



# Cambridge TECHNICALS Level 3 Business

## Units 1 – 17, 19 – 21

First teaching September 2016

The units in this booklet are part of the following suite:

<b>Entry code</b>	<b>Title</b>	<b>Qualification Number (QN)</b>
05834	OCR Level 3 Cambridge Technical Certificate in Business	601/7698/2
05835	OCR Level 3 Cambridge Technical Extended Certificate in Business	601/7699/4
05836	OCR Level 3 Cambridge Technical Foundation Diploma in Business (VRQ)	601/7700/7
05837	OCR Level 3 Cambridge Technical Diploma in Business (VRQ)	601/7701/9

**Version 1 September 2015**



<b>OCR</b> Oxford Cambridge and RSA	<b>Externally assessed unit</b>
<b>Unit Title:</b>	<b>The business environment</b>
OCR unit number:	1
Level:	3
Guided learning hours:	120
Unit reference number:	A/507/8148
How will this unit be assessed	Externally assessed by an OCR set and marked exam
Essential resources required for this unit	N/A

## Unit aim

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Businesses operate in an environment which is dynamic, competitive, uncertain and frequently hostile. They need to constantly adapt to changes in their internal and external environments in order to be successful. These changes may include anticipating the actions of competitors, reacting to economic or political changes or making use of new technologies. Whether you aspire to be a manager, chief executive, charity worker or entrepreneur, understanding the business environment is key to ensuring that the business in which you work reaches its full potential.

In this unit you will develop an understanding of how and why businesses operate in the way they do. You will look at a range of different types of business and business structures, and how the ownership of a business and its objectives are interrelated. You will learn about the importance of different functions within a business working together. You will understand the legal, financial, ethical and resource constraints under which a business must operate and how these affect business behaviour. You will explore ways in which businesses respond to changes in their economic, social and technological environment, and the necessity for a business to plan. You will appreciate the influence different stakeholders can have on a business. You will learn how to assess business performance.

The knowledge and understanding gained by completing this unit is fundamental to being effective in business and, therefore, has synoptic links to all of the other units in the OCR Level 3 Cambridge Technical in Business suite of qualifications.

## Teaching content

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The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative.

Where teaching content contains i.e. and e.g. under specific areas of content, the following rules will be adhered to when we set questions for an exam:

- A direct question may be asked about unit content which follows an i.e.
- Where unit content is shown as an e.g. a direct question will not be asked about that example.

<b>Learning Outcome</b> <b>The Learner will:</b>	<b>Teaching Content</b> <b>The Learner must be taught:</b>	<b>Teaching exemplification</b>
1 Understand different types of businesses and their objectives	1.1 different types of business activity i.e.: <ul style="list-style-type: none"> <li>• primary</li> <li>• secondary</li> <li>• tertiary</li> </ul> 1.2 different sectors of operation, i.e. <ul style="list-style-type: none"> <li>• private</li> <li>• public</li> <li>• third sector</li> </ul> 1.3 different forms of legal business ownership i.e.: <ul style="list-style-type: none"> <li>• sole trader</li> <li>• partnership</li> <li>• private limited company</li> <li>• public limited company</li> <li>• state/government owned</li> <li>• charity/not-for profit</li> <li>• community interest companies (CIC)</li> </ul>	1.1 To include purposes, key features and examples of each type.  1.2 To include key features and examples for each sector.  1.3 To include advantages and disadvantages of each form of legal ownership and the most appropriate form of ownership for a particular business.

<b>Learning Outcome</b> <b>The Learner will:</b>	<b>Teaching Content</b> <b>The Learner must be taught:</b>	<b>Teaching exemplification</b>
	<p>1.4 factors which inform business ownership', i.e.</p> <ul style="list-style-type: none"> <li>• legal status</li> <li>• liability</li> <li>• funding</li> <li>• control/decision-making</li> <li>• legal/administrative requirements</li> </ul> <p>1.5 differing business aims and objectives i.e.</p> <ul style="list-style-type: none"> <li>• survival</li> <li>• financial, i.e.                             <ul style="list-style-type: none"> <li>○ break-even</li> <li>○ increase revenue</li> <li>○ reduce cost</li> <li>○ make profit</li> </ul> </li> <li>• growth, i.e.                             <ul style="list-style-type: none"> <li>○ physical expansion</li> <li>○ increase in market share</li> <li>○ increase provision</li> </ul> </li> <li>• reputation (e.g. quality, offering value for money, being ethical, social responsibility, being environmentally friendly)</li> <li>• being enterprising (e.g. own boss, pursue own interests, being competitive)</li> </ul>	<p>1.4 To include the most appropriate form of legal ownership for a particular business.</p> <p>1.5 To include the appropriateness of the objectives of a business.</p>

<b>Learning Outcome The Learner will:</b>	<b>Teaching Content The Learner must be taught:</b>	<b>Teaching exemplification</b>
2 Understand how the functional areas of businesses work together to support the activities of businesses	2.1 key tasks of functional areas of businesses i.e. <ul style="list-style-type: none"> <li>• finance</li> <li>• marketing</li> <li>• sales</li> <li>• human resources (HR)</li> <li>• operations management</li> <li>• customer services</li> <li>• business support services</li> <li>• research and development</li> <li>• purchasing/procurement</li> </ul>	2.1 Different businesses may have different names for some of these functions, for example, Finance may be called Accounting, Business Support Services may be called IT or Administration, HR may be called Personnel and Operations Management may be known as Production. <p>The tasks should be limited to the key activities:</p> <ul style="list-style-type: none"> <li>• finance – financial control and record keeping</li> <li>• marketing – promoting the business using different and relevant forms of media, including social media</li> <li>• sales – selling business products/services</li> <li>• human resources (HR) – planning recruitment, redundancies, remuneration and reward systems</li> <li>• operations management – converting inputs to outputs</li> <li>• customer services – liaising with customers, managing expectations and resolving queries</li> <li>• business support service – managing resources, maintaining equipment, providing IT support, providing administrative support</li> <li>• research and development – developing new products and services in response to research</li> </ul>

Learning Outcome The Learner will:	Teaching Content The Learner must be taught:	Teaching exemplification
	2.2 how business functions interrelate with other business functions	<p>findings</p> <ul style="list-style-type: none"> <li>• purchasing/procurement – sourcing and providing materials or services</li> </ul> <p>2.2 To include the consequences of poor interrelationships between business functions.</p> <p>For example, the actions of the sales function may impact on the operations management function if output needs to be increased. If the sales function fails to inform the operations management function of the likely increase in sales, there may be insufficient products to sell.</p>
3 Understand the effect that different organisational structures have on how businesses operate	<p>3.1 different organisational structures i.e.</p> <ul style="list-style-type: none"> <li>• flat structures</li> <li>• hierarchical/tall structures</li> <li>• centralised</li> <li>• decentralised</li> <li>• matrix</li> </ul> <p>3.2 elements of organisational structures i.e.</p> <ul style="list-style-type: none"> <li>• division of work</li> <li>• span of control</li> <li>• chain of command</li> </ul> <p>3.3 how the elements of the organisational structures impact on businesses operations i.e.</p>	<p>3.1 To include organisation by function, product/service, geographic location.</p> <p>3.2 Division of work- in large organisations, subtasks are often distributed to functional areas such as operations management, finance, or marketing.</p> <p>3.3 Implications, include:</p> <ul style="list-style-type: none"> <li>• authority can be delegated, responsibility cannot.</li> </ul>

Learning Outcome The Learner will:	Teaching Content The Learner must be taught:	Teaching exemplification
	<ul style="list-style-type: none"> <li>• communication paths</li> <li>• accountability, authority and responsibility</li> <li>• delegation</li> <li>• empowerment</li> </ul> <p>3.4 the use of organisation charts to show:</p> <ul style="list-style-type: none"> <li>• elements of the organisational structure</li> <li>• the status of different levels of job role, i.e.:               <ul style="list-style-type: none"> <li>• chief executive</li> <li>• directors</li> <li>• managers</li> <li>• supervisors</li> <li>• assistants/operatives</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Span of control may increase if chain of command is shorter or a flat structure is adopted</li> </ul> <p>To include the advantages and disadvantages of different organisational structures.</p> <p>To include the appropriateness of an organisational structure for a business.</p> <p>3.4 To include reporting status (upwards) and command status (downwards). To include an awareness of the key tasks associated with each job role.</p>
4 Be able to use financial information to check the financial health of businesses.	<p>4.1 what is meant by the terms:</p> <ul style="list-style-type: none"> <li>• cost (including fixed and variable costs)</li> <li>• revenue</li> <li>• cash flow</li> <li>• net cash flow</li> <li>• profit</li> <li>• break-even</li> <li>• margin of safety</li> </ul>	<p>4.1 To include definitions and examples.</p> <p>Learners should understand the difference between revenue, profit and cash flow.</p>

Learning Outcome The Learner will:	Teaching Content The Learner must be taught:	Teaching exemplification
	<p>4.2 how to calculate:</p> <ul style="list-style-type: none"> <li>• profit/loss</li> <li>• break-even point/output</li> </ul> <p>4.3 how to interpret financial statements, i.e.:</p> <ul style="list-style-type: none"> <li>• an income statement</li> <li>• a statement of financial position</li> <li>• a cash flow statement</li> <li>• a cash flow forecast</li> </ul>	<p>4.2 Profit = revenue – cost Break-even output = fixed costs/(selling price – variable cost)</p> <p>Graphical analysis is not required.</p> <p>4.3 To include description of components in financial statements and analysis of data.</p> <p>A cash flow statement is a record of actual cash inflows and outflows, whereas a cash flow forecast is a prediction.</p> <p>Interpretation of statement of financial position would be limited to a comparison between different time periods</p> <p>To include recommendations for future success.</p>

<b>Learning Outcome</b> <b>The Learner will:</b>	<b>Teaching Content</b> <b>The Learner must be taught:</b>	<b>Teaching exemplification</b>
5 Understand the relationship between businesses and stakeholders	5.1 who the main stakeholders are i.e. <ul style="list-style-type: none"> <li>• internal stakeholders</li> <li>• external stakeholders</li> </ul> and their objectives  5.2 the ways in which different stakeholder groups attempt to alter business behaviour	5.1 A stakeholder is any person, group or organisation which has an interest in a business because they are affected by, or may be affected by, the activities of that business.  Internal stakeholders include owners (sole trader, partners), employees (e.g. chief executive, directors, managers, supervisors, assistants), and trade unions.  To include external stakeholder groups such as shareholders, customers, , suppliers, potential investors, lenders, local community, pressure groups, and central and local government (e.g. H.M.R.C., environmental health, planning department).  To include internal and external stakeholder objectives, for example, employees' objectives may include job security, pay and benefits, rewards and recognition.  5.2 Consider practical examples from real businesses. E.g. an environmental pressure group could protest about the expansion plans of a business, causing negative media publicity and a customer boycott or denial of planning permission.

Learning Outcome The Learner will:	Teaching Content The Learner must be taught:	Teaching exemplification
	5.3 how businesses respond to the different and sometimes conflicting objectives of different stakeholders  5.4 the consequences to a business of not listening to its stakeholders	5.3 Business response includes: <ul style="list-style-type: none"> <li>• The degree of influence individual stakeholders possess is likely to determine how businesses respond to the individual stakeholder's objectives.</li> <li>• Conflict resolution and conflict management of stakeholder objectives,</li> <li>• the benefits and drawbacks of meeting stakeholder needs.</li> </ul> 5.4 Including not listening to specific stakeholder groups or a specific stakeholder e.g. local residents or the business owner.
6 Understand the external influences and constraints on businesses and how businesses could respond	6.1 the factors which comprise the external business environment, i.e.: <ul style="list-style-type: none"> <li>• social factors</li> <li>• technological factors</li> <li>• economic factors i.e.               <ul style="list-style-type: none"> <li>○ interest rates</li> <li>○ exchange rates</li> <li>○ inflation</li> <li>○ unemployment</li> <li>○ taxation</li> </ul> </li> <li>• environmental factors</li> <li>• political factors</li> <li>• legal factors i.e.:               <ul style="list-style-type: none"> <li>○ the impact of <b>current</b> legislation on business operations i.e.:</li> </ul> </li> </ul>	6.1 To include: <ul style="list-style-type: none"> <li>• social factors such as demographic issues, attitudes to work, disposable income, social trends, cultural beliefs.</li> <li>• technological factors such as automation, communication, purchasing/sales, mobile</li> <li>• environmental factors such as energy management, carbon emissions, waste reduction, recycling, pollution</li> <li>• political factors such as political instability, change of government, government initiatives.</li> <li>• legal factors to include purpose and main provisions of itemised</li> </ul>

Learning Outcome The Learner will:	Teaching Content The Learner must be taught:	Teaching exemplification
	<ul style="list-style-type: none"> <li>▪ Business framework i.e.:               <ul style="list-style-type: none"> <li>• Companies Act</li> <li>• Partnership Act</li> </ul> </li> <li>▪ Consumer protection i.e.:               <ul style="list-style-type: none"> <li>• Sale and Supply of Goods Act</li> <li>• Supply of Goods and Services Act</li> <li>• Consumer Protection Act</li> </ul> </li> <li>▪ Employee protection i.e.               <ul style="list-style-type: none"> <li>• Equality Act</li> <li>• Health and Safety at Work Act</li> <li>• Working Time Directive</li> <li>• National Minimum Wage Act</li> </ul> </li> <li>▪ Data protection Act</li> <li>▪ Copyright, Designs and Patents Act</li> <li>▪ Planning permission</li> <li>○ the implications of a business failing to meet legal requirements</li> <li>• ethical factors i.e.:               <ul style="list-style-type: none"> <li>○ ways in which a business can act ethically, i.e.:                   <ul style="list-style-type: none"> <li>▪ as an employer (e.g. not exploiting workforce, no child labour, pay above minimum wage, living wage, fair working practices)</li> <li>▪ as a trader (e.g. fair trade, fair prices)</li> </ul> </li> </ul> </li> </ul>	<p>legislation. By <b>current</b> legislation we mean the legislation specified or its equivalent should it be revised during the lifetime of the qualifications in which this unit is taught. The implication of failing to meet legal requirements to include legal (e.g. fine) and non-legal implications (e.g. effect on reputation).</p> <ul style="list-style-type: none"> <li>• ethical to be taken to mean doing what is morally right, by acting above and beyond what the law requires. To include ways in which a specific business can improve its ethical profile e.g. a restaurant could buy fair trade products. To include both positive and negative impacts of a business operating in an ethical manner. To include both</li> </ul>

<b>Learning Outcome</b> <b>The Learner will:</b>	<b>Teaching Content</b> <b>The Learner must be taught:</b>	<b>Teaching exemplification</b>
	<ul style="list-style-type: none"> <li>▪ environmentally friendly (e.g. waste management, recycling, carbon emissions, transport miles, energy use)</li> <li>▪ sustainability (e.g. fossil fuels, land management, green energy)</li> <li>▪ corporate social responsibility activities (e.g. charity donations, humanitarian aid, health and welfare schemes, sponsorship of sport/educational/ cultural events)</li> <li>○ the impact on a business and its stakeholders of operating ethically</li> <li>○ the consequences for a business and its stakeholders of not operating ethically</li> <li>• competitor factors</li> </ul> <p>6.2 to identify how the external environment can impact on a business and its stakeholders</p> <p>6.3 how businesses can respond to changes in their external environment</p>	<p>positive and negative impacts of a business not operating in an ethical manner.</p> <ul style="list-style-type: none"> <li>• Competitive factors such as the strength of competition, market share of business and competitors, competitor behaviour and position in market.</li> </ul> <p>6.2 To include positive and negative impacts on a business and its stakeholders</p> <p>6.3 To include the advantages and disadvantages of differing responses, including seizing opportunities and dealing with threats.</p>

<b>Learning Outcome The Learner will:</b>	<b>Teaching Content The Learner must be taught:</b>	<b>Teaching exemplification</b>
7 Understand why businesses plan	<p>7.1 why businesses plan i.e.:</p> <ul style="list-style-type: none"> <li>• to survive/avoid business failure</li> <li>• to develop business ideas <ul style="list-style-type: none"> <li>○ where business ideas come from (e.g. problem solving, innovation or accidental discovery, from employees, inventors, entrepreneurs)</li> </ul> </li> <li>• to avoid unnecessary risk <ul style="list-style-type: none"> <li>○ attitude to risk and uncertainty</li> </ul> </li> <li>• to meet objectives</li> </ul> <p>7.2 to determine appropriate sources of finance for businesses i.e.:</p> <ul style="list-style-type: none"> <li>• savings</li> <li>• reserves</li> <li>• overdraft</li> <li>• loan</li> <li>• mortgage</li> <li>• credit card</li> <li>• hire purchase</li> <li>• trade credit</li> <li>• venture capitalist</li> <li>• share issue</li> <li>• crowd-funding</li> </ul> <p>7.3 what may be included in a business plan i.e.:</p> <ul style="list-style-type: none"> <li>• identification of a product or service</li> <li>• the unique selling point</li> <li>• how to protect a product/service</li> </ul>	<p>7.1 Survival to include why businesses fail e.g. flawed business plans, poor financial control, lack of knowledge of market and competition, lack of clear unique selling point, concentration risk (e.g. relying on one major customer)</p> <p>Attitude to risk (e.g. willingness to take risk, risk averse)</p> <p>7.2 To include the need for internal and external sources of finance, short and long term sources, the advantages and disadvantages of each source, and their appropriateness to a specific business.</p> <p>7.3 To include what a business plan can be used for and who may wish to see one.</p>

Learning Outcome The Learner will:	Teaching Content The Learner must be taught:	Teaching exemplification
	<ul style="list-style-type: none"> <li>• prioritisation of business objectives</li> <li>• results of market research that has been carried out including competitor analysis</li> <li>• identification of financial requirements (e.g. cash flow forecast, the sources of finance to approach)</li> <li>• identification of resource requirements (e.g. finance, number of employees, skills of employees, premises requirements and location)</li> </ul>	
8 Be able to assess the performance of businesses to inform future business activities	<p>8.1 factors affecting the success/failure of a business, i.e.</p> <ul style="list-style-type: none"> <li>• financial</li> <li>• non-financial</li> <li>• short-term</li> <li>• long-term</li> </ul> <p>8.2 how to conduct a S.W.O.T. (Strengths, Weaknesses, Opportunities and Threats) analysis</p> <p>8.3 how to interpret business performance, i.e.</p> <ul style="list-style-type: none"> <li>• financial analysis</li> <li>• assessment of non-financial data</li> </ul>	<p>8.1 To include past and present success/failure.</p> <p>8.2 S.W.O.T. assesses a business' current position. Strengths and weaknesses are internal and within a business' control. Opportunities and threats are external, they need to be managed as they cannot be controlled.</p> <p>8.3 To include both assessment of the current performance of a business against its past performance and assessing various measurements of its</p>

<b>Learning Outcome The Learner will:</b>	<b>Teaching Content The Learner must be taught:</b>	<b>Teaching exemplification</b>
	<ul style="list-style-type: none"> <li>• comparison with organisational objectives</li> <li>• comparison with industrial averages</li> <li>• comparison with similar businesses</li> <li>• trends over time</li> <li>• methods used to improve business performance</li> </ul>	<p>current performance. Industrial averages could include benchmarking</p> <p>Methods used to improve business performance should include making specific recommendations for future business objectives.</p>

## Meaningful employer involvement - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units (this unit is a mandatory unit on all pathways), although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.


Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestions/ideas for centres when delivering this unit
<p>1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.</p>	<p>One week structured work experience in a specific functional area e.g. administration, sales, customer service, operations.</p> <p>Work shadowing of a manager/supervisor in a specific functional area e.g. marketing, research and development, IT, resource management.</p>

	Learners could volunteer to do charity work at weekends e.g. working in a charity shop sorting donations or serving customers, or working for an amateur dramatics group doing marketing and ticket sales.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Projects could be set by local business owners e.g. how to improve the ethical profile of a particular business, or how to manage stakeholder conflict experienced by their particular business. Learners may also be able to present their findings to the business owner, who may well take on board some of the recommendations made.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	<p>The Association of Chartered Certified Accountants, the Association of Accounting Technicians, the Chartered Institute of Management Accountants and other accounting professional bodies have representatives who can deliver training and instruction on how to interpret financial statements.</p> <p>The Prince's Trust and business bank managers are able to guest lecture on sources of finance.</p> <p>Citizens' Advice has representatives who are able to deliver specific sessions on current legislation.</p> <p>A local entrepreneur could deliver a talk on the objectives of their business.</p> <p>A director/chief executive of a successful organisation could run a seminar on adapting to changes in the external business environment.</p>

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

 <b>OCR</b> Oxford Cambridge and RSA	<b>Externally assessed unit</b>
<b>Unit Title:</b>	<b>Working in business</b>
OCR unit number:	2
Level:	3
Guided learning hours:	60
Unit reference number:	F/507/8149
How will this unit be assessed	Externally assessed by an OCR set and marked exam
Essential resources required for this unit	N/A

## Unit aim

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Businesses today need employees, managers and entrepreneurs who are multi-skilled independent thinkers. When working in business you will have to work in accordance with organisational protocols, be able to prioritise work and communicate effectively with others in a meaningful way.

This unit will cover the skills and understanding needed to work effectively within a business environment. This includes arranging meetings, working with business documents, making payments, prioritising business activities and communicating with stakeholders. The way that these activities are dealt with will vary according to the specific business protocols in place. Some of these will be specific to a functional area, however, many are common to almost all job roles.

The skills and understanding you will develop through this unit are critical to the success of any business and are highly valued in the business world; they are vital regardless of the role held within an organisation.

