Technological influences**  **Starter activity** – **Buying habits**  Learners to make a list of all the things they would typically buy in a week and note down if they are purchased in person or online. They share it with the class.  Teacher to discuss how often learners use technology to buy goods and services. How has that changed for them? Are they aware of businesses that do not accept electronic payments or no longer accept cash?  **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **Define** the term “technological”. * **Identify** the technological influences that impact businesses. * **Describe** how each technological influence can impact a business.   Learners may also be able to:   * **Provide** examples of the impact of technological influences on businesses. * **Propose** strategies for dealing with the impact of technological influences.   **Teacher-led discussion on technological influences** - Teacher to define “technological” with the learners as the advancement or improvement of processes and equipment to achieve efficiency, reduce costs and/or increase production.  **Reflective question -** Which types of businesses benefit from new production equipment.  Answers will vary but would expect that businesses with production lines will benefit greatly, large businesses can manage their stock levels more easily, manufacturers can produce products more cheaply and efficiently, but what about hairdressers? What other examples can learners think of?  **Activity 1 - New production equipment**  Working on their own, learners choose a product or service and research the technology used to produce it. Consider how this product or service might have been produced 50 years ago. How have the changes in production techniques and equipment benefited buyers and businesses?  Benefits include cost savings, more products, more choices and improving lifestyles by increasing leisure time.  **Teacher-led discussion** – Discuss the answers to Activity 1 and how new technologies develop out of the need to solve a problem or improve a process.  **Stretch and challenge** - Can you think of any business that would not benefit from technological advances?  Small business may reach new customers all over the world with e-commerce, but it requires acquiring new skills (for example, website maintenance), cost of regular updates, security risks with data protection and security breaches.  **Teacher-led discussion on mobile technology**.  **Reflective question** - What do you use your mobile phone for? Do your grandparents, or older family members use mobile technology?  Learners should identify the generational differences when it comes to using mobile technology. Discuss the impact this might have on businesses.  **Activity 2 - Mobile technology and e-commerce**  In pairs or small groups, discuss the advantages and disadvantages of mobile technology and e-commerce for businesses. This activity can be adapted into a debate.  Advantages include:   * Access to more customers who can buy from anywhere in the world. * Do not always need a physical store or lots of staff so reduced costs. * Can operate 24 hours a day.   Disadvantages include:   * Keeping up with competitors. * Requirement to offer secure purchasing. * Greater difficulty in stock control. * Need for distribution processes to fulfil orders. * Reliant on server and webhosts to stay online. * Must also cater for those who do not buy online.   **Stretch and Challenge -** How easy or difficult is it for a business to offer e-commerce options?  Possible answers include e-commerce can be easy to set up as there are many providers who can do this for you, but you need to have processes in place to manage, fulfil and deliver orders.  **Progress check -** Teacher to lead quiz to reinforce learning and check progression.  1. Only factories will benefit from the introduction of new production equipment.   * 1. True.   2. False.   Answer is b.  2. Which of the following is NOT an example of mobile technology?   * 1. Tablet.   2. Laptop.   3. PC.   Answer is c.  **Recap –** Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home study – Technological influences**  Choose a particular good or service that you purchase online or through an app, then search for an alternative service to provide the same or similar goods or services. What makes you use one and not the other? | Internet access | Group work  Questions and answers  Research  Reflective question | 7.1.1 |
| 7 | **Introduction - Legislation – Part 1**  **Starter activity** - **Technological influences**  Learners should choose a particular good or service that they purchase online or through an app, then search for an alternative service to provide the same or similar goods or services. What makes them use one and not the other?  Teacher to discuss the apps or websites learners have identified, keeping focus on how well they use technology to attract customers and make purchases easy.  **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **Define** the term “legislation”. * **Identify** the legislation that impacts businesses. * **Describe** how employment legislation, anti-discrimination legislation, and * health and safety legislation can impact a business.   Learners may also be able to:   * **Provide** examples of the impact of employment legislation, anti-discrimination legislation, and health and safety legislation on businesses. * **Propose** strategies for dealing with the impact of employment legislation, anti-discrimination legislation, and health and safety legislation.   **Teacher-led discussion on employment legislation -** Teacher to ask if learners can name any employment laws or their elements. This should generate some suggestions such as working hours, leave, sick leave, workers' rights.  **Activity 1 - Employment legislation**  Split the class into three groups and assign them one of the following laws to research. The groups have 10 minutes to do their research and summarise the aims of the legislation for both employer and employee.  Each group should share their summaries with the class and the other groups should take notes.  