## Teaching content

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- Where unit content is shown as an e.g. a direct question will not be asked about that example.

<b>Learning Outcome</b> <b>The Learner will:</b>	<b>Teaching Content</b> <b>The Learner must be taught:</b>	<b>Teaching exemplification</b>
1. Understand protocols to be followed when working in business	1.1 the authority protocols, i.e.: <ul style="list-style-type: none"> <li>• authority in the workplace, i.e.:               <ul style="list-style-type: none"> <li>○ on decision making (e.g. when to escalate a complaint)</li> <li>○ on authorisation (e.g. signing of letters, payment authorisation)</li> </ul> </li> <li>• reasons for authority protocols</li> </ul> 1.2 the confidentiality protocols, i.e.: <ul style="list-style-type: none"> <li>• organisational procedures to maintain confidentiality</li> <li>• storage of data and documentation i.e.:               <ul style="list-style-type: none"> <li>○ manual</li> <li>○ electronic</li> </ul> </li> <li>• implications of breaching confidentiality</li> <li>• reasons why confidentiality may need to be breached</li> </ul>	1.1 To include links to job roles and organisation charts and to explain chain of command and levels of authority.  1.2 To include how confidentiality can be maintained, why confidentiality needs to be maintained, benefits and drawbacks of maintaining confidentiality and the importance of maintaining confidentiality to the individual and the organisation.  Organisational procedures such as practical ways of maintaining confidentiality within an organisation including limiting access, 'need to know' basis, IT systems, and use of bcc.

	<p>1.3 the constraints on document content, i.e.:</p> <ul style="list-style-type: none"> <li>• voluntary i.e.: <ul style="list-style-type: none"> <li>○ organisational</li> <li>○ ethical</li> <li>○ codes of practice</li> </ul> </li> <li>• legislation i.e.: <ul style="list-style-type: none"> <li>○ copyright</li> <li>○ data protection</li> <li>○ consumer protection</li> <li>○ equal opportunities</li> </ul> </li> </ul> <p>1.4 the checking protocols, i.e.:</p> <ul style="list-style-type: none"> <li>• checking of documents</li> <li>• checking of arrangements</li> <li>• implications of poor checking</li> </ul> <p>1.5 the IT security protocols, i.e.:</p> <ul style="list-style-type: none"> <li>• protection of information against unauthorised access</li> <li>• inappropriate use of IT equipment and software</li> </ul> <p>1.6 the employment protocols, i.e.:</p> <ul style="list-style-type: none"> <li>• health and safety legislation</li> <li>• equal opportunities legislation</li> <li>• contractual obligations as given contract of employment (e.g. hours, leave, paternity/maternity leave)</li> <li>• minimum standards of professional behaviour i.e.: <ul style="list-style-type: none"> <li>○ punctuality</li> <li>○ appearance and dress code</li> <li>○ use of appropriate language</li> </ul> </li> </ul>	<p>1.3 To include the avoidance of plagiarism and the need to quote sources.</p> <p>1.4 To include how documents and arrangements can be checked by self and others for accuracy/omissions/confusion. In addition, communication about meetings, travel and accommodation also need to be checked to ensure that all necessary parties have been informed. To include how documents and arrangements should be checked, why they need to be checked, and the benefits, drawbacks and importance of carrying out these checks.</p> <p>1.5 To include why and how data is protected (e.g. passwords, screen savers, locked files) and consequence of inappropriate use.</p> <p>1.6 Minimum standards of professional behaviour to include how employers would expect employees to respond for example, open and honest in business dealings with stakeholders and third parties e.g. in line with anti-bribery and corruption policy, reporting in sick, staying in contact if unable to attend work e.g. in line with sickness and absence policy, being suitably dressed.</p>
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<p>2. Understand factors that influence the arrangement of business meetings</p>	<p>2.1 the factors that influence meeting arrangements</p> <ul style="list-style-type: none"> <li>• meeting criteria (e.g. internal/external, urgency, priority, purpose, required personnel)</li> <li>• personnel availability (e.g. diary, electronic diary systems, calendars, meeting scheduling software)</li> <li>• venue/room (e.g. availability, location, required resources, refreshments, catering service, shared office space)</li> <li>• resource packs (e.g. documentation, visitor badges if required)</li> <li>• business costs (e.g. most cost effective or most timely method, face-to-face meeting or virtual meeting, who and how many are attending)</li> </ul> <p>2.2 the factors that influence business travel arrangements, i.e.:</p> <ul style="list-style-type: none"> <li>• travel criteria i.e.: <ul style="list-style-type: none"> <li>○ destination</li> <li>○ dates/times</li> <li>○ personnel</li> <li>○ special requirements</li> </ul> </li> <li>• mode of transport timetables and schedules</li> <li>• calculation and comparison of costs</li> </ul> <p>2.3 the factors that influence business accommodation arrangements, i.e.:</p> <ul style="list-style-type: none"> <li>• accommodation criteria (e.g. location, grade, cost, meal arrangements)</li> <li>• personnel requirements (e.g. type of rooms, access, dietary requirements)</li> <li>• calculation and comparison of costs</li> </ul>	<p>2.1 To include selection of suitable date/time for a meeting from diary/calendar entries. Costs should be a consideration. Different methods of meeting could be considered e.g. telephone conference, video conference, web conference, meeting at serviced offices</p> <p>2.2 Learners need to be able to interpret timetables and schedules to determine if a mode of transport (e.g. train/plane/bus) is available/suitable.</p> <p>2.3 To include practical considerations such as payment arrangements, car parking, and transport links.</p>
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<p>3. Be able to use business documents</p>	<p>3.1 the purpose, interpretation and completion of business documents, i.e.:</p> <ul style="list-style-type: none"> <li>• transaction documents, i.e.: <ul style="list-style-type: none"> <li>○ purchase order</li> <li>○ invoice</li> <li>○ credit note</li> <li>○ statement of account</li> </ul> </li> <li>• employee documents, i.e.: <ul style="list-style-type: none"> <li>○ travel expense claim form</li> </ul> </li> <li>• other internal documents, i.e.: <ul style="list-style-type: none"> <li>○ petty cash voucher</li> <li>○ stock requisition form</li> <li>○ IT requisition form</li> <li>○ reprographics requisition form</li> </ul> </li> </ul> <p>3.2 the purpose and interpretation of other business documents, i.e.:</p> <ul style="list-style-type: none"> <li>• bank statement</li> <li>• budget variance report</li> <li>• delivery note</li> <li>• goods received note</li> <li>• payslip (including deductions, gross and net pay)</li> <li>• receipt</li> <li>• remittance advice</li> <li>• request for repair form</li> </ul> <p>3.3 how to make payments and the advantages and disadvantages of each payment method, i.e.:</p> <ul style="list-style-type: none"> <li>• cheque</li> <li>• credit card</li> <li>• debit card</li> <li>• online/digital payment methods</li> <li>• bank payments i.e.: <ul style="list-style-type: none"> <li>○ paying in slip</li> </ul> </li> </ul>	<p>3.1 Documents may be paper-based or electronic. Learners should be able to interpret and use the contents of documents e.g. complete a credit note in response to a customer complaint.</p> <p>Understand terms and abbreviations used on documents such as E&amp;OE (Errors and Omissions excepted), T&amp;C, COD, Terms 30 Days.</p> <p>Travel expense claim form to include mileage and cost calculations.</p> <p>3.2 Calculations required (absolute and in percentage terms) when interpreting a budget variance report. Learners should use the terms 'favourable' and 'adverse' when referring to budget variance.</p> <p>Calculation of tax and national insurance payable on payslip is not required.</p> <p>3.3 To include the key features of the different payment methods, and the advantages and disadvantages of each payment method to both the payer and payee (e.g. to employees, suppliers, utility companies, hotels, travel companies, transport providers)</p>
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	<p>3.4 the purpose, completion and checking of meeting documentation i.e.:</p> <ul style="list-style-type: none"> <li>○ electronic transfer</li> <li>● notice of meeting</li> <li>● agenda</li> <li>● minutes</li> <li>● conference documentation i.e.:             <ul style="list-style-type: none"> <li>○ for delegates (e.g. publicity, invitations, joining instructions, evaluations forms)</li> <li>○ for staff (e.g. help sheets, attendance register)</li> <li>○ for presenters (e.g. prompt cards, slides)</li> </ul> </li> </ul>	<p>3.4 To include the benefits of meeting documentation and the importance of checking</p>
<p>4 Be able to prioritise business tasks</p>	<p>4.1 the reasons for prioritising business tasks i.e.:</p> <ul style="list-style-type: none"> <li>● workload</li> <li>● conflicting demands on time</li> <li>● the importance of meeting deadlines, i.e.:             <ul style="list-style-type: none"> <li>○ internal/external deadlines</li> <li>○ interim/final deadlines</li> <li>○ the impacts of missing deadlines</li> </ul> </li> </ul> <p>4.2 the factors that influence task prioritisation i.e.:</p> <ul style="list-style-type: none"> <li>● urgency of task</li> <li>● importance of task</li> <li>● significance of originator (e.g. line manager, customer, third party)</li> <li>● interactivity of tasks (e.g. some tasks affect other tasks)</li> <li>● length of time required to complete task</li> <li>● complexity of task</li> <li>● time commitments</li> <li>● resource constraints</li> <li>● diary clashes</li> <li>● proximity of appointments (e.g. time, location)</li> <li>● suitability for delegation</li> </ul>	<p>4.1 To include that some deadlines are more important than others.</p> <p>To include the impacts of missing deadlines on other business areas and business reputation.</p> <p>4.2 Learners need to be encouraged to think practically about prioritisation.</p> <p>Does a piece of correspondence warrant an urgent response or can it wait? Is it possible to attend two events on one day or do their locations make this impossible? Could someone else be asked to deal with a particular task? Is it wise to keep your departmental manager waiting for the figures requested?</p>

	<p>4.3 how to use information to inform prioritisation i.e.:</p> <ul style="list-style-type: none"> <li>• internal sources, i.e.: <ul style="list-style-type: none"> <li>○ business objectives</li> <li>○ stakeholders' resources and budget</li> </ul> </li> <li>• external sources, i.e.: <ul style="list-style-type: none"> <li>○ changes in the economy</li> <li>○ external stakeholders' requirements, feedback and availability</li> </ul> </li> <li>• data sources <ul style="list-style-type: none"> <li>○ numerical</li> <li>○ graphical</li> <li>○ tabular</li> </ul> </li> </ul> <p>4.4 how to assign priorities and identify appropriate actions to complete tasks in accordance with their priority i.e.:</p> <ul style="list-style-type: none"> <li>• high priority</li> <li>• medium priority</li> <li>• low priority</li> </ul> <p>4.5 the need to change priorities when necessary i.e.:</p> <ul style="list-style-type: none"> <li>• change deadlines</li> <li>• delegate tasks</li> </ul>	<p>4.3 Changes in the economy such as changes in exchange rates/interest rates</p> <p>The use of data sources to include pie charts, spreadsheets, charts, tables and graphs, for example, results from customer satisfaction surveys, sales trends, costings.</p> <p>4.4 To assign a priority as high, medium or low (or comment on a priority that has been assigned). Learners need to be able to express reasons for the prioritisation with the aim of persuading others to accept the assigned priority and agree to the actions to be taken.</p> <p>4.5 Learners need to understand that sometimes priorities must be changed.</p>
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<p>5 Understand how to communicate effectively with stakeholders</p>	<p>5.1 the characteristics which inform the design of business communications, i.e.:</p> <ul style="list-style-type: none"> <li>• audience (e.g. internal, external; specialist)</li> <li>• purpose (e.g. to inform, to persuade, to thank, to deal with a complaint)</li> <li>• content (e.g. complexity, numerical, graphical)</li> <li>• business function (e.g. Marketing, Human Resources),</li> <li>• available resources</li> </ul> <p>5.2 how the characteristics of business communications design impact on the use of resources i.e.:</p> <ul style="list-style-type: none"> <li>• quality of paper/card</li> <li>• colour/ black and white</li> <li>• hardcopy/electronic copy</li> <li>• cost of consumables</li> <li>• ease/cost of distribution</li> <li>• timescales</li> </ul> <p>5.3 how and when to use different types of communication i.e.:</p> <ul style="list-style-type: none"> <li>• formal communication i.e.: <ul style="list-style-type: none"> <li>○ letter</li> <li>○ report</li> <li>○ notice</li> </ul> </li> <li>• verbal communication i.e.: <ul style="list-style-type: none"> <li>○ telephone</li> <li>○ message</li> <li>○ face to face</li> </ul> </li> <li>• electronic communication i.e.: <ul style="list-style-type: none"> <li>○ email</li> </ul> </li> </ul>	<p>5.1 Learners need to consider the design of documentation used by businesses.</p> <p>5.2 Appropriate use of resources to be considered such as costs, IT, reprographics, printing, waste, and environmental issues.</p> <p>For example - does the communication need printing on coloured paper/card? Does it need printing at all? In particular the requirement for quality – internal communications may be black and white draft, external communications may necessitate glossy full colour Consumables could include paper, ink, postage, typesetting</p> <p>5.3 To include appropriateness of different types of communication in different situation, including such considerations as recipients/audience, message content, resource efficiency, speed, clarity, effectiveness.</p> <p>The standard elements of a written report i.e.</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Introduction</li> <li>• Body</li> <li>• Conclusions</li> <li>• Recommendations</li> </ul>
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	<ul style="list-style-type: none"> <li>○ text message/short message service (SMS)</li> <li>○ picture message/multimedia messaging service (MMS)</li> <li>○ social media</li> <li>○ web page</li> <li>○ presentation slides</li> <li>● marketing documentation i.e.: <ul style="list-style-type: none"> <li>○ business card</li> <li>○ press release</li> <li>○ promotional literature</li> <li>○ questionnaire</li> <li>○ data collection sheet</li> </ul> </li> <li>● recruitment documentation i.e.: <ul style="list-style-type: none"> <li>○ job description</li> <li>○ person specification</li> <li>○ job advertisement</li> <li>○ application form</li> </ul> </li> </ul> <p>5.4 how to review business communications to make sure they are fit for purpose i.e.:</p> <ul style="list-style-type: none"> <li>● appropriate type of communication for audience</li> <li>● tone</li> <li>● layout/design, i.e.: <ul style="list-style-type: none"> <li>○ logo</li> <li>○ letterhead</li> <li>○ font</li> <li>○ corporate colours</li> <li>○ images</li> </ul> </li> <li>● correct use of grammar, spelling, punctuation and sentence construction</li> <li>● relevance of information</li> </ul>	<ul style="list-style-type: none"> <li>● Appendix and references (if required)</li> </ul> <p>5.4 Communications should be fit for their intended purpose and audience. Learners need to review work, not only for errors, but also for improvements.</p>
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## Synoptic assessment

Ten per cent of the marks in the examination for this unit will be allocated to synoptic application of knowledge. There'll be questions that draw on knowledge and understanding from Unit 1 The business environment that then has to be applied in the context of this unit.

## Meaningful employer involvement - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units (this unit is a mandatory unit on all pathways), although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.


Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestions/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	One week structured work experience in administration, human resources, marketing, business planning producing business documents.  One week structured work experience in the mail room of a large organisation dealing with outgoing mail.  One week structured work experience in customer services communicating with customers.  One week structured work experience in finance/payroll completing source documents.  Work shadowing of an administrator involved in document production or event management.  Work shadowing of a director's personal assistant who is involved in making accommodation and travel arrangements.  Learners could do voluntary work in their own time e.g. producing marketing documents for a lifestyle

	charity or writing letters/emails for an animal welfare charity.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	<p>Exercises could be set by a local business to make travel and accommodation bookings for its forthcoming conference using a given set of criteria.</p> <p>Learners could be invited to take part in a source document simulation exercise run by the Association of Chartered Certified Accountants, the Association of Accounting Technicians and the Chartered Institute of Management Accountants.</p>
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	<p>The local business bank manager and representatives from the Princes' Trust could be asked to deliver training and instruction on understanding financial information to support decision making.</p> <p>An administrator from the local authority could guest lecture on confidentiality and limits of authority when working in business.</p> <p>The local Chamber of Commerce is likely to be able to recommend a business leader who could run a seminar on business communication.</p> <p>The Advertising Standards Authority has representatives who are able to deliver specific sessions on the regulation of advertising media.</p> <p>A local conference organiser could run specific sessions on scheduling meetings, travel arrangements and accommodation.</p>

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

 <b>OCR</b> Oxford Cambridge and RSA	<b>Externally assessed unit</b>
<b>Unit Title:</b>	<b>Business decisions</b>
OCR unit number:	3
Level:	3
Guided learning hours:	60
Unit reference number:	T/507/8150
How will this unit be assessed	Externally assessed by an OCR set and marked exam
Essential resources required for this unit	N/A

## Unit aim

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All businesses make decisions. Key decisions might include extending a product range, a business changing direction and targeting a new market, or if it should expand. The decisions made could affect the day to day operational activities of the business and could also impact on their short and long term success.

The ability to make decisions depends on the effective collation, processing and analysis of relevant information. In this unit you will develop your skills of business decision-making using multiple sources of information. You will explore the criteria on which business decisions should be based and the methods to interpret and analyse this information. In this unit you will learn to consider the many variables involved and encouraged to analyse possible solutions, investigating each for potential drawbacks and benefits, before reaching your preferred decision. The learning contained within this unit will provide a framework that you will be able to apply in a business setting.

You will have the opportunity to showcase your skills by making a business decision based on evidence and you will be required to justify the decision you make.

This unit provides significant opportunities for you to use the specialist knowledge, understanding and skills you have obtained from other units in your programme of study.

## Teaching content

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative.

Where teaching content contains i.e. and e.g. under specific areas of content, the following rules will be adhered to when we set questions for an exam:

- A direct question may be asked about unit content which follows an i.e.
- Where unit content is shown as an e.g. a direct question will not be asked about that example.

<b>Learning Outcome The Learner will:</b>	<b>Teaching Content The Learner must be taught:</b>	<b>Teaching exemplification</b>
1. Understand factors to be taken into account when making business decisions	1.1 different types of business decision, i.e.: <ul style="list-style-type: none"> <li>• strategic</li> <li>• tactical</li> <li>• operational</li> </ul> 1.2 different criteria used when making business decisions, i.e.: <ul style="list-style-type: none"> <li>• internal i.e.:               <ul style="list-style-type: none"> <li>○ attitude to risk</li> <li>○ organisational objectives</li> <li>○ core competencies of a business</li> <li>○ impact on internal stakeholders</li> <li>○ business ethics</li> <li>○ financial considerations</li> <li>○ time</li> <li>○ opportunity cost (e.g. consequences of decisions and alternatives)</li> </ul> </li> </ul>	1.1 To include the meaning, key features and examples of each type of business decision.  1.2 Different decisions require different priorities to be given to each criterion.  Risk comes in various forms such as financial, effect on reputation, likelihood of success, familiarity and competence (Ansoff's Matrix).  Core competencies to include an overview of the work of Hamel and Prahalad  Business ethics to include ethical objectives (of business and its stakeholders) and, where appropriate, corporate social responsibility.

	<ul style="list-style-type: none"> <li>• external i.e.: <ul style="list-style-type: none"> <li>○ level and nature of risk</li> <li>○ impacts on external stakeholders</li> <li>○ degree of uncertainty</li> <li>○ changes in market</li> <li>○ changes in external environment</li> </ul> </li> </ul> <p>1.3 the use of different types of information when making business decisions, i.e.:</p> <ul style="list-style-type: none"> <li>• internal and external</li> <li>• qualitative and quantitative</li> <li>• historic and forecasted</li> <li>• primary and secondary research</li> </ul> <p>1.4 how to judge the validity of information used to make decisions, i.e.:</p> <ul style="list-style-type: none"> <li>• reliability</li> <li>• bias</li> <li>• relevance</li> <li>• complexity</li> <li>• degree of detail</li> <li>• currency (up to date)</li> <li>• intended use</li> <li>• quality</li> </ul> <p>1.5 the purposes, benefits and importance of communication:</p> <ul style="list-style-type: none"> <li>• with internal stakeholders, external stakeholders, the media</li> <li>• before, during and after decisions are made</li> </ul> <p>1.6 factors affecting the quality of decision-making i.e.</p> <ul style="list-style-type: none"> <li>• access to relevant information</li> <li>• access to decision-making tools</li> <li>• availability of finance</li> <li>• key personnel (e.g. knowledge, skills and</li> </ul>	<p>Financial considerations to include the availability of sources of finance.</p> <p>1.3 To include the meaning, strengths, weaknesses and examples of each type of information.</p> <p>1.4 To include numerical and non-numerical information.</p> <p>1.5 Especially communication with employees, local community, lenders and the media.</p> <p>1.6 To include seeking advice and expertise from consultancies.</p>
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	<p>experience of who is making the decision, analytical skills, solution-focused approach, problem-solving abilities)</p> <ul style="list-style-type: none"> <li>• training of managers in decision-making skills</li> <li>• power differentials and potential for bias</li> <li>• consultation</li> </ul>	
<p>2. Be able to use financial data to inform business decisions.</p>	<p>2.1 how to use profitability data, i.e.:</p> <ul style="list-style-type: none"> <li>• costs and revenues</li> <li>• gross and net profit/loss</li> <li>• profitability ratios i.e.: <ul style="list-style-type: none"> <li>○ net profit ratio</li> <li>○ gross profit ratio</li> </ul> </li> <li>• business performance data</li> <li>• the importance of profit/profitability</li> </ul> <p>2.2 how to use break-even analysis, i.e.:</p> <ul style="list-style-type: none"> <li>• how to draw, label and interpret a break-even graph</li> <li>• how to calculate (by graph and formula) profit/loss at a given level of output, including margin of safety</li> <li>• the factors affecting the break-even level of output</li> <li>• ways to lower the break-even level of output</li> </ul> <p>2.3 how to use contribution data i.e.:</p> <ul style="list-style-type: none"> <li>• how to calculate unit contribution</li> <li>• the significance of contribution</li> <li>• special order decisions</li> </ul> <p>2.4 how to use cash-flow data, i.e.:</p> <ul style="list-style-type: none"> <li>• how to interpret cash-flow position</li> <li>• ways to improve cash-flow</li> </ul>	<p>2.1 To include the calculation and/or interpretation of data. Interpretation must be in context.</p> <p>2.2 To include the calculation and/or interpretation of data. Interpretation must be in context. To include the usefulness of break-even analysis.</p> <p>2.3 To include the calculation and/or interpretation of data. Interpretation must be in context</p> <p>2.4 To include the calculation and/or interpretation of data. Interpretation must be in context. To include the benefits of cash-flow management.</p>

	<p>2.5 how to use investment appraisal, i.e.:</p> <ul style="list-style-type: none"> <li>• how to calculate and interpret data i.e. payback period, average rate of return (ARR), Net present value (NPV)</li> </ul>	<p>2.5 To include the interpretation of data and the advantages and disadvantages of each method of investment appraisal. To include the usefulness of investment appraisal methods and data.</p>
<p>3. Understand how human resource information informs business decisions</p>	<p>3.1 factors involved in workforce planning, i.e.:</p> <ul style="list-style-type: none"> <li>• size of workforce</li> <li>• skills of workforce</li> <li>• availability of workforce</li> <li>• training requirements of workforce i.e. <ul style="list-style-type: none"> <li>○ induction</li> <li>○ on the job</li> <li>○ off the job</li> <li>○ internal</li> <li>○ external</li> </ul> </li> </ul> <p>3.2 how to use workforce performance data, i.e.:</p> <ul style="list-style-type: none"> <li>• calculate and interpret measures of workforce performance i.e.: <ul style="list-style-type: none"> <li>○ absenteeism</li> <li>○ labour turnover</li> <li>○ productivity</li> <li>○ wastage</li> </ul> </li> <li>• interpreting trends in workforce performance over time</li> <li>• to use industrial averages to make comparisons with other businesses/industries</li> <li>• the causes of, effects of, and solutions for poor workforce performance</li> </ul>	<p>3.1 To include the purpose and importance of workforce planning.</p> <p>To include the importance of carrying out a skills audit.</p> <p>3.2 To include the explanation of terms and the use of formulae. To include the benefits of calculating measures of workforce performance. Consideration of the impact a decision would have on these measures.</p>
<p>4. Understand how marketing information informs business decisions</p>	<p>4.1 how to use market research information i.e.:</p> <ul style="list-style-type: none"> <li>• types of information i.e. <ul style="list-style-type: none"> <li>○ text</li> <li>○ data</li> <li>○ charts and tables</li> <li>○ graphs and pie charts</li> </ul> </li> </ul>	<p>4.1 To include the strengths and weaknesses of different information types and the validity and usefulness of data/information.</p> <p>To include research information about customers, competitors and the wider business environment.</p>

	<ul style="list-style-type: none"> <li>• identify data correlations</li> <li>• make estimations i.e.:             <ul style="list-style-type: none"> <li>○ line of best fit</li> <li>○ graphical extrapolation</li> <li>○ data patterns</li> </ul> </li> <li>• use Time Series Analysis to calculate and interpret moving averages</li> </ul> <p>4.2 how to use marketing decision-making tools i.e.:</p> <ul style="list-style-type: none"> <li>• the Boston Matrix</li> <li>• Porter’s Five Forces model</li> <li>• Porter’s Generic Competitive Strategies</li> </ul> <p>4.3 considerations when making marketing decisions i.e.:</p> <ul style="list-style-type: none"> <li>• target market</li> <li>• product/service features</li> <li>• place/channels of distribution</li> <li>• pricing</li> <li>• promotion</li> <li>• corporate image</li> </ul> <p>4.4 how constraints on marketing impact business decisions i.e.:</p> <ul style="list-style-type: none"> <li>• legal</li> <li>• ethical</li> <li>• social</li> <li>• financial</li> <li>• time available</li> <li>• corporate policy</li> </ul>	<p>Interpretation must be in context.</p> <p>4.2 To include the practical application, meaning, benefits and weakness of each marketing decision-making tool.</p> <p>4.3 To include the perception of the product/service and its intended audience. To include how businesses create their market identity.</p> <p>4.4 To include internal and external constraints</p>
<p>5. Be able to use resource, project and change management information to inform business decisions</p>	<p>5.1 the issues and key tasks involved in resource management, i.e.:</p> <ul style="list-style-type: none"> <li>• the management of physical resources (e.g. rooms, furniture, equipment)</li> <li>• the management of IT resources (e.g. computers, projectors, printers)</li> </ul>	<p>5.1 To include interpretation of data. Interpretation must be in context.</p>

	<ul style="list-style-type: none"> <li>• inventory management i.e. : <ul style="list-style-type: none"> <li>○ Stock control charts</li> <li>○ Electronic Point of Sale (EPOS) data</li> <li>○ Radio-frequency Identification (RFID)</li> </ul> </li> </ul> <p>5.2 how to use project management tools i.e.</p> <ul style="list-style-type: none"> <li>• Gantt charts</li> <li>• project plan</li> <li>• risk register</li> </ul> <p>5.3 how to use and interpret critical path analysis (CPA)</p> <ul style="list-style-type: none"> <li>• critical path network diagrams</li> <li>• earliest start times (EST)</li> <li>• latest finish times (LFT)</li> <li>• float time for an activity</li> <li>• how to identify a project's critical path</li> </ul> <p>5.4 how change is managed, i.e.:</p> <ul style="list-style-type: none"> <li>• causes of change, i.e.: <ul style="list-style-type: none"> <li>○ internal</li> <li>○ external</li> </ul> </li> <li>• resistors to change</li> <li>• the importance of encouraging a positive response from the workforce to change</li> <li>• the importance and impact of change</li> </ul> <p>5.5 the factors involved in contingency planning, i.e.:</p> <ul style="list-style-type: none"> <li>• the purpose, importance, benefits and drawbacks of contingency planning</li> <li>• how to create contingency plans</li> </ul>	<p>5.2 To include the interpretation of data. Interpretation must be in context.</p> <p>5.3 To include why CPA is useful.</p> <p>5.4 To include examples of causes of change, resistors to change and responses to change.</p> <p>5.5 Learners should be able to suggest suitable contingencies that a business could make.</p>
6. Be able to use information to make and justify business decisions	6.1 how to use business decision-making tools, i.e.: <ul style="list-style-type: none"> <li>• internal organisational audit</li> <li>• external business environmental audit</li> <li>• competitor analysis</li> </ul>	6.1 To be used in context.  Internal organisational audit includes all internal factors relevant to the decision to be made; including

	<ul style="list-style-type: none"> <li>• stakeholder analysis</li> <li>• Ansoff's matrix</li> </ul> <p>6.2 how different strategies are used to help a business achieve a competitive advantage in different circumstances (e.g. in emerging, maturing and declining positions)</p> <p>6.3 how to make business decisions i.e.:</p> <ul style="list-style-type: none"> <li>• the identification of issues/causes</li> <li>• how to identify and prioritise decision-making criteria</li> <li>• the analysis and synthesis of supporting information</li> <li>• the use of decision-making tools to investigate solutions</li> <li>• how to match solutions to decision-making criteria</li> <li>• respect other people's contributions to the decision-making process</li> <li>• present rationale and conclusions</li> </ul> <p>6.4 how to justify a business decision</p> <ul style="list-style-type: none"> <li>• appropriateness (e.g. feasibility, desirability, chances of success)</li> <li>• awareness of other perspectives</li> <li>• evidence based</li> </ul>	<p>(but not limited to) attitude to risk, core competencies, portfolio analysis, market research, SWOT. To include limitations and strengths of decision-making tools</p> <p>External business environmental audit includes all external factors relevant to the decision to be made; including (but not limited to) financial, legal, ethical, economic, political, social, environmental and technological factors.</p> <p>6.2 To include (but not limited to) diversification, horizontal and vertical integration, retrenchment, change of strategic direction, market entry, change product or service provision, change market positioning, market growth, mergers and rebranding.</p> <p>6.3 Learners should be encouraged to use a structured approach when making business decisions.</p> <p>6.4 Justification should be based on evidence from supporting information.</p>
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## Synoptic assessment

Ten per cent of the marks in the examination for this unit will be allocated to synoptic application of knowledge. There'll be questions that draw on knowledge and understanding from Unit 1 The business environment that then has to be applied in the context of this unit.

## Meaningful employer involvement - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units (this unit is a mandatory unit on all pathways), although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.


Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestions/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	<p>Work shadowing of a director/manager/entrepreneur involved in making a strategic decision, e.g. how to increase visitor numbers at a local library or how a restaurant could appeal to a younger target market.</p> <p>Learners could do some research-based voluntary work, e.g. investigating how a local church or religious group could raise additional funds or how a self-help group could make itself more widely known.</p>
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	<p>Projects could be set by local business owners, e.g. asking learners to apply the factors involved when business' make decisions to three options and asking them to justify which option they should opt for. Learners may also be able to present their decisions to the business owner, who may well take into account some of the points the learner raises.</p> <p>Learners could be invited to take part in a local council or voluntary group committee meeting where they could investigate and make recommendations on courses of action, for example, e.g. who to invite to switch on the Christmas lights or how to extend the current provisions of a voluntary group for the unemployed.</p>

<p>3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.</p>	<p>The local business bank manager and representatives from the Princes' Trust could be asked to deliver training and instruction on understanding financial information to support decision-making.</p> <p>A human resource manager from a reputable business could guest lecture on workforce planning or run a master class on managing change.</p> <p>The local Chamber of Commerce is likely to be able to recommend a successful/experienced business leader who could run a seminar on leadership or improving workforce motivation.</p> <p>The Chartered Institute of Marketing, The Institute of Sales and Marketing Management, and the British Interactive Media Association and other marketing professional bodies have representatives who can deliver training and instruction on understanding marketing information to support decision-making.</p> <p>The Direct Marketing Association may be able to deliver training on how to use direct marketing.</p> <p>A local advertising agency may be willing to deliver a lecture/ presentation/ master class on marketing techniques.</p> <p>A representative from the Association of Project Management could be used to deliver a series of sessions on critical path analysis and the importance of contingency planning.</p>
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You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

 <b>OCR</b> Oxford Cambridge and RSA	<b>Centre assessed unit</b>
<b>Unit Title:</b>	<b>Customers and communication</b>
OCR unit number:	4
Level:	3
Guided learning hours:	60
Unit reference number:	A/507/8151
How will this unit be assessed	Centre-assessed
Essential resources required for this unit	Learners will require access to a suitable business teaching environment with computer and internet access to carry out research.  Tutors should have a range of business communications available which the learners can use for reference e.g. business flyers, leaflets, brochures, published accounts.  Ability to digitally record / capture evidence of non-verbal and verbal skills. A witness statement on its own is not acceptable.

## Unit aim

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Customers are vital to the success of any business. It is essential that businesses consider the importance of the customer experience and ensure that they communicate effectively with them, whether internal or external.

Repeat business is crucial for future revenue and financial certainty. Businesses depend on customer satisfaction and customer loyalty. To build this you need to know who your customers are and what influences their behaviours.

In this unit you will learn the purpose, methods and importance of communication in business and the appropriateness of different forms of communication for different situations. You will develop the skills that will help you create a rapport with customers and have the opportunity to practise and develop your business communication skills.

You will also learn about the legal constraints, ethical and security issues that affect how businesses store, share and use information.

## Teaching content

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
1. Understand who customers are and their importance to businesses	1.1 The different types of customers, i.e.: <ul style="list-style-type: none"> <li>• internal and external customers</li> <li>• returning customers</li> <li>• one-off customers</li> <li>• potential / new customers</li> </ul> 1.2 What influences customer behaviour, i.e.: <ul style="list-style-type: none"> <li>• customer needs and expectations</li> <li>• customer demographics</li> <li>• cultural differences</li> <li>• location</li> <li>• level of satisfaction</li> <li>• how often they need to interact with the business</li> </ul> 1.3 Actions businesses may take to manage the customer experience, i.e.: <ul style="list-style-type: none"> <li>• creating a customer service offer to manage customer expectations</li> <li>• prioritising business needs - balance how to meet an objective to deliver high quality customer service with an objective to reduce business overheads</li> <li>• prioritising customers' needs - when different customers have competing needs and not all of them can be met, businesses may have to decide whose needs are to be met</li> <li>• Maintaining contact with the customer (e.g. to encourage customer loyalty, to inform, to educate, to provoke a response)</li> </ul> 1.4 Why customer service is important, i.e.: <ul style="list-style-type: none"> <li>• provides a competitive advantage for businesses</li> <li>• helps a public or third sector organisation provide best value for money</li> <li>• affect reputation, (e.g. It shows customers the business cares; it is what customers remember)</li> </ul> and how it can be integrated into all aspects of business activities
2. Understand how to communicate with customers	2.1 How to consider the audience requirements when planning communication (e.g. age, gender, special needs, accessibility, knowledge, customer type).

Learning Outcomes The learner will:	Teaching Content The learner must be taught:
	<p>2.2 The purposes of communication in business situations, i.e.:</p> <ul style="list-style-type: none"> <li>• to inform</li> <li>• to confirm</li> <li>• to promote</li> <li>• to make a request</li> <li>• to instruct</li> </ul> <p>2.3 The advantages and disadvantages of various forms of communication, i.e.:</p> <ul style="list-style-type: none"> <li>• face to face</li> <li>• in writing</li> <li>• by telephone</li> <li>• text message</li> <li>• email</li> <li>• websites</li> <li>• social media and networking</li> <li>• advertisement</li> </ul> <p>when considering the purpose, content and audience of a business message</p> <p>2.4 How to use appropriate business formats and styles for written communication layouts</p> <p>2.5 The importance of corporate standards, i.e.:</p> <ul style="list-style-type: none"> <li>• colour schemes</li> <li>• writing guides</li> <li>• house styles</li> <li>• version control</li> </ul> <p>2.6 The importance of managing corporate profile through media activity</p>
<p>3. Be able to establish a rapport with customers through non-verbal and verbal communication skills</p>	<p>3.1 Non-verbal skills, i.e.:</p> <ul style="list-style-type: none"> <li>• matching body language (e.g. posture, gestures, eye-contact)</li> <li>• using body language to indicate interest (e.g. smiling and nodding, leaning forward)</li> </ul> <p>3.2 Verbal skills, i.e.:</p> <ul style="list-style-type: none"> <li>• tone and pace (e.g. raising and lower pitch and speed of language)</li> <li>• clarifying</li> <li>• giving compliments</li> <li>• avoiding and responding to criticism</li> <li>• ice breakers/initiating a conversation</li> <li>• closing a conversation</li> <li>• addressing customers by name using appropriate convention (e.g. formal situation Mr/ Mrs, informal Peter / Anisha)</li> </ul> <p>3.3 Listening skills, i.e.:</p> <ul style="list-style-type: none"> <li>• recapping / reflecting back on what has been said</li> <li>• understanding instructions</li> </ul>

Learning Outcomes The learner will:	Teaching Content The learner must be taught:
	<ul style="list-style-type: none"> <li>• interpreting task requirements</li> <li>• making notes</li> <li>• personal reflection</li> <li>• confirming understanding</li> <li>• seeking clarification</li> </ul>
4. Be able to convey messages for business purposes	<p>4.1 How messages can be structured to convey messages, i.e.:</p> <ul style="list-style-type: none"> <li>• introduction, (e.g. to people, to topics, headings/subject bar)</li> <li>• body/main message</li> <li>• summary/recap of key points</li> <li>• conclusion (e.g. next steps, action points, recommendations, proposal)</li> <li>• inviting/seeking questions</li> <li>• frequently asked questions (FAQs)</li> </ul> <p>4.2 Types of verbal and written business communications, i.e.</p> <ul style="list-style-type: none"> <li>• verbal communications, i.e.: <ul style="list-style-type: none"> <li>○ presentations,</li> <li>○ planned discussions, i.e.: <ul style="list-style-type: none"> <li>▪ with people you are familiar with,</li> <li>▪ with people you are not familiar with</li> </ul> </li> </ul> </li> <li>• written communications, i.e.: <ul style="list-style-type: none"> <li>○ letters</li> <li>○ social media (e.g. tweets, blogs, text message/Short message service (SMS))</li> <li>○ websites</li> <li>○ emails</li> <li>○ notices</li> <li>○ newsletter</li> <li>○ press release</li> <li>○ promotional flyer/ brief</li> <li>○ report</li> </ul> </li> </ul> <p>4.3 Other considerations for conveying messages for business purposes, i.e.:</p> <ul style="list-style-type: none"> <li>• appropriate technical language (e.g. only using acronyms/abbreviations if they will be understood by readers; technical language may be more appropriate in a one-to-one email than a promotional flyer)</li> <li>• use of relevant graphical information/images to support key points</li> <li>• accuracy (e.g.in use of technical terms, spelling, punctuation)</li> <li>• timeliness of messaging</li> </ul>

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
5. Know the constraints and issues which affect the sharing, storing and use of information for business communications	5.1 Legal constraints (e.g., intellectual property rights, copyright, Data Protection Act, Freedom of Information Act, Computer Misuse Act, Advertising Standards Authority (ASA))  5.2 Ethical issues, i.e.: <ul style="list-style-type: none"> <li>• organisation policies and codes of practice governing the use of information (e.g. use of internet policies, whistle blowing, staff handbooks, contracts of employment)</li> <li>• advertising issues (e.g. advertising to children, appropriate content which can be stored or shared)</li> </ul> 5.3 Security issues (e.g. monitoring of phone and e-mail communications, confidentiality, information storage, backup policies and procedures, increasing levels of technology, operational costs)

## Grading Criteria

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
The learner will:	The assessment criteria which are the pass requirements for this unit.	To achieve a merit the evidence must show that, in addition to the pass criteria, the candidate is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1 Understand who customers are and their importance to businesses	P1: Explain who the customers of a specific business are and what influences their behaviour		
	P2: Describe actions that a specific business has taken in response to the differing needs of its customers		
	P3: Explain the range of customer services a specific business provides and how each area of the business has responded to the need to provide customer service	M1: Analyse the benefits to a specific business and to its customers of maintaining and developing customer service	D1: Recommend and justify changes to the customer service provided by a specific business in order to improve the customer experience
2 Understand how to communicate with customers	P4: Assess whether or not the form, style and layout of different communications are suitable for the intended audience and purpose		
	P5: Summarise the corporate standards and corporate profile of a specific business and explain their importance to that business	M2: Explain how a specific business manages its corporate profiles through media activity	
3 Be able to establish a rapport with customers through non-verbal and verbal communication skills	P6: Demonstrate non-verbal and verbal skills when communicating with a specific customer	M3: Review own use of non-verbal and verbal skills when communicating with a specific customer and suggest improvements	
	P7: Explain the importance of listening skills in building a rapport with specific customers		

Learning Outcome	Pass	Merit	Distinction
4 Be able to convey messages for business purposes	P8: Structure and deliver a verbal business communication so that its content and type of communication is appropriate for its audience and purpose	M4: Review use of own verbal and written skills when communicating business messages and recommend improvements	D2: Justify how to adapt the structure, method of delivery and any other considerations to convey a business message for differing audience requirements
	P9: Structure a written business communication so that its content and type of communication is appropriate for its audience and purpose		
5 Know the constraints and issues which affect the sharing, storing and use of information for business communications	*P10: Describe the legal constraints, ethical and security issues faced by a specific business in relation to sharing and storing business communications		

### \*Synoptic assessment

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria. Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

Core unit	Core taught content	Assessment criteria in this unit
Unit 1 The business environment	6.1 the factors which comprise the external business environment  6.2 to identify how the external environment can impact on a business and its stakeholders	*P10: describe the legal constraints, ethical and security issues faced by a specific business in relation to sharing and storing business communications

### Meaningful employer involvement - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units (this unit is a mandatory unit in all of the pathways; Accounting, Human Resources, Marketing, and Business Planning), although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners volunteer to help at a local club or society to help with the communication in the organisation. The learners could be given opportunities to: <ol style="list-style-type: none"> <li>1. Update a website</li> <li>2. Produce draft letters</li> <li>3. Participate in business meetings</li> <li>4. Participate in group activities</li> </ol>
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Industry practitioners could design activities for the learners to experience group discussions on customer preferences or an opportunity to plan communications for a business e.g. a small marketing campaign or website. They could present their ideas or write a report.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Local universities may have visiting speakers or offer opportunities for learners to attend conferences on 'Communication in practice'. The Federation of Small Businesses provides information, support and guidance about small businesses in the UK – they have a number of specialists and offer short courses (e.g. on legislation) which it may be possible for learners to attend.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Industry professional could act as an external customer to review learners' business communications and provide feedback on the material generated by the learners. The learners could work on a simulated project or activity related to a volunteer role or work experience activity.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

<b>OCR</b> Oxford Cambridge and RSA	<b>Centre assessed unit</b>
<b>Unit Title:</b>	<b>Marketing and market research</b>
OCR unit number:	5
Level:	3
Guided learning hours:	60
Unit reference number:	F/507/8152
How will this unit be assessed	Centre-assessed
Essential resources required for this unit	Market research proposal to initiate the learners' research

## Unit aim

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Marketing is the function that makes sure a business sells the right products, at the right price, in the right place, using the most suitable promotion methods. Successful marketing is essential if a business is to survive in a very competitive business world. This unit will give you an overview of the marketing function, including how market analysis is used and the constraints on marketing activities.