Answers should include:   * Employment Rights Act covers all employment rights, including contracts, unfair dismissal, parental leave, and redundancy. * Employment Relations Act covers recognition of trade union bodies, the right for an employee to be accompanied in a disciplinary hearing and the right to maternity leave and time off for dependents. * Maternity and Parental Leave Regulations outline the rights that parents have when taking time off work to look after their new baby. By law, employees with children under the age of 18 are allowed to take up to 18 weeks off work unpaid throughout the year to look after their family. This can be quite disruptive for businesses that may lose key workers.   **Teacher-led discussion** – Discuss the answers to Activity 1 and emphasise that both employers and employees must abide by these laws. They can be onerous for the employer to understand, abide by and enforce, but they also provide protection for the employer and allow them to act within the law to ensure employees do not harm their business.  **Teacher-led discussion on** **anti-discrimination legislation**.  **Activity 2 - Anti-discrimination legislation**  Split the class into nine groups and assign them each a protected characteristic. They must discuss why this characteristic is protected and make a list of how an employer could ensure their processes and procedures are anti-discriminatory.  Learners are to share their findings with the class, which should include:   * Ability to do a job should not be influenced by any of the characteristics. * The potential for disruption to a business because of disability, pregnancy, gender reassignment etc. is not a reason not to employ someone. * Personal preferences of people should not be relevant to employment. * Recruiting and workplace policies must not be anti-discriminatory. * It might be worth noting that some jobs do have an age requirement due to other laws (for example, pilot).   **Stretch and Challenge** - What impact does anti-discrimination legislation have on a business?  Answers include:   * Policies and procedures – organisations need to have policies and procedures in place to ensure that there are equal job opportunities for all –they must also prevent discrimination across all aspects of the organisation. * Employee training – staff must be trained on the requirements of equal opportunity legislation. * Recruitment procedures – organisations may have to revise their recruitment policies to ensure there is no discriminatory wording in job adverts and no discrimination during the recruitment process. * Accessibility – organisations to ensure it is accessible to all, which may require investment in equipment such as ramps or the installation of lifts. * Prosecution –organisations may be prosecuted if they fail to comply with regulations resulting in a fine. * Investigation – organisations must investigate any accusations of discrimination or harassment against employees or customers.   **Teacher-led discussion on** **health and safety legislation**.  **Activity 3 - Health and safety legislation**  In pairs or small groups, learners should research the Health and Safety Act and identify employer and employee responsibilities stated in the Act.  Answers include:  Employee responsibilities:   * To take reasonable care of your own and others' safety. * Not to interfere or misuse anything that has been provided for your health and safety, such as safety equipment. * To cooperate with your employer by undergoing training, wearing protective clothing and by following health and safety policies. * To report any illness or injury that will affect your ability to work.   Employer responsibilities:   * Ensure health and safety training is undertaken by all staff. * Provide appropriate protective clothing and equipment. * Make sure all facilities meet minimal health and safety requirements regarding ventilation, temperature, and noise. * Have an up-to-date health and safety policy. * Maintain a safe working environment by ensuring equipment is properly maintained and safe to use, that appropriate warning signs are displayed, and that adequate first aid facilities are available.   **Progress check -** Teacher to lead quiz to reinforce learning and check progression.   1. The employment rights act states the minimum wage.    1. True.    2. False.   Answer is b.   1. The equality act:    1. Ensures all employees are paid the same.    2. Aims to prevent discrimination.    3. Does not cover those with disabilities.   Answer is b.   1. The employer is fully responsible for your health and safety.    1. True.    2. False.   Answer is b.  **Recap –** Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home study –** **Legislation**  Visit a business or look at their website. What evidence can you see that they are addressing:   * Employment legislation. * Anti-discrimination legislation. * Health and safety legislation. | Internet access | Group work  Questions and answers  Research  Group presentations | 7.1.1 |
| 8 | **Introduction - Legislation – Part 2**  **Starter activity** - **Legislation**  Visit a business or look at their website. What evidence can you see that they are addressing:   * Employment legislation. * Anti-discrimination legislation. * Health and safety legislation.   Together with the class, teacher can look at the careers section of some bigger employer websites to discuss these aspects.  **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **Define** the term “legislation”. * **Identify** the legislation that impacts businesses. * **Describe** how advertising legislation and data protection legislation can impact a business.   Learners may also be able to:   * **Provide** examples of the impact of advertising legislation and data protection legislation on businesses. * **Propose** strategies for dealing with the impact of advertising legislation and data protection legislation.   **Teacher-led discussion on advertising legislation.**  **Activity 1 - Advertising legislation**  In pairs or small groups, learners research one of the areas of consumer protection and identify advertising or sales strategies that might have broken these rules.   * Unfair commercial practices. * Misleading actions and omissions. * Aggressive sales tactics.   They then present their findings while other groups take notes in their workbook. Learners should provide examples and be able to explain how these breach consumer protection regulations.  **Stretch and Challenge** - Why might a business be tempted to use unfair or misleading advertising? What impact does this have?  Businesses might be tempted to use these strategies to win customers or deter them from using their competitors. It can create an unfair competitive advantage and ultimately damage the business's reputation when the customer is disappointed.  **Teacher-led discussion on data protection legislation.**  **Activity 2 - Data protection legislation**  In pairs or small groups, learners to research a UK online business and note what information they ask to create an account and make a purchase. Then look for their data protection policy. How easy was it to find and understand? Consider if you are concerned about the personal data that businesses have about you.  **Teacher-led discussion** – Discuss the answers to Activity 2: What did they find out? Which sites did not have much detail about their policies? Does that concern them? All businesses must follow the law regardless of whether they publish their policies.  **Stretch and Challenge:** What impact did the introduction of GDPR have on businesses?  Answers include GDPR had a big impact on businesses as they had to look at the data they collected, how they stored it and what they did with it. They must also be responsive to customers' data requests, and this costs time and money.  **Progress check -** Teacher to reinforce learning and check progression.  Learners to match category to act or regulation.  Answers are:   |  |  | | --- | --- | | **Category** | **Act/regulation** | | Employment | Maternity and Parental Leave Regulations 1999 | | Anti-discrimination | Equality Act 2010 | | Health and safety | Health and Safety at Work Act 1974 | | Advertising | Consumer Protection from Unfair Trading Regulations 2008 | | Data protection | GDPR |   **Recap –** Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home study – Climate change**  Consider how businesses are addressing climate change in their products and processes.  Choose one business and identify three changes they have made in the last five years to respond to climate change. | Internet access | Group work  Questions and answers  Research  Group presentation |  |
| 9 | **Introduction - Environmental influences and competitive environment**  **Starter activity** – **Climate change**  Choose one business and identify three changes they have made in the last five years to respond to climate change.  The business practices learners have identified will vary but can include no plastic bags or wrapping, local and seasonal produce, offsetting carbon emissions, recycling initiatives.  **Stretch and Challenge -** How can businesses utilise environmental influences to their advantage?  Answers include businesses that undertake these activities can attract new customers who are keen to buy from environmentally friendly businesses.  **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **Discuss** the environmental influences that impact businesses. * **Evaluate** how competitive environment shapes a business. * **Describe** how climate change, number of competitors and growth opportunities can impact a business.   Learners may also be able to:   * **Provide** examples of the impact of climate change, number of competitors and growth opportunities on businesses. * **Propose** strategies for dealing with the impact of environmental influences and competitive environment.   **Teacher-led discussion on** **environmental influences.**  **Activity 1 - Impact of climate change**  In pairs or small groups, learners to discuss the impact of climate change on businesses.   * Consider which businesses might be impacted more than others. * How might social trends increase the pressure on businesses to be more environmentally friendly?   Learners to report back on their discussions to the class. Examples of businesses less impacted by climate change laws might be a hairdresser or accountants. Supermarkets and others will be more significantly impacted due to the amount of plastic and waste produced.  **Stretch and Challenge -** Do you think consumers are willing to pay more for environmentally friendly products and services? Why?  Answers include customers will put pressure on businesses to be more environmentally friendly and may often be willing to pay more but might expect discounts if they bring their own cups or containers.  **Teacher-led discussion on** **competitive environment**.  **Reflective question -** What impact has Brexit had on the competitive environment in the UK?  Answers will vary, some learners might argue that by leaving a single trading area, the UK is less restricted by some EU regulations and has fewer competitors within the UK (which could lead to increased prices for the customers). Others can argue that Brexit has made UK business less competitive because it is now harder to exchange goods with the EU, it costs more money and takes more time because of custom borders. It also disrupted supply chains.  **Teacher-led discussion on growth opportunities.**  **Activity 2 - Competitive environment**  In pairs or small groups, choose a business (either local or national) and evaluate:   * Who are their competitors? * How are their products different and the same? (Price, functionality etc.) * What has this business done to retain customers? * How has competition benefited customers?   Answers should highlight the business's products and how they are similar/different, highlighting price, shipping costs, free giveaways. Does free shipping, loyalty schemes help retain customers? Benefits to customers should include lower prices, more options, and being able to buy more things they need in one place.  **Stretch and Challenge -** What opportunities do you think there are for the business to grow? How can businesses minimise the impact of the competitive environment?  