The unit has particular emphasis on the role of market research and how it contributes to marketing decision-making and the actions a business may take. Market research is the process by which organisations obtain the information they require. You will gain an in-depth understanding of primary and secondary market research methods used to inform marketing decision-making. You will develop an understanding of the importance of selecting appropriate market research methods for market research proposals and you will be able to carry out market research, analyse the market research findings and present the findings.

To gain further and valuable understanding of the Marketing function within a business, you could build on your skills by studying the other units in the marketing pathway.

## Teaching content

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
1. Understand the role of marketing in businesses	<p>(When introducing this learning outcome teachers should cover the meaning of key terms such as:</p> <ul style="list-style-type: none"> <li>• market</li> <li>• marketing (e.g. customer needs and wants, demand, customer satisfaction)</li> <li>• marketing objectives</li> <li>• marketing analysis</li> <li>• marketing strategy</li> <li>• marketing mix)</li> </ul> <p>1.1 Introduction to the marketing function, i.e.:</p> <ul style="list-style-type: none"> <li>• purpose of the marketing function               <ul style="list-style-type: none"> <li>○ how the marketing function links with other functions of a business (e.g. Operations/Production, Finance, Human Resources)</li> </ul> </li> <li>• setting marketing aims and objectives linked to strategic objectives</li> <li>• the stages involved in marketing, i.e.:               <ul style="list-style-type: none"> <li>○ business objectives</li> <li>○ market analysis</li> <li>○ marketing strategy</li> <li>○ marketing mix</li> </ul> </li> </ul> <p>1.2 How businesses use market analysis, i.e.:</p> <ul style="list-style-type: none"> <li>• to identify market structure (e.g. number of firms, market share, market size, market volume, market value)</li> <li>• to identify potential market growth opportunities/downsizing</li> <li>• to recognise competitors (e.g. competitor analysis, market mapping)</li> <li>• to carry out market segmentation, i.e.:               <ul style="list-style-type: none"> <li>○ methods, i.e.:                   <ul style="list-style-type: none"> <li>▪ demographic</li> <li>▪ geographic</li> <li>▪ behavioural</li> <li>▪ psychographic</li> </ul> </li> <li>○ benefits of market segmentation for a business (e.g. competitiveness, retention)</li> </ul> </li> </ul>

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
	1.3 How the impact of marketing can be measured, i.e.: <ul style="list-style-type: none"> <li>• sales (e.g. trends)</li> <li>• income (e.g. sales revenue)</li> <li>• awareness (e.g. customer feedback)</li> </ul>
2. Know the constraints on marketing	2.1 The main elements and impacts of constraints on marketing <ul style="list-style-type: none"> <li>• legal constraints (e.g. Consumer protection legislation)</li> <li>• voluntary constraints (e.g. Advertising Standards Authority (ASA), Advertising Codes of Practice)</li> <li>• ethical constraints (e.g. invasion of privacy, stereo types, regulations (ASA))</li> <li>• cultural constraints (e.g. language, international differences)</li> <li>• financial constraints (e.g. budget, cash flow, liquidity)</li> <li>• technical constraints (e.g. IT limitations, legislation, budget)</li> <li>• employees (e.g. quantity, quality and skills of employees)</li> <li>• broadcast Codes (Ofcom)</li> <li>• limitations i.e. Penalties</li> <li>• trading Standards</li> </ul>
3. Be able to carry out market research for business opportunities	<p>(When introducing this learning outcome teachers should cover the meaning of key terms such as:</p> <ul style="list-style-type: none"> <li>• market research</li> <li>• market research proposal)</li> </ul> 3.1 The purpose of market research (e.g. importance, gain better understanding of market ) 3.2 Methods and types of researching, i.e.: <ul style="list-style-type: none"> <li>• method               <ul style="list-style-type: none"> <li>○ primary</li> <li>○ secondary</li> </ul> </li> <li>• type               <ul style="list-style-type: none"> <li>○ qualitative research (e.g. subjective views, attitudes and opinions)</li> <li>○ quantitative research (e.g. facts, figures, analysis)</li> </ul> </li> </ul> 3.3 Tools used to carry out primary market research and how to use them, i.e.: <ul style="list-style-type: none"> <li>• observation</li> <li>• focus groups</li> <li>• surveys/Questionnaires</li> <li>• technology based (e.g. social media analysis, mobile surveys, online communities)</li> <li>• sampling, i.e.:               <ul style="list-style-type: none"> <li>○ probability, i.e.:                   <ul style="list-style-type: none"> <li>▪ random</li> </ul> </li> </ul> </li> </ul>

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
	<ul style="list-style-type: none"> <li>▪ stratified</li> <li>▪ cluster</li> <li>▪ systematic</li> <li>○ non probability, i.e.: <ul style="list-style-type: none"> <li>▪ quota</li> <li>▪ convenience</li> <li>▪ judgement</li> </ul> </li> <li>• qualitative and quantitative question, i.e.: <ul style="list-style-type: none"> <li>○ how to write and sequence questions</li> <li>○ methods of response (e.g. Likert, optional routes, outcomes)</li> </ul> </li> </ul> <p>3.4 Sources for secondary market research, i.e.:</p> <ul style="list-style-type: none"> <li>• internal sources (e.g. loyalty cards, sales figures, stock control)</li> <li>• external sources, i.e.: <ul style="list-style-type: none"> <li>○ commercial sources (e.g. market research organisations)</li> <li>○ competitors – company reports and websites</li> <li>○ government publications</li> <li>○ trade publications</li> <li>○ the media</li> </ul> </li> </ul> <p>3.5 How to carry out market research using primary and secondary methods</p> <p>3.6 Factors that influence the choice of market research methods, types and tools to be used, i.e.:</p> <ul style="list-style-type: none"> <li>• reasons for market research (e.g. informed by the market research proposal, aims and objectives for market research)</li> <li>• availability of resources (e.g. budget, time, number and range of participants to be questioned, location, incentives to take part, permissions to use data)</li> <li>• reporting requirements (e.g. timing, format of presentation of results: reports, graphs, charts)</li> </ul> <p>3.7 Benefits and drawbacks (e.g. cost, time, resources, accuracy, relevance) of methods, types and tools of market research</p>
<p>4. Be able to validate and present market research findings</p>	<p>4.1 How to prepare market research findings (e.g. examining raw data, addressing incomplete responses)</p> <p>4.2 How to validate market research findings, i.e.:</p> <ul style="list-style-type: none"> <li>• how to interpret findings from market research</li> <li>• how to assess the reliability of the findings (e.g. repeatability of research findings, size of sample, how it was collected, how many respondents were surveyed, time taken allocated for the research)</li> <li>• how to assess the validity of the findings (e.g. do the findings measure what the market research</li> </ul>

Learning Outcomes The learner will:	Teaching Content The learner must be taught:
	<p>campaign/exercise intended to measure)</p> <ul style="list-style-type: none"> <li>• how to identify any limitations of the findings and recommend what areas may require additional market research</li> <li>• how to draw conclusions from the findings to inform marketing decisions</li> </ul> <p>4.3 How to present findings clearly in a format appropriate to the data obtained and audience, i.e.:</p> <ul style="list-style-type: none"> <li>• quantitative analysis, i.e.: <ul style="list-style-type: none"> <li>○ simple statistical analysis (e.g. mean, median, mode, range)</li> <li>○ data presentation (e.g. pie charts, bar charts, line graphs, histograms)</li> </ul> </li> <li>• presentation methods; <ul style="list-style-type: none"> <li>○ written reports (e.g. how to structure a report using appropriate headings such as: introduction, research objectives, main findings, conclusions proposing actions of what marketing decision the business can take next, recommendations for any further market research)</li> <li>○ presentations (e.g. how to structure a presentation or report using appropriate slides such as: introduction, research objectives, main findings, conclusions proposing actions of what marketing decision the business can take next, recommendations for any further market research)</li> </ul> </li> </ul>

## Grading Criteria

Learning Outcome	Pass	Merit	Distinction
The learner will:	The assessment criteria which are the pass requirements for this unit.	To achieve a merit the evidence must show that, in addition to the pass criteria, the candidate is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand the role of marketing in businesses	P1: Explain the role of the marketing function in business		
	*P2: Describe how carrying out market analysis can benefit a business		
	P3: Explain how businesses measure the impact of their marketing using at least two contrasting businesses	M1: Analyse the impact of a particular marketing campaign run by a specific business	
2. Know the constraints on marketing	P4: Describe the constraints on marketing for a specific business		
3. Be able to carry out market research for business opportunities	P5: Select market research method, type and tools for a market research proposal and give reasons for the choice	M2: Based on own research, assess the choice of market research <b>method and type</b> used, explaining their effectiveness	D1: Justify the choice and sequence of questions used in the market research
	P6: Conduct primary and secondary research to identify business opportunities for a specific business		
4. Be able to validate and present market research findings	P7: Assess the validity of market research findings for a specific business opportunity against its market research proposal	M3: Based on assessment of own market research findings recommend improvements or additional market research requirements	D2: Recommend and justify marketing decisions that the business could take
	P8: Present market research findings in an appropriate format for the data obtained and audience		

## \*Synoptic assessment

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria. Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

Core unit	Core taught content	Assessment criteria in this unit
Unit 1 The business environment	7.3 what may be included in a business plan <ul style="list-style-type: none"> <li>Results of market research that has been carried out including competitor analysis</li> </ul>	*P2: Describe how carrying out market analysis can benefit a business.

## Meaningful employer involvement - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units (this unit is a mandatory unit in the marketing pathway), although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestions/ideas for centres when delivering this unit
1. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Learners to plan and carry out research for business opportunities which is linked to a business organisation.
2. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Learners could receive training from a local business in applying marketing skills to market research and presenting research findings.
3. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Learners could be observed by marketing employees when planning or completing market research which in turn could be used by the business to help market the business. Experts could provide feedback on the conclusions drawn from the data.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

<b>OCR</b> Oxford Cambridge and RSA	<b>Centre assessed unit</b>
<b>Unit Title:</b>	<b>Marketing strategy</b>
OCR unit number:	6
Level:	3
Guided learning hours:	60
Unit reference number:	J/507/8153
How will this unit be assessed	Centre-assessed
Essential resources required for this unit	N/A

## Unit aim

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To ensure that resources are used effectively and the right customer is targeted, businesses must carefully plan their marketing activities. To be successful, marketing activities have to be coherent and coordinated and the marketing strategy plays a key role in achieving this.

In this unit, you will learn about how businesses set different marketing objectives. You will appreciate why segmenting the market is a key activity when planning a marketing strategy. You will learn about the different marketing strategies a business can consider and the tools they use to plan a marketing strategy. This will include the changing use of digital marketing. You will learn the different approaches to marketing that a business can take, for example, taking a new product to market or using their knowledge and experience to enter a totally new market with a new product. You will also develop an understanding of the benefits of branding and you will apply the knowledge and skills acquired and propose a marketing strategy.

To gain further and valuable understanding of the Marketing function within a business, you could build on your skills by studying the other units in the marketing pathway.

## Teaching content

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
1. Understand the purpose of marketing strategies	<p>(When introducing this learning outcome tutors should cover the meaning of key terms such as:</p> <ul style="list-style-type: none"> <li>• marketing objectives</li> <li>• marketing strategy)</li> </ul> <p>1.1 What marketing objectives might typically cover, i.e.:</p> <ul style="list-style-type: none"> <li>• increase revenue</li> <li>• increase customer base (e.g. reach new customers)</li> <li>• increase repeat custom ( e.g. improve customer loyalty)</li> <li>• introduce new products or services</li> <li>• increase market share</li> <li>• increase brand awareness (e.g. increase awareness of products and services)</li> <li>• launch advertising campaigns</li> <li>• ensure businesses stay innovative</li> </ul> <p>and that objectives should be SMART (Specific, Measurable, Achievable, Realistic, Timely)</p> <p>1.2 That the role of market segmentation in planning marketing strategies is to understand the target market, e.g.:</p> <ul style="list-style-type: none"> <li>• by dividing potential customers into groups depending on their needs and wants - by age, gender, income, geographical area, buying behaviour</li> <li>• by increasing marketing efficiency through focusing efforts on targeting consumers with similar characteristics and needs - knowing where, when, how and whom to market the product or service to, reducing risk of overspending on marketing budget</li> <li>• by giving businesses commercial advantage if they attract the right customer - increased sales revenue, greater market share</li> </ul> <p>1.3 Different marketing strategies, i.e.:</p> <ul style="list-style-type: none"> <li>• market penetration (e.g. selling more of the existing product to existing customers)</li> <li>• market development (e.g. selling existing products to new target markets)</li> <li>• product development (e.g. selling new products to new existing markets)</li> <li>• diversification (e.g. selling new products to new markets)</li> <li>• cost leadership (e.g. selling to price-sensitive customers)</li> <li>• differentiation (e.g. unique selling point (USP), added value, branding)</li> </ul>

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
	<p>1.4 Approaches to marketing, i.e.:</p> <ul style="list-style-type: none"> <li>• niche marketing (e.g. small market segment, focusing a product or service on a subset of the market, defines the product features aimed at satisfying specific market needs)</li> <li>• mass marketing (e.g. appeals to whole market, segment, focuses on high sales and low prices)</li> <li>• product-led/product orientation (e.g. primary focus is on its product, strategy in which a product or service is developed before the business has determined its market, focus on quality and design of product)</li> <li>• market-led/market orientation (e.g. uses market statistics to determine what customers will buy and then produces a product or service to meet those needs)</li> <li>• asset-led (e.g. uses product strengths and the needs of the market, strategy in which attributes of the product are used to market the product)</li> </ul>
<p>2. Understand factors influencing marketing strategies</p>	<p>2.1 Factors influencing marketing strategies, i.e.:</p> <ul style="list-style-type: none"> <li>• resources (e.g. budget, skilled employees, time)</li> <li>• businesses at different stages of their life cycle (e.g. start-up compared with a mature business)</li> <li>• different markets (e.g. domestic markets, overseas markets, business to business, business to consumer)</li> <li>• social trends (e.g. health, lifestyle changes)</li> <li>• stakeholders (e.g. actions of competitors, consumer behaviour)</li> <li>• flexibility of the marketing mix</li> <li>• ability to react to unforeseen changes (e.g. changes in customer reaction/demand)</li> <li>• contingency planning (e.g. deal with unlikely events or changes)</li> </ul>
<p>3. Understand digital marketing</p>	<p>(When introducing this learning outcome tutors should cover the meaning of key terms such as digital marketing e.g. the marketing of products or services using digital channels/media to reach consumers.)</p> <p>3.1 Why businesses have digital marketing strategies, i.e.:</p> <ul style="list-style-type: none"> <li>• the changing nature of marketing (e.g. global, 24-hours access, two-way customer interaction, dynamic, controlled/not controlled by a business (e.g. viral) reach, choice of platform)</li> <li>• changes in consumer behaviour (e.g. digital natives)</li> <li>• to reduce costs</li> <li>• to improve reputation (e.g. two-way communication, visibility, keeping up with competitors)</li> <li>• to improve and maintain electronic customer relationship management (e-CRM)</li> <li>• increased participation in social communities and generating interest groups ('Digital tribes')</li> </ul>

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
4. Know what benefits branding can generate for businesses	<p>(When introducing this learning outcome tutors should cover the meaning of key terms such as:</p> <ul style="list-style-type: none"> <li>• branding is the process involved in creating a unique name and image for a product in the consumers' mind)</li> </ul> <p>4.1 The benefits branding can generate, i.e.:</p> <ul style="list-style-type: none"> <li>• recognition (e.g. consistent marketing message, consistent customer experience, positioning)</li> <li>• unique Selling Point (USP), (e.g. how businesses add value for customers)</li> <li>• alignment with customers' beliefs and values (e.g. emotional link with customers, familiarity, trust)</li> </ul>
5. Be able to use business tools to propose marketing strategies	<p>5.1 Business tools used in developing marketing strategies, i.e.</p> <ul style="list-style-type: none"> <li>• Ansoff's Matrix, i.e.:             <ul style="list-style-type: none"> <li>○ product development</li> <li>○ market penetration</li> <li>○ market development</li> <li>○ diversification</li> </ul> </li> <li>• product portfolio analysis, i.e. the Boston Matrix to consider the market share and growth</li> <li>• Porter's Generic Strategies model to consider competitive advantage</li> <li>• SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis</li> <li>• STEEPLE analysis (Social, Technological, Economic, Environmental, Political, Legal and Ethical)</li> <li>• marketing mix i.e. (4Ps)             <ul style="list-style-type: none"> <li>• product, i.e.:                 <ul style="list-style-type: none"> <li>▪ Product mix (e.g. range of products)</li> <li>▪ USP (e.g. added value)</li> </ul> </li> <li>• price, i.e.:                 <ul style="list-style-type: none"> <li>▪ What customers are prepared to pay</li> <li>▪ Compare price to competitors</li> </ul> </li> <li>• place, i.e.:                 <ul style="list-style-type: none"> <li>▪ Accessibility (e.g. ease of purchase)</li> <li>▪ Types of outlets (e.g. shop, market, Internet)</li> </ul> </li> <li>• promotion, i.e.:                 <ul style="list-style-type: none"> <li>▪ Creating customer awareness (e.g. communicating with customers)</li> </ul> </li> </ul> </li> </ul>

## Grading Criteria

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
The learner will:	The assessment criteria which are the pass requirements for this unit.	To achieve a merit the evidence must show that, in addition to the pass criteria, the candidate is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand the purpose of marketing strategies	P1: Identify SMART marketing objectives for a specific business		
	P2: Identify a market segment for a specific business when planning a marketing strategy	M1: Explain the importance to a specific business of market segmentation in planning a marketing strategy	
	P3: Describe marketing strategies a specific business may consider	M2: Analyse the marketing approach taken and the marketing strategy created by a specific business to market a product	D1: Compare two business with contrasting marketing strategies and evaluate the impact of the strategy on each business
	P4: Explain the approaches to marketing a specific business could take		
2. Understand factors influencing marketing strategies	*P5: Explain the factors influencing the marketing strategy of a specific business	M3: Describe the impact of unforeseen changes and unexpected events on the marketing strategy of a specific business	D2: Evaluate how a specific business has reacted to changes in the factors influencing its marketing strategy
3. Understand digital marketing	P6: Explain why a specific business may consider developing a digital marketing strategy		
4. Know what benefits branding can generate for businesses	P7: For a specific business, describe what they have done to create brand recognition and unique selling points, and to represent their beliefs and values		

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
5. Be able to use business tools to propose marketing strategies	P8: Propose a marketing strategy for a specific business using business tools	M4: Assess the business tools used in a marketing strategy proposal and explain how effective they were	

### \*Synoptic assessment

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria. Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

<b>Core unit</b>	<b>Core taught content</b>	<b>Assessment criteria in this unit</b>
Unit 1: The business environment	<p>6.1 the factors which comprise the external business environment</p> <p>6.2 to identify how the external environment can impact on a business and its stakeholders</p> <p>6.3 how businesses can respond to changes in their external environment</p>	*P5 Explain the factors influencing the marketing strategy of a specific business

### Meaningful employer involvement - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units (this unit is a mandatory unit in the Marketing pathway), although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners could carry out a work placement within the marketing department specifically working on marketing strategies and promotions and shadow those involved in the preparation.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Learners create a market strategy linked to a local business.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Learners could receive a master class from a local marketing business, on how they have created strategies.
4. Industry practitioners operating as ‘expert witnesses’ that contribute to the assessment of a learner’s work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Local businesses could review learners’ strategies

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

<b>OCR</b> Oxford Cambridge and RSA	<b>Centre assessed unit</b>
<b>Unit Title:</b>	<b>Marketing campaign</b>
OCR unit number:	7
Level:	3
Guided learning hours:	60
Unit reference number:	L/507/8154
How will this unit be assessed	Centre-assessed
Essential resources required for this unit	N/A

## Unit aim

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To create brand awareness and attract new customers, businesses have many choices of how and where to promote or advertise their products. Marketing campaigns are the application of clear and consistent brand messaging using different promotional methods. In addition to traditional methods such as print advertising and direct marketing, today's multichannel, social-media-driven, mobile world, requires businesses to be more creative and considered when developing their marketing campaigns. This includes email marketing, web-based advertising, mobile marketing and using social-networking sites. All these methods of promotion and advertising work in different ways and have different results.

In this unit you will learn why selecting appropriate marketing methods is crucial for business success. You will learn about the marketing mix and the influence of the media as well as other important elements to consider when promoting a product.

By completing this unit you will understand the importance of digital marketing. You will explore the impact that increased use of digital marketing is having on businesses. This unit will enable you to investigate digital marketing methods that are used by businesses including social media and targeted advertising.

You will also explore the role of agencies, for example advertising and PR agencies, and their use by businesses.

This unit will enable you to develop the skills required to plan for and create a marketing campaign for a new or existing product or service, and will develop your ability to pitch your campaign to a given audience

This unit is part of the Marketing pathway, so could be linked to other units such as Unit 5 Marketing and market research and Unit 6 Marketing strategy.

## Teaching content

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
1. Understand the purpose of marketing campaigns	<p>(When introducing this learning outcome tutors should cover the meaning of key terms such as:</p> <ul style="list-style-type: none"> <li>• marketing campaign</li> <li>• marketing mix)</li> </ul> <p>1.1. The purpose of marketing campaigns and key factors influencing them, i.e.:</p> <ul style="list-style-type: none"> <li>• meet the objectives of a marketing campaign and the wider business (e.g. promote brands, build preference and increase sales)</li> <li>• key factors that influence marketing campaigns, i.e.:               <ul style="list-style-type: none"> <li>○ type of product or service</li> <li>○ target audience</li> <li>○ stage of the product's life (e.g. new, extension)</li> <li>○ availability of resources (e.g. budget, time, skilled-employees)</li> <li>○ competitor activities</li> <li>○ constraints on marketing campaigns</li> <li>○ full stakeholder engagement (e.g. all involved parties to work together towards same aim, facilitated team meetings, co-ordinate different elements of campaign)</li> </ul> </li> </ul>
2. Understand the elements of the marketing mix	<p>2.1 The main elements of the marketing mix i.e.</p> <ul style="list-style-type: none"> <li>• product, i.e.:           <ul style="list-style-type: none"> <li>○ product design (e.g. unique selling point (USP), design mix)</li> <li>○ product Life Cycle</li> </ul> </li> <li>• price, i.e.:           <ul style="list-style-type: none"> <li>○ cost plus (mark up) pricing</li> <li>○ price-taking</li> <li>○ customer based pricing i.e.               <ul style="list-style-type: none"> <li>▪ penetration pricing</li> <li>▪ price skimming</li> <li>▪ loss leader</li> <li>▪ psychological pricing</li> </ul> </li> <li>○ competitor pricing i.e. Impact of Recommended Retail Price (RRP) on competition</li> </ul> </li> <li>• place, i.e.:           <ul style="list-style-type: none"> <li>○ distribution channels</li> <li>○ distribution strategies, i.e.:               <ul style="list-style-type: none"> <li>▪ intensive</li> <li>▪ selective</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ exclusive</li> <li>• promotion, i.e.:             <ul style="list-style-type: none"> <li>○ purpose of promotion (e.g. informative, persuasive, aims)</li> <li>○ methods of promotion, i.e.:                 <ul style="list-style-type: none"> <li>▪ advertising (e.g. TV, press, digital, radio, billboards, trade journals)</li> <li>▪ sales promotion (e.g. discount, special offers, social networking)</li> <li>▪ product placement (e.g. within TV or films)</li> <li>▪ branding (e.g. visual, emotional)</li> <li>▪ merchandising</li> <li>▪ packaging</li> <li>▪ personal selling (e.g. face to face selling)</li> <li>▪ direct marketing (e.g. loyalty cards, direct mail, email, mobile and text marketing)</li> <li>▪ public relations (e.g. press releases, news, trade events)</li> <li>▪ sponsorship (e.g. enhancing image, positive publicity, sales)</li> </ul> </li> </ul> </li> </ul>
<p>3. Understand how businesses use digital marketing and the impact it has on businesses and their customers</p>	<p>(When introducing this learning outcome tutors should cover the meaning of key terms such as digital marketing (e.g. the marketing of products or services using digital channels/media to reach consumers))</p> <p>3.1 How businesses use digital marketing, i.e.:</p> <ul style="list-style-type: none"> <li>• digital tools and techniques (e.g. banner advertising, mobile ads, apps, streaming/video ads, social marketing, cookies (e.g. client based tracking))</li> <li>• social media (e.g. blog, forums, review sites)</li> <li>• email marketing</li> <li>• affiliate marketing (e.g. working with vendors and publishers)</li> <li>• aggregators marketing/comparison websites</li> <li>• search engine marketing (SEM) (e.g. pay per click)</li> <li>• search, rank and relevance (e.g. Search Engine Optimisation (SEO), customer feedback - CX, CSAT, NPS Net promoter score)</li> <li>• measurement methods (e.g. brand recognition, customer satisfaction, sales – cost of pay per click to the business versus the percentage of people that buy, digital competitive analysis, key performance indicators (KPIs))</li> </ul> <p>3.2 The impact of digital marketing on businesses and consumers, i.e.</p> <ul style="list-style-type: none"> <li>• accommodates different market segments (e.g. different touch points for target markets, suitability of methods, range of communication)</li> <li>• enables tailoring of 4Ps to reflect opportunities created by digital marketing, (e.g. Capturing a wider audience through online purchasing)</li> <li>• enables volume, frequency and personalisation of information (e.g. overload, intrusive, pre-selection, tailored, opt-in/opt-out)</li> <li>• creates difficulty or enables ease of access (e.g. non confident IT user, equipment, technology)</li> <li>• affects reputation (e.g. customer reviews, types of customers to leave positive or negative reviews)</li> <li>• affects costs (e.g. direct spending to targeted audience, efficiency)</li> <li>• changes in consumer behaviour (e.g. customer online reviews,</li> </ul>

	<p>reliability of ratings, validity, reviewer bias, distorted messages, 24/7 global audience)</p> <ul style="list-style-type: none"> <li>control management (e.g. awareness of users influencing marketing via online comments, awareness of potential for messages to go viral, taking actions to contain messaging, maintain balance and accuracy)</li> </ul>
<p>4. Understand the role of Public Relations (PR) , advertising and digital marketing agencies in business</p>	<p>4.1 The role of Public Relations (PR) agencies in business, i.e.:</p> <ul style="list-style-type: none"> <li>promote, protect and enhance businesses using positive messages via media</li> <li>event planning (e.g. create an event at a venue to promote the business)</li> <li>media training (e.g. senior public facing staff trained to respond to reporters and journalists' questions)</li> <li>spokesperson duties (e.g. commenting on behalf of the business)</li> </ul> <p>4.2 The role of advertising agencies in business, i.e.:</p> <ul style="list-style-type: none"> <li>to provide knowledge and expertise of market</li> <li>to deliver creativity (e.g. script writing, advertising, graphic design)</li> <li>media planning (e.g. choice of media, timings, length of campaign, determining message)</li> </ul> <p>4.3 The role of digital marketing agencies in business, i.e.:</p> <ul style="list-style-type: none"> <li>to manage web presence</li> <li>to manage social media activity</li> <li>to bring cutting edge skills and knowledge into the business</li> <li>to bring experience of specific target groups and knowledge of the most effective channels/platforms to reach them</li> <li>to deliver creativity in a technological solution (e.g. new brand identity, imaging)</li> </ul> <p>4.4 benefits and drawbacks of using agencies (e.g. the cost can be fixed or variable, gives access to specialists and creativity, their knowledge of product or service may be variable, they may prioritise other clients, response to time scales may vary, they provide an independent view, they provide access to detailed demographic information )</p>
<p>5. Be able to plan marketing campaigns</p>	<p>5.1 How to plan a marketing campaign, i.e.:</p> <ul style="list-style-type: none"> <li>rationale for a marketing campaign, i.e.: <ul style="list-style-type: none"> <li>marketing aims (e.g. main reasons for the campaign)</li> <li>marketing objectives (e.g. informative, persuasive)</li> <li>available resources (budget, time, location, agency)</li> <li>unique selling point (USP) of product or service</li> <li>clarification of target market and segment</li> <li>executive summary (e.g. main justifications of the campaign to include measurable outcomes)</li> </ul> </li> <li>decisions to be made for a marketing campaign, i.e.: <ul style="list-style-type: none"> <li>identification of appropriate marketing techniques (e.g. applying coherent marketing mix, planning timescales)</li> <li>choice of effective channel(s) (e.g. how a particular channel(s) will help the business reach the objectives)</li> <li>content (e.g. key messages, clear, easy to adapt,</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>interesting)             <ul style="list-style-type: none"> <li>○ style (e.g. recognition - creating a consistent visual identity (e.g. common look and feel, style of photography, logo, colours, fonts, use of keywords/phrases))</li> </ul> </li> <li>● how to monitor a marketing campaign i.e.             <ul style="list-style-type: none"> <li>○ consumer reaction</li> <li>○ consumer involvement</li> <li>○ financial data</li> </ul> </li> </ul>
<p>6. Be able to pitch planned marketing campaigns</p>	<p>6.1 How to deliver a pitch for a marketing campaign, i.e.:</p> <ul style="list-style-type: none"> <li>● identify the key elements of a marketing campaign that need to be communicated in a pitch (e.g. cost, format, duration, audience)</li> <li>● how to adapt a campaign pitch for different audiences (e.g. budget holders, creatives)</li> <li>● the skills required to deliver a pitch, i.e.:             <ul style="list-style-type: none"> <li>○ verbal communication skills (e.g. pace, volume, projection, clarity, tone, questioning, answers)</li> <li>○ non-verbal communication skills (e.g. body language, eye-contact)</li> <li>○ use of tools to aid presentation (e.g. visual aids, memory aids, preparation, notes, delivery aids, rehearsal, practice of timings)</li> </ul> </li> </ul> <p>6.2 How to review a pitch for a marketing campaign, i.e.:</p> <ul style="list-style-type: none"> <li>● identifying and gathering feedback (e.g. what was the audience response? What mechanisms can you use to analyse the effectiveness of the pitch? - how do you know that key messages were understood?)</li> <li>● identifying improvements to pitch (e.g. how could the message have been better presented? Could it have been simpler, bolder, more/ less aggressive)</li> </ul>

## Grading Criteria

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
The learner will:	The assessment criteria which are the pass requirements for this unit.	To achieve a merit the evidence must show that, in addition to the pass criteria, the candidate is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand the purpose of marketing campaigns	*P1: Explain the purpose of a marketing campaign for a specific business, including the key factors which influenced them		
2. Understand the elements of the marketing mix	P2: Explain how a specific business has applied the marketing mix	M1: Compare how two contrasting businesses have applied the marketing mix	D1: Recommend and justify improvements a specific business could make to its marketing mix
3. Understand how businesses use digital marketing and the impact it has on businesses and their customers	P3: Describe how a specific business makes use of digital marketing	M2: Analyse how two contrasting businesses have used social media to increase brand awareness	D2: Evaluate the effect of digital marketing on the customers' perception of a specific business
	P4: Explain the impact of digital marketing on a specific business and its customers		
4. Understand the role of Public Relations (PR), advertising and digital marketing agencies in business	P6: Explain the role of PR and advertising agencies in the development of a specific marketing campaign		
	P7: Explain how a specific business has used a digital marketing agency		
	P8: Explain the benefits and drawbacks of using agencies for a specific marketing campaign		
5. Be able to plan marketing campaigns	P9: Plan a marketing campaign for a specific business's product or service	M3: Justify the decisions made in a plan for a marketing campaign for a specific business	

Learning Outcome	Pass	Merit	Distinction
6. Be able to pitch planned marketing campaigns	P10: Prepare and deliver a pitch for a marketing campaign for a specific business's product or service, using a combination of verbal, non-verbal skills and presentation tools		
	P11: Review a pitch for a planned marketing campaign with recommendations for improvement		

### \*Synoptic assessment

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria. Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

Core unit	Core taught content	Assessment criteria in this unit
Unit 1: The business environment	<p>6.1 the factors which comprise the external business environment</p> <p>6.2 to identify how the external environment can impact on a business and its stakeholders</p> <p>6.3 how businesses can respond to changes in their external environment</p>	*P1: Explain the purpose of a marketing campaign for a specific business, including the key factors which influenced them

## Meaningful employer involvement - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units (this unit is a mandatory unit in the Marketing pathway), although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners carry out work experience placements shadowing digital marketing employees and others involved within the process of creating such types of marketing to a given brief.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	A local business could set a digital marketing brief for learners to work to.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Local marketing business could deliver a master class on using certain types of software or knowledge in order to support learners in meeting a creative brief.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Local marketing employees could 'sign off' the plans and documents that have been prepared by learners for the creative brief. They could be observed in the process of creating such material or any other appropriate tasks which are relevant to the unit.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

<b>OCR</b> Oxford Cambridge and RSA	<b>Centre assessed unit</b>
<b>Unit Title:</b>	<b>Introduction to human resources</b>
OCR unit number:	8
Level:	3
Guided learning hours:	60
Unit reference number:	R/507/8155
How will this unit be assessed	Centre-assessed
Essential resources required for this unit	N/A

## Unit aim

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People are the most valuable resource to any organisation or business, and in order to obtain the greatest value from them, they need to be managed and supported. It is the human resources (HR) function within a business that has a significant role in ensuring this happens.

In this unit you will gain an overview of the HR function within a business and learn about factors affecting human resources planning. You will understand the importance of motivating and training employees to achieve their potential. You will learn how businesses measure employee performance.

You will be able to appreciate how the role of the HR function links with other key functions in a business to contribute to the overall success of the business. You will also understand the importance of confidentiality for the HR function, as this fosters trust and respect between employee and employer.

To gain further understanding of the HR function, you could build on your skills by studying the other units in the HR pathway: Unit 9: Recruitment and selection and/or Unit 10: Employer-Employee relations.

## Teaching content

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
1. Know the factors that are involved in human resources planning	<p>(When introducing this learning outcome tutors should cover the meaning of key terms such as:</p> <ul style="list-style-type: none"> <li>• the human resources function (e.g. The division of a company that is focused on activities relating to employees)</li> </ul> <p>1.1 Key responsibilities of the human resources function, i.e.:</p> <ul style="list-style-type: none"> <li>• linking with other functions of a business to contribute to the success of a business (e.g. Operations/Production, Marketing, Accounting/Finance)</li> <li>• compensation and benefits</li> <li>• ensuring compliance with employment legislation</li> <li>• employee relations</li> <li>• health and safety</li> <li>• skills audit</li> <li>• recruitment (e.g. recruitment process, checking eligibility for employment)</li> <li>• training and development</li> </ul> <p>1.2 Internal factors which influence human resources plans, i.e.:</p> <ul style="list-style-type: none"> <li>• business growth</li> <li>• diversification into new sectors</li> <li>• employee skill sets</li> <li>• finance available (e.g. retained profits)</li> <li>• restructuring</li> <li>• retirement rates</li> </ul> <p>1.3 External factors which influence human resources plans, i.e.:</p> <ul style="list-style-type: none"> <li>• access to finance from external sources</li> <li>• advances in technology</li> <li>• demographic changes</li> <li>• economic growth</li> <li>• legislation</li> </ul>

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
2. Be able to assess the effectiveness of training and development	2.1 Methods of training and developing employees, i.e.: <ul style="list-style-type: none"> <li>• induction training</li> <li>• on-the-job training, i.e.:               <ul style="list-style-type: none"> <li>○ coaching</li> <li>○ job rotation</li> <li>○ mentoring</li> <li>○ observation</li> <li>○ shadowing</li> </ul> </li> <li>• off-the-job training, i.e.:               <ul style="list-style-type: none"> <li>○ conferences</li> <li>○ external training courses (e.g. Continuing professional development (CPD))</li> <li>○ simulation exercises</li> </ul> </li> </ul> 2.2 How to measure the effectiveness of training and development, i.e.: <ul style="list-style-type: none"> <li>• performance ratios</li> <li>• monitoring performance</li> <li>• employee surveys</li> <li>• employee/customer (internal/external) feedback</li> <li>• quality of products/services</li> </ul> 2.3 The benefits to a business of training and developing employees, i.e.: <ul style="list-style-type: none"> <li>• ensuring a pool of employees to replace staff who may leave or be promoted</li> <li>• having a more efficient and productive workforce</li> <li>• having employees familiar with advances in technology</li> <li>• improving employee motivation</li> <li>• improving employee retention</li> </ul>
3. Understand how and why businesses motivate employees	3.1 Motivational theories which study employee behaviour, e.g.: <ul style="list-style-type: none"> <li>• Maslow's hierarchy of needs (Abraham Maslow)</li> <li>• Motivational Needs theory (David McClelland)</li> <li>• Motivator-Hygiene theory (Frederick Herzberg)</li> <li>• Scientific Management (Frederick Taylor)</li> <li>• Expectancy theory (Victor Vroom)</li> <li>• Hawthorne Studies (Elton Mayo)</li> <li>• Theory X and Theory Y (Douglas McGregor)</li> </ul> 3.2 Methods of employee motivation, i.e.: <ul style="list-style-type: none"> <li>• monetary rewards, i.e.:               <ul style="list-style-type: none"> <li>○ bonuses</li> <li>○ maternity/paternity schemes/benefits</li> <li>○ performance related pay</li> <li>○ perks (e.g. company cars, healthcare schemes)</li> <li>○ profit-sharing</li> <li>○ workplace crèche</li> <li>○ workplace pension schemes</li> </ul> </li> <li>• non-monetary rewards, i.e.:               <ul style="list-style-type: none"> <li>○ delegation</li> <li>○ empowerment</li> <li>○ flexible working</li> </ul> </li> </ul>

Learning Outcomes The learner will:	Teaching Content The learner must be taught:
	<ul style="list-style-type: none"> <li>○ job rotation</li> <li>○ opportunity for team working</li> <li>○ promotion opportunities</li> <li>○ recognition</li> <li>● training and development opportunities</li> </ul> <p>3.3 Benefits to a business of having motivated employees, i.e.:</p> <ul style="list-style-type: none"> <li>● Improved productivity</li> <li>● lower levels of absenteeism</li> <li>● lower levels of labour turnover</li> <li>● lower recruitment costs</li> <li>● improved reputation</li> <li>● improved product quality</li> <li>● improved customer service (e.g. resulting in increased customer satisfaction)</li> <li>● improved company loyalty</li> <li>● improved employee engagement</li> </ul> <p>3.4 How a business measures the success of employee motivation i.e.</p> <ul style="list-style-type: none"> <li>● increased customer satisfaction (e.g. repeat custom, positive feedback, improved reputation)</li> <li>● improved market position (e.g. increased market share, profitability and revenue)</li> <li>● employee turnover rate and mean duration of tenure</li> <li>● internal staff mobility</li> </ul>
4. Understand the importance of monitoring and managing employee performance at work	<p>4.1 How businesses monitor employee performance, i.e.:</p> <ul style="list-style-type: none"> <li>● formal appraisal techniques, i.e.: <ul style="list-style-type: none"> <li>○ results-based appraisals</li> <li>○ self-appraisal</li> <li>○ upward appraisal</li> <li>○ grading (e.g. attendance)</li> <li>○ 360 degree feedback</li> </ul> </li> <li>● ongoing monitoring of performance (e.g. productivity rates, absenteeism rates, labour turnover rates)</li> <li>● performance management by objectives</li> </ul> <p>4.2 Benefits and drawbacks of different performance management tools, i.e.:</p> <ul style="list-style-type: none"> <li>● disciplinary procedures</li> <li>● grievance procedures</li> <li>● individual development plan</li> <li>● individual objectives/SMART (specific, measurable, achievable, realistic, timely) targets</li> <li>● management of ill health/counselling processes</li> <li>● probationary periods</li> </ul>

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
5. Understand the importance of confidentiality within the human resources function	5.1 Examples of confidential information and their sources, i.e.: <ul style="list-style-type: none"> <li>• employee information (e.g. recruiting and hiring, administering benefits, investigating complaints, job performance, personal contacts, work history, medical information and employment eligibility documentation, which may include a copy of the employee's social driver's license, passport or qualifications).</li> <li>• management or business information that is not available to non-management employees(e.g. business strategies and processes, office/plant closures, major expansions or greenfield operation start-ups)</li> </ul> 5.2 Methods of maintaining confidentiality, i.e.: <ul style="list-style-type: none"> <li>• hierarchical access rights</li> <li>• identity checking procedures (e.g. emailing information only after contact made by telephone)</li> <li>• non-disclosure agreements</li> <li>• password protection for digital files</li> <li>• secured filing cabinets</li> <li>• training</li> </ul> 5.3 Why businesses maintain the confidentiality of documents and/or personal information, i.e.: <ul style="list-style-type: none"> <li>• legal requirements (e.g. data protection legislation)</li> <li>• ethical responsibility</li> <li>• maintain trust between employee and employer</li> <li>• reputation of business</li> <li>• maintain credibility of HR function</li> <li>• risks of confidential information being exposed (e.g. identity theft, fraud, use by competitors)</li> <li>• consequences of failing to comply with legislation (e.g. court action, fines, prison)</li> </ul>

## Grading Criteria

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
The learner will:	The assessment criteria which are the pass requirements for this unit.	To achieve a merit the evidence must show that, in addition to the pass criteria, the candidate is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Know the factors that are involved in human resources planning	P1. Describe the key responsibilities of the human resources function within a business		
	P2. Describe the internal and external factors a business needs to consider when planning human resources requirements		
2. Be able to assess the effectiveness of training and development	P3. Assess the effectiveness of methods of training and development used by a specific business		D1. Evaluate the training and development offered by a specific business and make justified recommendations for improvement
	P4. Describe the benefits to a specific business of training and developing employees	M1. Explain the effect on a business of reducing training and development opportunities	
3. Understand why and how businesses motivate employees	P5. Explain why and how a business motivates employees with reference to motivational theories	M2. Assess the benefits and drawbacks of the methods of employee motivation used by a specific business	
	P6. Explain how a business measures the success of employee motivation		
4. Understand the importance of monitoring and managing employee performance at work	P7. Explain how employee performance is monitored and managed within a specific business	M3. Analyse the benefits and drawbacks of a specific performance management tool in a specific business	D2. Recommend and justify tools that a specific business could implement to improve employee performance
	P8. Describe the benefits to employees and businesses of the use of different performance management tools		

Learning Outcome	Pass	Merit	Distinction
5. Understand the importance of confidentiality within the human resources function	P9. Describe the methods that a specific business uses to maintain confidentiality within the human resources function		
	*P10. Explain the consequences to a specific business of the HR function failing to keep customer information confidential		

### \*Synoptic assessment

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria. Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

Core unit	Core taught content	Assessment criteria in this unit
Unit 1 The business environment	<p>6.1 the factors which comprise the external business environment</p> <p>6.2 to identify how the external environment can impact on a business and its stakeholders</p> <p>6.3 how businesses can respond to changes in their external environment</p>	*P10. Explain the consequences to a specific business of the HR function failing to keep customer information confidential

### Meaningful employer involvement - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units (this unit is a mandatory unit in the Human Resources pathway), although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestions/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners could undertake a work-placement within a business that has a specific HR functional area. By work shadowing different job roles they will be able to gain an overview of the activities that are carried out.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	A HR practitioner could introduce to learners the training and development methods/policies used within their business. Tasks could be carried out, with input from the practitioner, to enable learners to understand better why these policies have been introduced and to consider the likely benefits. Quantitative information e.g. productivity figures, provided by the practitioner would increase the realism of these exercises.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Learners must have access to information regarding the human resource function of a selected business. A speaker from the human resource function of a business could discuss the roles carried out by the HR function within that business and learners could be encouraged to ask previously prepared questions relating to this unit.
4. Industry practitioners operating as ‘expert witnesses’ that contribute to the assessment of a learner’s work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	A HR practitioner could consider the learners’ recommendations and justification of tools a business could implement to improve employee performance. Feedback could be given as to the suitability of these recommendations. One-to-one discussions with learners would be beneficial as this would provide learners with the opportunity to explain their reasoning further and ask questions as appropriate.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

<b>OCR</b> Oxford Cambridge and RSA	<b>Centre assessed unit</b>
<b>Unit Title:</b>	<b>Recruitment and selection</b>
OCR unit number:	9
Level:	3
Guided learning hours:	60
Unit reference number:	Y/507/8156
How will this unit be assessed	Centre-assessed
Essential resources required for this unit	N/A

## Unit aim

You are likely to be involved in recruitment and selection processes at some time in your life - this could be as an interviewee or as an interviewer. This unit will give you an understanding of the process from a business' perspective. You will learn about the different approaches that businesses can take to the recruitment and selection process. You will learn about the legal requirements which impact on the decisions that a business makes when aiming to attract and select the best person for a job role. This unit will also help you to prepare for any interviews which you undertake in the future as you will have a greater understanding of the overall process and what will be expected of you by the business.