Possible answers include businesses could grow by offering more types of products, using loyalty offers or merging with other businesses. Businesses can minimise the impact of the competitive environment by keeping pricing attractive and using marketing promotions to attract and retain customers. Environmentally friendly products and policies may help with that.  **Progress check -** Teacher to lead quiz to reinforce learning and check progression.  1. The term environment refers to:   1. Our country. 2. Our home. 3. The circumstances, objects, and conditions around us.   Answer is c.  2. Businesses that do not produce goods will not be impacted by climate change.   1. True. 2. False.   Answer is b.  3. Increased competition results in lower prices.   1. True. 2. False.   Answer is a.  4. Businesses can only grow by buying or merging with other businesses.   1. True. 2. False.   Answer is b.  **Recap –** Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home study – Buying habits**  Consider how your buying choices are influenced by the environment. Do you make environmentally friendly choices? Do you wish there were more sellers to choose from when buying a product or service?  Make a list of some examples of how your purchases are environmentally influenced. | Internet access | Group work  Questions and answers  Research | 7.1.1 |
| 10 | **Introduction - Case study**  **Starter activity** – **Buying habits**  Do you make environmentally friendly choices? Do you wish there were more sellers to choose from when buying a product or service?  Learners should list their environmentally friendly purchasing choices and the range of choices they have when it comes to buying a product.  **Introduce the learning outcomes of the lesson:**  Learners must be able to:   * **Identify** common external influences on a business. * **Evaluate** the impact of each external influence on a business.   Learners may also be able to:   * **Propose** strategies for reducing the impact of external influences on a business.   **Teacher-led discussion on** **PESTLE.**  **Activity 1 - Case study**  Learners will work in pairs or small groups to choose a business operation in the UK and identify the impact of external influences. They can choose a business they have already researched in other lessons, or teacher can give them a selection to choose from. Businesses can be local or national.  Learners should answer questions in the workbook about their case study:   * Taxation. * Economics. * Social. * Technological. * Legislation. * Environmental influences. * Competitive environment.   **Activity 2 - Case study findings**  Learners summarise the ability of their business to respond to external influences. They present their findings to the class.  **Stretch and Challenge** - Which external influence has the greatest impact on the business you have chosen? Why?  **Progress check -** Teacher to lead quiz to reinforce learning and check progression.  1. Which of the following is not an external influence?   1. Social. 2. Economic. 3. Health.   Answer is c.  2. The impact of external influences will be different from business to business.   1. True. 2. False.   Answer is a.  3. There is nothing you can do to prepare for the impact of external influences.   1. True. 2. False.   Answer is b.  **Recap –** Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met.  **Home study –** **Covid**  Assess the impact of Covid on the business you researched in the lesson.   1. How did it change the business? 2. What could the business have done differently to manage the impact of Covid? | Internet access | Group work  Research  Group presentation | 7.1 |

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| **Learner workbook: Knowledge check answers** |
| 1. List fourexternal influences that impact a business.   Answers include taxation, economics, social, technological, legislation, environment.   1. Which of the following taxes are paid when you purchase goods or services?    1. VAT.    2. Income tax.    3. Corporation tax.    4. Council tax.   Answer is a.   1. Identify oneof the economic influences and describe how it impacts a business.   Answer could include any of the following GDP, interest rates, employment levels, availability of skills, and minimum wage. Answer should describe the impact of high/low levels on a business.   1. Which of the following is an example of employment legislation?    1. Consumer Protection from Unfair Trading Regulations 2008.    2. Health and Safety at Work Act 1974.    3. GDPR.    4. Maternity and Parental Leave Regulations 1999.   Answer is d.   1. Identify a trend and describe how it influenced consumer purchasing.   Answers will vary. For example, fidget spinners in 2017 or wearable technology in the 2010s-2020s. Answers can include that when these trends start and the products become popular, they can be rare and relatively difficult to purchase, they are expensive. Once more manufacturers started to produce, prices go down, but the trend can fade, and consumers stop purchasing the products.   1. Describe how improvements in mobile technology have impacted businesses.   Answers include improvements in mobile technologies have meant that consumers are able to buy what they want, when they want it, and from anywhere in the world. This means that businesses must have online shops that can meet this demand and have the stock and distribution processes in place to fulfil orders quickly.   1. Choose a business and describe the actions they have taken to address climate change.   Answers will vary. For example, a local café no longer provides disposable cups. Customers must bring your own cup, or they buy a re-usable cup. The café has also created signage about how they use sustainable produce and how they recycle and reduce their carbon footprint.   1. List three ways in which a business can grow in a competitive environment.   Answers include creating new products, using new marketing or promotional strategies, or buying or merging with other businesses. |

# Document information

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