To gain further and valuable understanding of the Human Resources function within a business, you could build on your skills by studying the other units in the human resources pathway of this qualification.

## Teaching content

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
1. Understand recruitment and selection processes used by businesses	<p>(When introducing this learning outcome tutors should cover the meaning of key terms such as:</p> <ul style="list-style-type: none"> <li>• recruitment</li> <li>• selection)</li> </ul> <p>1.1 Stages in the recruitment process used by businesses i.e.</p> <ul style="list-style-type: none"> <li>• identification of business requirements (e.g. vacancy details, skills audit - Job description and Person specification, timeline)</li> <li>• job advertisement, i.e.:               <ul style="list-style-type: none"> <li>○ internal (e.g. email, notice board, newsletter)</li> <li>○ external (e.g. websites, recruitment agencies, media, Job Centres)</li> <li>○ application methods (e.g. application form, curriculum vitae (CV), personal statement)</li> </ul> </li> </ul> <p>1.2 Stages in the selection process used by businesses, i.e.:</p> <ul style="list-style-type: none"> <li>• short-listing</li> <li>• interview(s)</li> <li>• selection task(s) (e.g. presentations, aptitude tests and psychometric tests)</li> <li>• take-up of references</li> <li>• job offer (e.g. verbal and written offers) and the contents of a job offer</li> <li>• job acceptance by chosen candidate</li> <li>• informing unsuccessful candidates</li> <li>• contract of employment</li> <li>• probationary period</li> </ul> <p>1.3 The rationale behind the stages that a business chooses to use in the recruitment and selection process, i.e.:</p> <ul style="list-style-type: none"> <li>• which stage(s) will identify candidates who are a good fit with the employer brand</li> <li>• the size and scale of a business (e.g. a small business may use more informal methods and/or less stages)</li> </ul>

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
2. Understand the implications of the legal framework for recruitment and selection processes.	2.1 The <b>current</b> UK and EU legislation relating to recruitment and selection (e.g. Asylum and Immigration Act 1996, Data Protection Act 1998, Employment Act 2008, Equality Act 2010, European Working Time Directive, National Minimum Wage Act 1998)  2.2 An employer's legal obligations, i.e.: <ul style="list-style-type: none"> <li>• content when advertising a job role</li> <li>• contract of employment, i.e.:               <ul style="list-style-type: none"> <li>○ legal requirement</li> <li>○ content</li> </ul> </li> <li>• maintaining confidentiality</li> <li>• ensuring the recruitment process is free from bias</li> <li>• security measures</li> </ul> 2.3 The implications of meeting employers' legal obligations, i.e.: <ul style="list-style-type: none"> <li>• maintain the business' reputation</li> <li>• recruit, induct and retain suitable employees</li> <li>• lower absence levels and turnover of employees</li> <li>• avoiding litigation and employment tribunals</li> <li>• financial costs (e.g. paying minimum wage)</li> <li>• time requirements (e.g. additional time taken to check that legislation is being met, to train staff to ensure that they understand the requirements)</li> </ul>
3. Understand how documentation used in the recruitment and selection process is made fit for purpose	3.1 The purpose and key elements of the following recruitment and selection documentation, i.e.: <ul style="list-style-type: none"> <li>• job advertisement</li> <li>• job description</li> <li>• person specification</li> <li>• application form</li> <li>• interview documentation (e.g. interview recording sheet and interview checklist)</li> </ul> 3.2 The factors that need to be taken into account when planning the recruitment and selection process, i.e.: <ul style="list-style-type: none"> <li>• terms of employment (e.g. salary/wage, fixed term, permanent, full-time hours, part-time hours, travelling and/or staying away from home for work, start date)</li> <li>• timescales (e.g. when the recruitment campaign starts and closes and dates for shortlisting and interview(s))</li> <li>• where to advertise vacancy including if it is only advertised to company staff only or advertised externally, or both</li> <li>• selection criteria, i.e.:               <ul style="list-style-type: none"> <li>○ shortlisting process prior to interview</li> <li>○ interview questions</li> <li>○ whether to use assessment tools (e.g. presentation, in-tray tests, ability tests) and at what point in the process are they used</li> </ul> </li> </ul>

Learning Outcomes The learner will:	Teaching Content The learner must be taught:
	<ul style="list-style-type: none"> <li>○ skills, knowledge identifying which are essential and which are desirable (e.g. specific qualifications, specific experience)</li> <li>● who will be on the interview panel</li> <li>● who will be supporting on the interview day (e.g. to meet and greet interviewees, manage tests, collect and copy applicants' proof of eligibility to work - evidence of residency or a work visa - and qualification certificates)</li> <li>● authorisation is given to recruit for the role - according to business' policy</li> </ul> <p>3.3 What recruitment and selection documentation needs to do to be fit for purpose, i.e.:</p> <ul style="list-style-type: none"> <li>● contain information relevant to the job role</li> <li>● be accurately and professionally presented (e.g. correct tone of language, correct spelling, punctuation and grammar, uses corporate branding)</li> <li>● facilitate shortlisting - application documentation captures sufficient information</li> <li>● capture sufficient information at interview (e.g. interview record sheets, checklists) to facilitate: <ul style="list-style-type: none"> <li>○ who to appoint</li> <li>○ preparing feedback for unsuccessful interviewees</li> </ul> </li> </ul>
4. Understand how businesses facilitate the interview process	<p>4.1 What is required to facilitate an interview, i.e.:</p> <ul style="list-style-type: none"> <li>● different types of interview, and what makes each suitable according to circumstances (e.g. panel, one-to-one, multi-stage)</li> <li>● an interview timetable for interviewees and interviewers, including the timing and order of any tasks and tests</li> <li>● information for interviewees (e.g. an invitation letter to attend an interview, details of any selection tasks if appropriate, list of documents to bring to the interview)</li> <li>● information for interviewers (e.g. information about interviewees, job description, person specification, guidance on interview questions, documentation to capture interviewees responses)</li> <li>● different tasks and tests for use within the interview/selection process (e.g. aptitude tests, psychometric tests, presentations) arrangements for the interview environment (e.g. room availability, room layout, waiting area, accessibility arrangements)</li> <li>● co-ordination of interviewees arrival (e.g. inform reception in advance if any interviewees are external to the business, accompany interviewees to the interview room)</li> </ul>

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
	<p>4.2 The considerations when interviewing from the business' perspective, i.e.:</p> <ul style="list-style-type: none"> <li>• review candidates' personal information that is relevant to the role (e.g. qualification certificates, their period of notice if currently employed, any reasons that would delay them from starting – holidays)</li> <li>• need to maintain confidentiality</li> <li>• make the interview environment fit for purpose(e.g. equipment if interviewees have been asked to deliver a presentation, who will sit where)</li> <li>• observe interview protocols (e.g. introductions, give interviewee opportunity to ask questions, use open and closed questions, keep track of time so as to not overrun, give sufficient time for interviewee to think and respond))</li> <li>• keep dialogue relevant to the vacancy, the selection criteria and the business itself when conducting the interview</li> <li>• communication skills (e.g. clarity, listening skills, body language, eye contact)</li> <li>• how to put interviewees at ease to make sure they can present themselves at their best (e.g. use of range communication skills – eye contact, rephrasing questions if necessary, smiling, nodding as appropriate)</li> <li>• how to make sure interviewees are left with a good impression of the business (e.g. behaviours and conduct are in line with the business' values, observe appropriate dress code)</li> </ul>

## Grading Criteria

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
The learner will:	The assessment criteria which are the pass requirements for this unit.	To achieve a merit the evidence must show that, in addition to the pass criteria, the candidate is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand recruitment and selection processes used by businesses.	P1: Describe the recruitment and selection processes used by a selected business		
	P2: Explain the rationale behind the stages in the recruitment and selection process used by a specific business		
2. Understand the implications of the legal framework for recruitment and selection processes.	*P3: Explain the implications for a specific business of fulfilling its legal obligations in recruitment and selection processes	M1: Explain how a legal framework for recruitment and selection processes protects both businesses and applicants	
3. Understand how documentation used in the recruitment and selection process is made fit for purpose	P4: Identify the factors that inform the content and production of each type of recruitment and selection document and describe what information goes into each type of document	M2: Assess whether or not a set of recruitment and selection documentation used by a specific business is fit for purpose	
	P5: For a specific job vacancy produce a schedule for the recruitment process and specify the requirements for the recruitment documentation to ensure it is fit for purpose for the job being advertised		
4. Understand how businesses facilitate the interview process	P6: Explain how to facilitate an interview for a specific job role	M3: Compare two different types of interview and, with reference to examples of job roles, explain how each would be	D1: Evaluate how different assessment tools contribute to the selection process, with reference to specific job roles

Learning Outcome	Pass	Merit	Distinction
	P7: Explain what a business needs to consider when interviews are being carried out and why	beneficial to the selection process	D2: Assess the advantages and disadvantages of different forms of interview question styles and, with reference to examples of job roles, explain what questions should be used (giving examples) and why

### \*Synoptic assessment

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria. Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

Core unit	Core taught content	Assessment criteria in this unit
Unit 1 – The business environment	<p>6.1 the factors which comprise the external business environment</p> <p>6.2 to identify how the external environment can impact on a business and its stakeholders</p> <p>6.3 how businesses can respond to changes in their external environment</p>	*P3. Explain the implications for a specific business of fulfilling its legal obligations in recruitment and selection processes

### Meaningful employer involvement - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units (this unit is a mandatory unit in the Human Resources pathway), although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestions/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners could undertake work-placements within the HR function of a business and observe the day-to-day tasks carried out to plan and prepare the recruitment process. This could include attending a meeting where a job analysis is being carried out.
2. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Tutors could organise a visit from a HR practitioner who can explain to learners first-hand the processes which they use and why. They could also consider ways in which the process will differ for different job roles, for example, senior manager versus administration assistant. This lecture will then enable learners to complete P1.
3. Industry practitioners operating as ‘expert witnesses’ that contribute to the assessment of a learner’s work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	For P8 the tutor could arrange for a speaker from a HR department or with experience of interviewing to talk to learners about how they would plan prior to an interview, the format(s) that interviews could take and how they would carry out the interview itself. Learners could then use this knowledge to plan, prepare and carry out their own interviews. For P9 the speaker could sit on the selection panel with each learner to then provide them with constructive, expert feedback which they could then use in M3.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

<b>OCR</b> Oxford Cambridge and RSA	<b>Centre assessed unit</b>
<b>Unit Title:</b>	
OCR unit number:	10
Level:	3
Guided learning hours:	60
Unit reference number:	D/507/8157
How will this unit be assessed	Centre-assessed
Essential resources required for this unit	N/A

## Unit aim

In the workplace, people want to feel happy, valued, engaged, safe and to be treated with respect. This is because people spend almost a quarter of their lives at work. The relationship that employees have with peers, management and other stakeholders will determine the level of engagement and satisfaction that employees experience. This in turn can influence the level of success the business itself achieves.

By completing this unit you will gain an overview of the different forms of employer-employee relations. You will learn about the rights that employees have, the benefits of fostering effective relationships and the difficulties which may result if relations break down or become strained.

One of the key factors in ensuring good employee relations is employee engagement. You will consider the methods that can be used by businesses to engage their employees. You will look at how employee engagement can be measured, interpreting the results of these measurements and make recommendations as to how employee engagement can be improved. You will also look at how conflict arises and is resolved with the workplace.

You will research a range of businesses and the experiences that their employees have had. As such, this unit will give you an understanding of different workplaces and may influence the type of business or type of workplace which you will choose for your future career.

## Teaching content

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
1. Understand the importance of effective employee relations	1.1 Factors influencing the relationship between employers and employees, i.e.: <ul style="list-style-type: none"> <li>• communication between management and employees (e.g. availability of formal and informal channels, culture)</li> <li>• structure (e.g. chain of command, number of levels within the hierarchy, number of employees, span of control within the hierarchy)</li> <li>• trust (e.g. in leadership, in peers)</li> <li>• employee motivation (e.g. salary, incentives, workplace conditions)</li> <li>• on-boarding (process of acquiring, accommodating, assimilating and accelerating new team members)</li> <li>• trade union influence</li> <li>• clarity of processes and policies (e.g. holiday, sickness, maternity/paternity leave, training and development, conflict and resolution processes)</li> </ul> 1.2 Barriers to effective employee relations, i.e.: <ul style="list-style-type: none"> <li>• disengaged employees (e.g. due to poor working conditions, poor pay, few incentives)</li> <li>• lack of leadership</li> <li>• poor communication</li> <li>• poor management style</li> <li>• poor recruitment choices</li> </ul> 1.3 Rights of employees at work, i.e.: <ul style="list-style-type: none"> <li>• statutory rights (e.g. itemised pay slip, national minimum wage, paid holiday, paid maternity/paternity leave, opportunity for flexible working)</li> <li>• contract of employment (e.g. hours of work, sick pay, pension schemes, grievance, disciplinary and dismissal procedures)</li> </ul>

<p>2. Be able to assess employee engagement</p>	<p>(When introducing this learning outcome tutors should cover the meaning of key terms such as employee engagement (e.g. employee engagement is a workplace approach designed to ensure that employees are committed to their organisation's goals and values, motivated to contribute to organisational success, and are able at the same time to enhance their own sense of well-being))</p> <p>2.1 Methods of employee engagement, i.e.:</p> <ul style="list-style-type: none"> <li>• benefits (e.g. pay, leave, rewards)</li> <li>• conflict management</li> <li>• cultural shift (e.g. from autocratic to democratic)</li> <li>• effective two-way communication between management and employees</li> <li>• employee representation (e.g. works councils)</li> <li>• empowerment of employees (e.g. delegation, quality circles)</li> <li>• flexible working</li> <li>• team working</li> <li>• training, development and coaching</li> <li>• climate surveys (e.g. annual census of employees)</li> </ul> <p>2.2 Indicators of business performance, i.e.:</p> <ul style="list-style-type: none"> <li>• absenteeism (e.g. sickness, rate of absenteeism ratio, number of working days lost due to health and safety)</li> <li>• accident rates</li> <li>• employee productivity (e.g. labour productivity ratio)</li> <li>• employee retention</li> <li>• employee turnover (e.g. employee turnover ratio)</li> <li>• level of innovation</li> <li>• number of conflicts within the workplace</li> <li>• product wastage rates</li> </ul> <p>2.3 How to use the indicators of business performance to assess employee engagement (e.g. how benefits could improve employee retention, how training and development can lead to increased productivity)</p>
<p>3. Know the role of trade unions in businesses</p>	<p>3.1 The role of trade unions, i.e.:</p> <ul style="list-style-type: none"> <li>• accompanying employees to disciplinary / grievance meetings with employers</li> <li>• discussion with employers regarding employee concerns <ul style="list-style-type: none"> <li>○ on an individual level (e.g. personal conflict)</li> <li>○ on a group level (e.g. health and safety issues, working conditions)</li> </ul> </li> <li>• discussion with employers regarding major changes within the workplace (e.g. large scale redundancies)</li> <li>• negotiating agreements with employers regarding pay and conditions (e.g. collective bargaining)</li> <li>• organising industrial action (e.g. ballots, strikes)</li> <li>• providing legal and financial advice to union members</li> <li>• providing training for members</li> <li>• endorsed services (e.g. travel insurance, unsecured personal loans, utility services)</li> </ul>

<p>4. Understand why and how businesses resolve conflict in the workplace</p>	<p>4.1 Causes of conflict within the workplace, i.e.:</p> <ul style="list-style-type: none"> <li>• bullying, harassment or discrimination (e.g. gender, age, racial)</li> <li>• inadequately trained or inexperienced management</li> <li>• lack of equal opportunities</li> <li>• poor communication</li> <li>• poor working environment</li> <li>• poor work-life balance</li> <li>• unclear job roles</li> <li>• unfair treatment</li> </ul> <p>4.2 The importance to businesses of promptly addressing/resolving conflict in the workplace, i.e.:</p> <ul style="list-style-type: none"> <li>• avoid damage to reputation (e.g. image, media exposure),</li> <li>• avoid increased costs (e.g. impact of the conflict on employee engagement, implementation of methods of resolution),</li> <li>• to retain staff</li> <li>• to improve motivation,</li> <li>• to improve staff morale</li> </ul> <p>4.3 How businesses resolve conflict in the workplace, i.e.:</p> <ul style="list-style-type: none"> <li>• effective communication (e.g. honest, clear, diplomatic, tactful, non-discriminatory, conciliatory) between i.e. <ul style="list-style-type: none"> <li>○ employer (e.g. including HR representation) and employees</li> <li>○ employer and third parties (e.g. ACAS, mediators, unions)</li> </ul> </li> <li>• business policies and procedures</li> <li>• different methods of resolution and why they are needed i.e. <ul style="list-style-type: none"> <li>○ mediation</li> <li>○ negotiation</li> <li>○ disciplinary action</li> <li>○ conciliation and arbitration (e.g. The Advisory, Conciliation and Arbitration Service ( ACAS))</li> <li>○ employment tribunal</li> </ul> </li> </ul>
<p>5. Understand what an exit process is and how businesses can benefit from it</p>	<p>(When introducing this learning outcome tutors should cover the meaning of key terms such as the exit process (e.g. The process used to ensure a smooth transition when an employee leaves a business (e.g. resigns, retires, is made redundant, is dismissed))</p> <p>5.1 What the exit process involves, i.e.:</p> <ul style="list-style-type: none"> <li>• notice period decisions (e.g. gardening leave, handover period)</li> <li>• general administrative requirements (e.g. access to emails being terminated, ensuring up-to-date contact details for the employee)</li> <li>• financial administrative requirements (e.g. tax, pensions)</li> <li>• payroll administrative requirements (e.g. issue of P45)</li> <li>• commencement of the recruitment process (if applicable)</li> <li>• exit interview (e.g. content may vary depending on the reason for leaving)</li> <li>• exit questionnaire</li> </ul>

	<p>5.2 Ways in which businesses can benefit from the exit process, i.e.:</p> <ul style="list-style-type: none"><li>• improved future employer-employee relations</li><li>• improved methods of employee engagement (e.g. better understanding of how to retain employees)</li><li>• better understanding of the reasons for employee turnover (e.g. moving to a new location, better opportunities for promotion and development)</li><li>• gaining feedback from employees who are leaving</li></ul>
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## Grading Criteria

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
The learner will:	The assessment criteria which are the pass requirements for this unit.	To achieve a merit the evidence must show that, in addition to the pass criteria, the candidate is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1 Understand the importance of effective employee relations in businesses	*P1: Explain the factors which influence the relationship between employees and employers in a specific business		
	P2: Describe the rights of employees in the context of a specific business	M1: Assess the influence of trade unions on a specific business	
2 Be able to assess employee engagement in businesses and draw conclusions	P3: Identify the methods used by a specific business to achieve employee engagement	M2: Analyse the effectiveness of methods used by a specific business to achieve employee engagement.	D1: Evaluate the impact of employee engagement on business performance in more than one business
	P4: Use business performance indicators to draw conclusions about employee engagement for a specific business		
3 Know the role of trade unions in businesses	P5: Describe the role of trade unions in two contrasting businesses		
4 Understand why and how businesses resolve conflict in the workplace	P6: Explain how a specific business addresses conflict in the workplace		
	P7: Describe a policy a specific business has to address conflict in the workplace	M3: Explain why businesses may need to use different methods of conflict resolution	D2: Assess the causes of conflict and the conflict resolution procedures for a specific business, recommending improvements to the latter where relevant
5 Understand what an exit process is and how businesses can benefit from it.	P8: Explain the exit process of a specific business and the benefits to that business of having an exit process		

Learning Outcome	Pass	Merit	Distinction
	P9: Explain how businesses could use the output from an exit interview and/or exit questionnaire to improve employer-employee relations		

### \*Synoptic assessment

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria. Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

Core unit	Core taught content	Assessment criteria in this unit
Unit 1 – The business environment	3.1 different organisational structures  3.2 elements of organisational structures  3.3 how the elements of the organisational structures impact on businesses operations  3.4 the use of organisation charts to show: <ul style="list-style-type: none"> <li>• elements of the organisational structure</li> <li>• the status of different levels of job role</li> </ul>	*P1. Explain the factors which influence the relationship between employees and employers in a specific business.

## Meaningful employer involvement - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

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The minimum amount of employer involvement must relate to at least one of the mandatory units (this unit is a mandatory unit in the Human Resources pathway), although we encourage you to find ways to engage with employers for other units as well.


Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestions/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners could undertake work-experience within a HR department shadowing an employee/manager whose role is related to employee rights.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	The evidence produced for P4, P5, and D1 could be based on information delivered by an HR practitioner. The practitioner could set tasks/'what if' scenarios for learners which will guide them towards making relevant recommendations in D1.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Learners must be provided with opportunities to obtain information to ensure coverage of the assessment criteria for P3, P4, M1, D1, P6 and P7 as these all require learners to apply their evidence to a selected organisation. This could be in the form of a speaker from a business organisation with knowledge of employee relations within that organisation.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	For D1 learners could present their evidence to a representative from their chosen business as they could then receive feedback as to the viability of their recommendations.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

 <b>OCR</b> Oxford Cambridge and RSA	<b>Centre assessed unit</b>
<b>Unit Title: Accounting concepts</b>	
OCR unit number:	11
Level:	3
Guided learning hours:	60
Unit reference number:	H/507/8158
How will this unit be assessed	Centre-assessed
Essential resources required for this unit	N/A

## Unit aim

All businesses require accurate bookkeeping records to ensure they meet the requirements and needs of a number of stakeholders. This unit is intended to give you vital skills and knowledge of maintaining business records, using books of original entry and double-entry bookkeeping. Due to an increase in the number of national and international accounting requirements, businesses are always in need of employees who possess bookkeeping and accounting skills.

This unit will give you an introduction to the foundations of business accounting. The unit will allow you to gain essential skills in, and knowledge of, the purposes of accounting, and the accounting procedures used to produce final accounts. You will consider the reasons for keeping accurate financial records and the importance of updating cash books and preparing bank reconciliation statements.

The aim is to prepare you for work, in areas of business and accounting, that will require accurate recording of financial transactions. The unit will ensure you are familiar with the basic requirements of International Accounting Standards (IAS).

This unit will enable you to progress to the other units in the accounting pathway.

## Teaching content

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
1. Understand why businesses keep accurate accounting records	<p>(The accounting cycle i.e. the collective process of recording and processing the accounting events of a business.)</p> <p>1.1 Purposes of accounting, i.e.:</p> <ul style="list-style-type: none"> <li>• to provide information</li> <li>• to record transactions (e.g. source documents, double entry bookkeeping, ledgers)</li> <li>• to monitor performance, i.e.:               <ul style="list-style-type: none"> <li>○ Forecasts</li> <li>○ Budgets</li> </ul> </li> <li>• to manage business performance, i.e.:               <ul style="list-style-type: none"> <li>○ Decision making</li> <li>○ Target setting</li> </ul> </li> <li>• to measure business performance (e.g. liquidity, profitability, efficiency)</li> <li>• to make decisions</li> <li>• to communicate internally and externally</li> <li>• users of accounting information (stakeholders), i.e.:               <ul style="list-style-type: none"> <li>○ internal users (e.g. management, employees, owners)</li> <li>○ external users (e.g. investors, customers, lenders, suppliers)</li> </ul> </li> </ul> <p>1.2 Accounting requirements of various types of business organisations, i.e.:</p> <ul style="list-style-type: none"> <li>• sole traders</li> <li>• partnerships</li> <li>• private limited companies</li> <li>• public limited companies</li> <li>• third sector organisations</li> </ul> <p>1.3 Accounting concepts and policies (e.g. matching, prudence, consistency, materiality)</p>

Learning Outcomes The learner will:	Teaching Content The learner must be taught:
2. Be able to use the accounting equation	(Accounting definitions, i.e.: <ul style="list-style-type: none"> <li>• Capital / Equity</li> <li>• Assets</li> <li>• Liabilities )</li> </ul> 2.1 Principle of the accounting equation, i.e.: <ul style="list-style-type: none"> <li>• <math>Assets = Capital + Liabilities</math></li> </ul> 2.2 Calculations using the accounting equation
3. Be able to prepare the principal documents in business transactions	3.1 Purpose and completion of the principal source documents in business transactions. i.e.: <ul style="list-style-type: none"> <li>• sales invoice</li> <li>• purchase invoice</li> <li>• credit note</li> <li>• statement of account</li> <li>• cheque</li> <li>• receipt</li> </ul> 3.2 The purpose, effect and recording of cash and trade discounts.           3.3 Purpose and preparation of the: <ul style="list-style-type: none"> <li>• purchase day book</li> <li>• sales day book</li> <li>• returns outwards day book</li> <li>• returns inwards day book</li> <li>• cash book</li> <li>• petty cash book</li> <li>• general journal</li> </ul> <i>(note: day books are sometimes referred to as journals)</i> 3.4 How to complete: <ul style="list-style-type: none"> <li>• a three column cash book</li> <li>• a petty cash book</li> <li>• a reconciliation of the imprest system</li> </ul>
4. Be able to use basic double entry bookkeeping to prepare a trial balance	4.1 Double entry bookkeeping, i.e.: <ul style="list-style-type: none"> <li>• preparing ledger accounts (e.g. assets, liabilities, capital)</li> <li>• posting transactions to the ledger accounts</li> <li>• balancing ledger accounts and making transfers to final accounts</li> <li>• interpreting ledger accounts and their balances</li> </ul> 4.2 To recognise the division of the ledger, i.e.: <ul style="list-style-type: none"> <li>• sales ledger</li> <li>• purchases ledger</li> <li>• nominal (general) ledger</li> </ul> 4.3 Classification and treatment of: <ul style="list-style-type: none"> <li>• capital expenditure</li> </ul>

<b>Learning Outcomes The learner will:</b>	<b>Teaching Content The learner must be taught:</b>
	<ul style="list-style-type: none"> <li>• revenue expenditure</li> <li>• capital income</li> <li>• revenue income</li> </ul> <p>4.4 To prepare a trial balance from balances in a ledger account at a given date</p>
5. Be able to reconcile a cash book with a bank statement	<p>5.1 Methods of payment and receipt of money (e.g. cash and alternatives (e.g. contactless, electronic payment methods, mobile payment methods))</p> <p>5.2 How to update the cash book</p> <p>5.3 The need for bank reconciliation statements</p> <p>5.4 How to prepare a bank reconciliation statement, i.e.:</p> <ul style="list-style-type: none"> <li>• bank errors</li> <li>• uncredited deposits</li> <li>• unrepresented cheques</li> </ul> <p>5.5 The use and purpose of a bank statement</p>

## Grading Criteria

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
The learner will:	The assessment criteria which are the pass requirements for this unit.	To achieve a merit the evidence must show that, in addition to the pass criteria, the candidate is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand why businesses keep accurate accounting records	*P1: Explain the reasons for keeping accounting records in business organisations		
	P2: Describe the accounting record requirements of at least 3 different stakeholders for a specific organisation	M1: Explain how the failure to keep accurate accounting records could impact on stakeholders with reference to a specific business	D1: Assess how a specific business applies an accounting concept or policy to their accounting records
2. Be able to use the accounting equation	P3: Calculate the value of assets, liabilities and capital from given data		
3. Be able to prepare the principal documents in business transactions	P4: Prepare principal source documents for given business transactions	M2: Compare the accounting procedures for cash and trade discounts	D2: Evaluate the use of cash and trade discounts in more than one business organisation
	P5: Produce a three column cash book from given financial information		
4. Be able to use basic double entry bookkeeping to prepare a trial balance	P6: Explain the need for subdivisions of the ledger		
	P7: Explain the difference between capital and revenue items of expenditure and income	M3: Analyse the effect of the incorrect placement of capital and revenue items of income and expenditure	
	P8: Prepare ledger accounts and accompanying trial balances for business transactions		
5. Be able to reconcile a cash book with a bank statement	P9: Update a completed cash book from given data		
	P10: Produce a bank reconciliation statement		

Learning Outcome	Pass	Merit	Distinction
	P11: Describe payment methods for business transactions		
	P12: Explain the purpose of a bank statement and the need for a bank reconciliation statement		

### \*Synoptic assessment

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria. Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

Core unit	Core taught content	Assessment criteria in this unit
Unit 1 – The business environment	1.1 differing business aims and objectives	*P1: explain the reasons for keeping accounting records in business organisations

### Meaningful employer involvement - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units (this unit is a mandatory unit in the Accounting pathway), although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestions/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners volunteer as (Assistant) Treasurer for a local club or society to complete cashbooks / petty cash books etc. Learners will have experience of cash handling, bank records and reconciliation. Learners are able to shadow the work completed to prepare the final accounts for audit purposes. Learners undertake work experience in a retail setting to gain knowledge of EPOS and the cash reconciliation needed at the end of each day. Learners may encounter cash, cheque, debit cards and credit cards.

2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Learners could work on a project completing source documents based on an industry practitioner's scenario or assignment. These could include documents such as invoices, credit notes, and debit notes.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Accounting firms who have learners completing professional exams may allow learners to join their classes for particular topics. These could include the importance of keeping accurate financial records or accounting concepts. A guest lecturer could be invited to discuss the role of the International Accounting Standards (IAS). Discussions could emphasise the role of the local institutes of chartered accountants. A guest lecturer from an auditing firm may be invited to discuss the role of internal and external auditors.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Industry Accountants act as external auditors to review and assess the accounting records generated by the learners. The learners work on a simulated project or activity related to a volunteer role or work experience activity.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

<b>OCR</b> Oxford Cambridge and RSA	<b>Centre assessed unit</b>
<b>Unit Title:</b>	<b>Financial accounting</b>
OCR unit number:	12
Level:	3
Guided learning hours:	60
Unit reference number:	K/507/8159
How will this unit be assessed	Centre-assessed
Essential resources required for this unit	N/A

## Unit aim

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Profit is a key driver for most business organisations. It is, in fact, the main reason that many businesses are created and continue to trade for many years. This unit will allow you to look at the financial aspects of recording financial transactions and consider the role you might play in ensuring business success.

The role of a financial accountant is to accurately record business transactions and prepare appropriate financial statements from these records. This unit will allow you to understand the impact of legislation and accounting concepts and principles on organisations' accounting policies and procedures.

This unit aims to give you a sound understanding of why financial statements are prepared in the way they are. You will cover the final accounts of a range of business types, such as sole traders, partnerships, private and public limited companies and non-profit making or third sector organisations. You will explore the difference between a cash flow forecast and a cash flow statement and understand why a large profit does not necessarily result in an abundance of cash for use by the business.

Whatever business career path you choose to follow, an understanding of business financial statements will give you an insight into the strength and monetary worth of a business.

To gain further and valuable understanding of the Finance function within a business, you could build on your skills by studying the other units in the accounting pathway.

## Teaching content

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
1. Understand the impact of legislation, concepts and principles on accounting processes	1.1 Relevant legislation (e.g. Companies Act, Partnership Act, Charities Act)  1.2 Impact of relevant legislation on different forms of business ownership, i.e.: <ul style="list-style-type: none"> <li>• sole traders</li> <li>• partnerships</li> <li>• private limited companies</li> <li>• public limited companies</li> <li>• third sector organisations – clubs and societies / charities</li> </ul> 1.3 Accounting concepts (e.g. Prudence, Consistency, Going Concern, Materiality, Matching )  1.4 Accounting principles, i.e.: <ul style="list-style-type: none"> <li>• relevance</li> <li>• reliability</li> <li>• comparability</li> <li>• understandability</li> </ul> 1.5 The application of accounting concepts and principles to financial statements, i.e.: <ul style="list-style-type: none"> <li>• valuation of non-current assets</li> <li>• valuation of inventory</li> <li>• matching concept, i.e.:               <ul style="list-style-type: none"> <li>○ accruals</li> <li>○ prepayments</li> </ul> </li> <li>• depreciation</li> <li>• provision for depreciation</li> <li>• bad debts</li> <li>• provision for doubtful debts</li> </ul>

<p>2. Understand the reporting requirements of private limited companies and public limited companies</p>	<p>2.1 The main elements of Private Limited Companies' annual accounts, i.e.:</p> <ul style="list-style-type: none"> <li>• income statement</li> <li>• statement of financial position</li> </ul> <p>2.2 The main elements of Public Limited Companies' annual reports, i.e.:</p> <ul style="list-style-type: none"> <li>• general corporate information</li> <li>• accounting policies</li> <li>• income statement</li> <li>• statement of financial position</li> <li>• statement of cash flows</li> <li>• notes to the financial statements</li> <li>• chairperson's and directors' reports</li> <li>• auditor's report</li> </ul> <p>2.3 The way in which publically available reports are used by different stakeholder groups, i.e.:</p> <ul style="list-style-type: none"> <li>• shareholders</li> <li>• employees</li> <li>• potential investors</li> <li>• directors</li> <li>• managers</li> <li>• suppliers</li> <li>• customers</li> <li>• lenders</li> <li>• government</li> <li>• analysts</li> </ul> <p>2.4 The roles and responsibilities of Directors and Auditors with regard to company accounts</p> <p>2.5 The key differences between internal final accounts and the publically available final accounts of a limited company i.e.:</p> <ul style="list-style-type: none"> <li>• purpose</li> <li>• content</li> <li>• structure and format</li> </ul>
<p>3. Be able to prepare final accounts for sole traders</p>	<p>3.1 To be able to prepare final accounts for a sole trader from a Trial Balance, comprising i.e.:</p> <ul style="list-style-type: none"> <li>• income Statement, i.e.: <ul style="list-style-type: none"> <li>○ purpose</li> <li>○ use</li> <li>○ trading account</li> <li>○ calculation of gross profit (to include sales, purchases, opening and closing inventories)</li> <li>○ calculation of net profit (to include overheads, additional income (e.g. discounts received, commission received etc.))</li> <li>○ transfer to the Statement of Financial Position</li> </ul> </li> <li>• statement of financial position, i.e.: <ul style="list-style-type: none"> <li>○ purpose</li> <li>○ use</li> </ul> </li> </ul>

	<p>3.2 To make appropriate adjustments to accounting information, i.e.:</p> <ul style="list-style-type: none"> <li>• valuation of inventory</li> <li>• depreciation of non-current assets i.e. <ul style="list-style-type: none"> <li>○ straight line method</li> <li>○ reducing (diminishing) balance method.</li> </ul> </li> <li>• bad debts</li> <li>• provision for doubtful debts</li> <li>• accruals</li> <li>• prepayments</li> </ul>
<p>4. Use ratios to assess the performance of businesses</p>	<p>4.1 To use ratios to assess the performance of a business, i.e.:</p> <ul style="list-style-type: none"> <li>• Liquidity ratios, i.e.: <ul style="list-style-type: none"> <li>○ Current ratio</li> <li>○ Acid test (Quick) ratio</li> </ul> </li> <li>• Profitability ratios, i.e.: <ul style="list-style-type: none"> <li>○ Gross profit mark-up</li> <li>○ Gross profit margin</li> <li>○ Net profit margin</li> <li>○ Return on capital employed</li> </ul> </li> <li>• Efficiency ratios, i.e.: <ul style="list-style-type: none"> <li>○ Inventory turnover</li> <li>○ Trade receivables collection period</li> <li>○ Trade payables payment days</li> </ul> </li> <li>• Gearing ratio</li> </ul> <p>4.2 The usefulness of ratio analysis when assessing the performance of a business</p>

## Grading Criteria

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
The learner will:	The assessment criteria which are the pass requirements for this unit.	To achieve a merit the evidence must show that, in addition to the pass criteria, the candidate is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand the impact of legislation, concepts and principles on accounting processes	*P1: Explain how legislation affects an organisation's accounting processes		
	P2: Describe how accounting concepts and principles are applied in financial statements		
2. Understand the reporting requirements of private limited companies and public limited companies	P3: Describe the main elements of a Public Limited Company's annual report and a Private limited company's accounts		
	P4: Explain how the content of Public Limited Companies' reports are used by different stakeholder groups	M1: Analyse the benefits and limitations to different stakeholder groups of the content of publically available reports	
	P5: Explain the roles and responsibilities of Directors and Auditors with regard to company accounts		
	P6: Describe the key differences between the: <ul style="list-style-type: none"> <li>• internal final accounts, and</li> <li>• publically available final accounts for a limited company</li> </ul>	M2: Compare the content and layout of the final accounts of a sole trader or partnership with those of a private limited or public limited company	
3. Be able to prepare final accounts for sole traders	P7: Explain the purpose of an income statement and a statement of financial position		

Learning Outcome	Pass	Merit	Distinction
	P8: Prepare an income statement and statement of financial position for a sole trader including relevant adjustments		
4. Use ratios to assess the performance of businesses	P9: Use ratios to measure the performance of a business	M3: Analyse the liquidity, profitability, and efficiency of a business organisation	D1: Evaluate the financial performance of a business organisation
			D2: Evaluate the usefulness of ratio analysis when assessing the performance of a business organisation

### \*Synoptic assessment

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria. Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

Core unit	Core taught content	Assessment criteria in this unit
Unit 1 The business environment	6.1 the factors which comprise the external business environment 6.2 to identify how the external environment can impact on a business and its stakeholders	*P1: explain how legislation affects an organisation's accounting processes

### Meaningful employer involvement - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units (this unit is a mandatory unit in the Accounting pathway), although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestions/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners volunteer as (Assistant) Treasurer for a local club or society to assist in the completion of Cash Flow Forecasts, Income and Expenditure accounts and Statements of Financial Position. Learners will have experience of cash handling, bank records and reconciliation. Learners could shadow the work completed to prepare the final accounts for audit purposes. Learners undertake work experience in a business organisation and have the opportunity to review final accounts and how the business makes adjustments to accounting information e.g. depreciation, provision for bad debts.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	A business could set a project for a group of learners to enable them to produce a cash flow forecast for a small project they are completing.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Accounting firms could deliver a master class for particular topics, including accounting legislation, accounting concepts and accounting principles. A guest lecturer could be invited to discuss the role of the International Accounting Standard Committee (IASC). Discussions could emphasise the role of the local institutes of chartered accountants. A guest lecturer from an auditing firm may be invited to discuss the role of internal and external auditors.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Accountants act as external auditors to review and assess the accounting records generated by the learners. The learners work on a simulated project or activity related to a volunteer role or work experience activity.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

<b>OCR</b> Oxford Cambridge and RSA	<b>Centre assessed unit</b>
<b>Unit Title:</b>	<b>Management accounting</b>
OCR unit number:	13
Level:	3
Guided learning hours:	60
Unit reference number:	D/507/8160
How will this unit be assessed	Centre-assessed
Essential resources required for this unit	N/A

## Unit aim

All businesses have to spend money before they can make a profit, and when they spend money, they incur costs. For you to make a success of a business, finance or accounting career, it is vital that you understand the key areas of management accounting.

All businesses require the ability to use management accounting information for the purposes of planning and control of cash and other resources. You will gain an understanding of the nature of these costs and the impact of these costs on expanding the organisation or increasing business activity. This will include developing an understanding of the pricing methods used by businesses. Appropriate pricing of an organisation's products or services will play a large part in its future profitability.

This unit will look at costing and budgeting, and how to use current or historical financial data to plan for the effective finances and costs of the business for the future. You will develop your ability to critically analyse information to help with both short-term and long-term decision making and analyse variances between actual and predicted data. As part of your study, you will learn to assess and make judgements on a range of business projects using capital investment appraisal techniques.

You will gain an understanding of how break-even analysis allows managers to assess optimum activity levels and how historical data can be used to look for trends that can forecast more accurately the figures that are used in budgets.

On completion of this unit, you will have a good appreciation of the skills and understanding necessary to manage the finances of an organisation, be able to assess the problems highlighted by variance analysis and make realistic decisions on the likely courses of action.

To gain further and valuable understanding of the Finance function within a business, you could build on your skills by studying the other units in the accounting pathway.

## Teaching content

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
1. Understand business costs and pricing methods used by businesses	1.1 Definitions and examples of business costs, i.e.: <ul style="list-style-type: none"> <li>• fixed costs (e.g. rent, salaries, interest payable on loans)</li> <li>• indirect costs (e.g. managers' salaries, head office expenses)</li> <li>• variable costs (e.g. wages, heat and light)</li> <li>• direct costs (e.g. raw materials, power usage, royalties)</li> <li>• semi-variable costs (e.g. telephone, utilities)</li> <li>• stepped costs (e.g. rent during expansion)</li> <li>• total costs</li> <li>• unit costs</li> <li>• marginal costs</li> <li>• opportunity cost</li> <li>• start-up costs</li> <li>• operating costs</li> <li>• overheads</li> </ul> 1.2 Pricing methods, i.e.: <ul style="list-style-type: none"> <li>• cost-plus pricing</li> <li>• discounting</li> <li>• value-based pricing</li> <li>• competitive pricing</li> </ul> 1.3 Special order decisions 1.4 Impact of pricing policies on production and costs
2. Be able to use break-even analysis	2.1 Calculations, i.e.: <ul style="list-style-type: none"> <li>• break-even point by use of formulae</li> <li>• contribution per unit</li> <li>• total contribution</li> <li>• margin of safety</li> <li>• contribution to sales ratio</li> <li>• profit/loss</li> </ul> 2.2 How to produce: <ul style="list-style-type: none"> <li>• break-even graphs</li> <li>• contribution to sales (profit/volume) graphs</li> </ul>

Learning Outcomes The learner will:	Teaching Content The learner must be taught:
	<p>2.3 How to analyse:</p> <ul style="list-style-type: none"> <li>• break-even data</li> <li>• contribution to sales graphs</li> </ul> <p>2.4 How businesses use:</p> <ul style="list-style-type: none"> <li>• break-even data</li> <li>• contribution to sales graphs</li> </ul> <p>2.5 How to use break-even analysis to make business decisions, i.e.:</p> <ul style="list-style-type: none"> <li>• make or buy</li> <li>• acceptance of additional work</li> <li>• acceptance of special orders</li> <li>• discontinuing a product or service based on contribution</li> <li>• price setting</li> <li>• 'what if' scenarios</li> <li>• optimum use of scarce resources.</li> </ul>
3. Be able to calculate budgets using budgetary techniques	<p>3.1 How and why businesses prepare and revise budgets i.e.:</p> <ul style="list-style-type: none"> <li>• definition of a budget</li> <li>• purposes of budgets e.g. <ul style="list-style-type: none"> <li>○ use of budgets for short-term target setting</li> <li>○ monitoring business performance</li> <li>○ control measures</li> <li>○ motivation to achieve performance levels</li> <li>○ monitoring the relationship between costs and revenues at different activity levels</li> <li>○ to aid communication with senior management</li> </ul> </li> </ul> <p>3.2 How to prepare different types of budget, i.e.:</p> <ul style="list-style-type: none"> <li>• Sales</li> <li>• production</li> <li>• purchases</li> <li>• trade receivables (debtors)</li> <li>• trade payables (creditors)</li> <li>• cash</li> </ul> <p>3.3 To calculate and interpret favourable and adverse variances</p> <p>3.4 To use variance analysis to inform decision making</p>
4. Be able to calculate capital investment appraisals	<p>4.1 How to use capital investment appraisal techniques i.e.:</p> <ul style="list-style-type: none"> <li>• payback</li> <li>• accounting rate of return (ARR)</li> <li>• net present value (NPV)</li> </ul> <p>4.2 Advantages and disadvantages of capital investment appraisal techniques</p>

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
	<p>4.3 How to assess external factors which affect capital investment decisions (e.g. inflation, interest rates, exchange rates, employment rates)</p> <p>4.4 How to assess qualitative factors which affect capital investment decisions (e.g. legislation, industry standards, staff morale, staff motivation, relationships with stakeholders)</p> <p>4.5 How to interpret capital investment appraisal results and recommend decisions</p>
<p>5. Be able to prepare and use cash flow forecasts</p>	<p>5.1 The structure of a cash flow forecast, i.e.:</p> <ul style="list-style-type: none"> <li>• timescale</li> <li>• credit periods</li> <li>• receipts, i.e.: <ul style="list-style-type: none"> <li>○ cash sales</li> <li>○ credit sales</li> <li>○ capital</li> <li>○ loans</li> <li>○ other income</li> </ul> </li> <li>• payments, i.e.: <ul style="list-style-type: none"> <li>○ cash purchases</li> <li>○ credit purchases</li> <li>○ revenue expenditure</li> <li>○ capital expenditure</li> </ul> </li> <li>• Value Added Tax (VAT)</li> <li>• opening and closing cash/bank balances</li> <li>• distinction between profit and cash</li> </ul> <p>5.2 How to improve cash flow management (i.e. increase inflow, decrease outflows, additional sources of finance, e.g. loans, overdrafts, hire purchase, lease)</p>

## Grading Criteria

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
The learner will:	The assessment criteria which are the pass requirements for this unit.	To achieve a merit the evidence must show that, in addition to the pass criteria, the candidate is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand business costs and pricing methods used by businesses	P1: Describe types of cost incurred and pricing methods used by a specific organisation		
	P2: Explain the impact of pricing policies on production and costs for a specific business		
2. Be able to use break-even analysis	*P3: Calculate break-even from organisational costing information	M1: Assess the implications of changes in costs and revenue on break-even	
	P4: Prepare and use a break-even chart for decision making		
	P5: Explain the strengths and weaknesses of break-even analysis		
3. Be able to calculate budgets using budgetary techniques	P6: Prepare a budget for a specific business using budgetary techniques		
	P7: Calculate variances for a specific business based on budget and actual figures	M2: Analyse variances based on budget and actual figures and identify likely causes for the variances	D1: Recommend and justify actions a business should take based on variances
4. Be able to perform capital investment appraisals	P8: Explain the advantages and disadvantages of capital investment appraisal techniques for a specific business decision		
	P9: Calculate a capital investment appraisal for a specific business decision		
	P10: Interpret an organisation's capital investment appraisal results and recommend a decision		

Learning Outcome	Pass	Merit	Distinction
5. Be able to prepare and use cash flow forecasts	P11: Prepare a 12-month cash flow forecast including cash and credit sales and purchases for a specific business	M3: Analyse the cash flow position identified in a 12-month cash flow forecast for a specific business	D2: Recommend and justify the actions a specific business might take in order to improve its cash flow position
	P12: Describe how a specific business could improve its cash flow position		

### \*Synoptic assessment and links between units

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria. Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

Core unit	Core taught content	Assessment criteria in this unit
Unit 1 – The business environment	<p>4.1 what is meant by the terms:</p> <ul style="list-style-type: none"> <li>• cost (including fixed and variable costs)</li> <li>• revenue</li> <li>• cash flow</li> <li>• net cash flow</li> <li>• profit</li> <li>• break-even</li> <li>• margin of safety</li> </ul> <p>4.2 how to calculate:</p> <ul style="list-style-type: none"> <li>• profit/loss</li> <li>• break-even point/output</li> </ul>	*P3: calculate break-even from organisational costing information

### Meaningful employer involvement - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units (this unit is a mandatory unit in the Accounting pathway), although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestions/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners volunteer as (Assistant) Treasurer for a local club or society to complete simple budgets, calculate variances and consider actions that could be taken. Learners could assist in the drafting of the Treasurers Report for monthly or annual meetings. Learners undertake work experience in a large business operation to gain knowledge of management accounting processes and procedures. Work shadowing a management accountant would allow learners the opportunity to see theory in practice.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	A local business could be used to set a task about the types of costs in their organisation. Learners could complete break-even analysis and produce a report to offer advice to the business owner.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Local university Accounting departments frequently run master classes and taster sessions. Accounting firms may provide a master class for particular topics which could include pricing methods, budgets, using statistical information or investment appraisal techniques. A guest lecturer from a local university may be used to discuss the role of a Management Accountant.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Industry Accountants act as external auditors to review and assess the accounting records generated by the learners. The learners could work on a simulated project or activity related to a volunteer role or work experience activity.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

<b>OCR</b> Oxford Cambridge and RSA	<b>Centre assessed unit</b>
<b>Unit Title:</b>	<b>Resource management</b>
OCR unit number:	14
Level:	3
Guided learning hours:	60
Unit reference number:	H/507/8161
How will this unit be assessed	Centre-assessed
Essential resources required for this unit	Access to suitable business organisations or case studies to undertake assessment activities

## Unit aim

Effective resource management is vital to the survival and success of a business. It can reduce wastage levels, lead to increased profits, improve a business's reputation and increase competitiveness. This unit looks at how a range of physical resources are acquired and managed by businesses.

You will gain an understanding of the purpose and importance of managing resources effectively. You will learn about the various factors that influence how physical resources are obtained by businesses and explore the impact that changes in technology is having.

In this unit, you will have the opportunity to apply all that you have learned by recommending how a business can manage resources to improve business performance.

To gain further and valuable understanding of the Resource function within a business, you could build on your skills by studying the other units in the resource pathway.

## Teaching content

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specific in the unit content.

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
1. Understand how businesses obtain and manage physical resources	1.1. Types of physical resources used and/or managed in business organisations, i.e.: <ul style="list-style-type: none"> <li>• buildings and facilities (e.g. offices, factories, warehousing, retail outlets)</li> <li>• raw materials (e.g. ingredients, components, semi-finished goods, finished goods)</li> <li>• equipment (e.g. computers, telecommunications, machinery, tools, stationery, vehicles, point of sale terminals)</li> <li>• energy and utilities (e.g. electricity, gas, water, telephone and internet connection)</li> <li>• waste (e.g. by-products of manufacturing process, recycling, rejected/faulty raw materials/finished goods)</li> </ul> 1.2. How physical resources are obtained, i.e.: <ul style="list-style-type: none"> <li>• purchasing (e.g. buy outright; hire purchase; contract purchasing)</li> <li>• contracting (e.g. leaseback, renting)</li> <li>• other procedures involved (e.g. e-procurement, tendering)</li> </ul> 1.3. Processes and methods for managing physical resources, i.e.: <ul style="list-style-type: none"> <li>• stock/inventory control (e.g. Just in Time, Fixed reorder stock level, fixed time reordering, economic order quantity, Just in Case, buffer stocks)</li> <li>• storage (e.g. first in first out, location, environmental conditions required by specific items, security)</li> <li>• maintenance, upgrades and disposal (e.g. self-maintenance, serviced maintenance, scheduled release for upgrades, machinery/equipment at end-of life, recycling)</li> <li>• special considerations (e.g. hazardous materials – safe handling and storage, food - temperature, time, waste – storage, deterring pests, high value items - security)</li> </ul>
2. Understand factors that influence how physical resources are managed by businesses	2.1 The legal and regulatory requirements that affect the management of physical resources, i.e.: <ul style="list-style-type: none"> <li>• legal and regulatory requirements, i.e.:               <ul style="list-style-type: none"> <li>○ building and accessibility regulations (e.g. planning permission)</li> <li>○ food hygiene standards</li> <li>○ health and safety legislation (e.g. Health and Safety at Work Act)</li> <li>○ environmental management (e.g. pollution regulations, noise regulations)</li> </ul> </li> </ul>

Learning Outcomes The learner will:	Teaching Content The learner must be taught:
	<ul style="list-style-type: none"> <li>○ regulations for storage of supplies (e.g. Control of Substances Hazardous to Health (COSHH))</li> <li>○ local and regulatory authorities (e.g. Health and Safety Executive Inspectorate, environmental health, fire service)</li> <li>● their affect on the management of physical resources, i.e.: <ul style="list-style-type: none"> <li>○ licences (e.g. for hazardous substances, trading licenses)</li> <li>○ preventative measures (e.g. training, risk-assessment)</li> <li>○ compliance (e.g. testing, documentation, record-keeping)</li> </ul> </li> </ul> <p>2.2 The economic factors that influence the methods used to obtain physical resources, i.e.:</p> <ul style="list-style-type: none"> <li>● exchange rates</li> <li>● expectations of future price changes (e.g. anticipated changes in inflation)</li> <li>● interest rates</li> </ul> <p>2.3 How changes in technology influence the management of physical resources, i.e.:</p> <ul style="list-style-type: none"> <li>● technology changes, i.e.: <ul style="list-style-type: none"> <li>○ stock management (e.g. RFID tags, automatic reordering systems)</li> <li>○ e-procurement (e.g. business to business)</li> <li>○ robotics and drones (e.g. warehouse picking and delivery systems)</li> </ul> </li> <li>● what they influence, i.e.: <ul style="list-style-type: none"> <li>○ stock and re-order levels</li> <li>○ lead times</li> <li>○ automated stock control</li> <li>○ impact on use of human resources</li> </ul> </li> </ul> <p>2.4 The ethical considerations that influence the management of physical resources, i.e.:</p> <ul style="list-style-type: none"> <li>● ethical considerations, i.e.: <ul style="list-style-type: none"> <li>○ environmental issues (e.g. noise pollution, effluent waste)</li> <li>○ stakeholder impact (e.g. employees, local communities)</li> <li>○ supply chain issues (e.g. working conditions and employment, terms of supplier employees)</li> </ul> </li> <li>● what they influence i.e.: <ul style="list-style-type: none"> <li>○ supply chain management (e.g. extent to which a business should be responsible for the actions of its suppliers)</li> <li>○ waste management (e.g. replace or repair equipment, modifying production processes to reduce waste)</li> <li>○ management of visual and noise pollution (e.g. re-</li> </ul> </li> </ul>

Learning Outcomes The learner will:	Teaching Content The learner must be taught:
	siting equipment to reduce disruption at work caused by noise, replacing noisy equipment, masking equipment so it does not stand out, ear defenders for employees, noise-abating insulation)
3. Understand how resource management can contribute to business performance	<p>3.1 Factors to consider when planning to obtain and utilise physical resources, i.e.:</p> <ul style="list-style-type: none"> <li>• delivery timescales (e.g. delays, advanced/early delivery, seasonal availability)</li> <li>• costs (e.g. hidden costs, quote versus estimate, fixed versus variable, direct and indirect, administrative cost, management time)</li> <li>• procurement options (e.g. different purchasing and contract options)</li> <li>• implementation activities (e.g. user acceptance testing, training to use resources, designing and implementing new procedures on use of resources)</li> <li>• technical support (e.g. having hardware or software already in place to be able to accommodate software you want to buy, supplier support provided with new equipment purchase)</li> <li>• the impact on the stakeholder (e.g. new resources may require specialist employee expertise, investment costs may affect shareholders, deadlines can impact on suppliers)</li> <li>• alignment with wider business objectives (e.g. Just in Time stock control conflicting with flexible production methods)</li> <li>• balancing legal, economic, technological and ethical factors(e.g. cost of implementing new environmental policy versus reputational benefits from ethical approach)</li> </ul> <p>3.2 How resource procurement and management can contribute to business performance, i.e.:</p> <ul style="list-style-type: none"> <li>• financial impact (e.g. improve cash-flow, profitability, reduced costs, increased margins)</li> <li>• impact on competitiveness (e.g. flexibility, lead-times are managed, customised products, reputation for quality, value for money and delivering to time)</li> <li>• impact on operational performance (e.g. productivity, down-time, wastage)</li> <li>• impact on management control (e.g. contracted out versus internal management of resources, managed service contracts as a constraint on business decision making)</li> <li>• flexibility in response to unexpected changes (e.g. sudden changes in demand)</li> </ul>

## Grading Criteria

Learning Outcome	Pass	Merit	Distinction
The learner will:	The assessment criteria which are the pass requirements for this unit.	To achieve a merit the evidence must show that, in addition to the pass criteria, the candidate is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand how businesses obtain and manage physical resources	P1: Describe the main physical resources used by a specific business and how they have been obtained		
	P2: Explain the advantages and disadvantages of how physical resources are managed by a specific business		
2. Understand factors that influence how physical resources are managed by businesses	P3: Describe the legal and regulatory requirements a specific business needs to comply with when managing its physical resources		D1: Assess the extent to which external factors can influence how a specific business manages its resources
	*P4: Explain how economic factors influence how a specific business obtains its physical resources		
	P5: Describe how changes in technology have affected how a specific business manages its physical resources	M1: Explain the benefits and drawbacks, for a specific business, of keeping up with changes in technology	
	P6: Explain how ethical considerations can influence how a specific business manages its physical resources		
3. Understand how resource management can contribute to business performance	P7: Explain how effective resource management can contribute to the successful performance of businesses	M2: Assess the extent to which a specific business manages its physical resources effectively	D2: Recommend changes that a specific business could make to manage its physical resources more efficiently

## \*Synoptic assessment

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria. Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

Core unit	Core taught content	Assessment criteria in this unit
1 The business environment	6.1 the factors which comprise the external business environment	*P4: Explain how economic factors influence how a specific business obtains its physical resources.

## Meaningful employer involvement - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units (this unit is a mandatory unit in the Business Planning pathway), although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestions/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners carry out work placement at which they investigate how a particular resource is managed. They may work in the procurement department and assess how resources are obtained and managed. Alternatively work in a stock management and shadow those involved considering stock and inventory control methods used.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Industry practitioners provide contexts to enable learners to develop proposals for Learning Outcome 3 'Understand how resource management can contribute to business performance'.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Practitioners or guest lecturer could deliver a master class explaining the methods used to obtain and manage physical resources.

4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specific assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Industry practitioners work alongside centre assessors to help inform the extent to which learners' proposals for how resource management can contribute to business performance are practical and fit for purpose.
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You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

<b>OCR</b> Oxford Cambridge and RSA	<b>Centre assessed unit</b>
<b>Unit Title:</b>	<b>Change management</b>
OCR unit number:	15
Level:	3
Guided learning hours:	60
Unit reference number:	K/507/8162
How will this unit be assessed	Centre-assessed
Essential resources required for this unit	N/A

## Unit aim

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In order to be successful, businesses must be proactive in responding to changes in their day-to-day and longer term activities. These changes may be the result of the introduction of new technologies or legislation, changing customer tastes and market conditions, or competitor activity. Businesses must constantly be aware of the changes that are taking place locally, nationally as well as globally, in order to adapt and adjust their business activities accordingly. Businesses need to evolve from these changes. This might include them having to rethink their range of products, and services or their communication strategies.

A business needs to understand the possible impacts that change might bring before strategies for managing change can be devised. In this unit, you will learn about the importance of managing these changes by examining barriers to change and how these can be removed. You will also investigate the different approaches to managing change and the advantages and disadvantages of these approaches.

Although the unit is underpinned by a study of the relevant theory, you will have the opportunity to demonstrate your ability in evaluating how effectively a business manages change by collecting and analysing quantitative and qualitative data. You will learn that managers have to be able to introduce and manage change to ensure that the organisational objectives of change are met. In this unit, you will learn that managers have to gain the commitment of their team members and that this may involve managing resistance to change, both during and after implementation. Managers also have to ensure that business continues as usual.

You will apply your learning to specific businesses, so that you can identify issues that require change management and how that process to manage change is developed.

## Teaching content

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
1. Understand the drivers of change	1.1 The drivers of change, i.e.: <ul style="list-style-type: none"> <li>• developments in technology, e.g.:               <ul style="list-style-type: none"> <li>○ production methods (e.g. Just in time, robotics, )</li> <li>○ marketing (e.g. use of social media, mobile technology)</li> <li>○ channels of distribution (e.g. e-commerce, out-of-town developments)</li> </ul> </li> <li>• market changes, e.g.:               <ul style="list-style-type: none"> <li>○ consumer trends/tastes (e.g. lifestyle changes, spending habits)</li> <li>○ ethics/sustainability</li> <li>○ competition</li> </ul> </li> <li>• changes in legislation, e.g.:               <ul style="list-style-type: none"> <li>○ working conditions (e.g. flexible working, zero hour contracts, working from home)</li> <li>○ employee rights (e.g. minimum wage, maternity/paternity pay)</li> <li>○ health and safety</li> <li>○ environmental</li> </ul> </li> <li>• changes in the workforce, e.g.:               <ul style="list-style-type: none"> <li>○ demographic (e.g. age, gender)</li> <li>○ availability of skills to employers</li> <li>○ availability of education and training opportunities</li> </ul> </li> <li>• changes in the economy, e.g.:               <ul style="list-style-type: none"> <li>○ inflation/deflation</li> <li>○ unemployment</li> <li>○ the economic cycle, i.e. boom/recession</li> <li>○ changes in taxation</li> </ul> </li> <li>• internal changes, e.g.:               <ul style="list-style-type: none"> <li>○ budgetary pressures/restrictions</li> <li>○ change in mission, corporate aims and objectives</li> <li>○ restructuring)</li> <li>○ changes to organisational structure (e.g. flat, hierarchical, matrix management, employee empowerment)</li> <li>○ restructuring functional areas (e.g. marketing, finance, human resource, production)</li> </ul> </li> </ul>

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
2. Understand the key aspects of the models and theories of change management	2.1 The models and theories of change management i.e. <ul style="list-style-type: none"> <li>• McKinsey 7-S model, i.e.:               <ul style="list-style-type: none"> <li>○ hard elements, i.e.:                   <ul style="list-style-type: none"> <li>▪ Strategy</li> <li>▪ structure</li> <li>▪ systems</li> </ul> </li> <li>○ soft elements, i.e.:                   <ul style="list-style-type: none"> <li>▪ shared values</li> <li>▪ skills</li> <li>▪ styles</li> <li>▪ staff</li> </ul> </li> <li>○ how the model can be used, i.e.:                   <ul style="list-style-type: none"> <li>▪ to help identify what needs to be realigned to improve performance</li> <li>▪ to maintain alignment (and performance) during other types of change</li> </ul> </li> <li>○ how the model can be used to understand how organisational elements are interrelated</li> </ul> </li> <li>• Kotter's 8 Step process for leading change, i.e.:               <ul style="list-style-type: none"> <li>○ create urgency</li> <li>○ form a powerful coalition</li> <li>○ create a vision for change</li> <li>○ communicate the vision</li> <li>○ remove obstacles</li> <li>○ create short-term wins</li> <li>○ build on the change</li> <li>○ anchor the changes in corporate culture</li> <li>○ how Kotter's model can be used to deliver change</li> </ul> </li> <li>• Lewin's change management theory, i.e.:               <ul style="list-style-type: none"> <li>○ unfreeze, change, refreeze</li> <li>○ how Lewin's theory can be used to deliver change</li> </ul> </li> </ul> 2.2 How models and theories can be used to implement change, i.e.: <ul style="list-style-type: none"> <li>• by analysing the current situation (Point A)</li> <li>• by analysing the proposed situation (Point B)</li> <li>• identifying gaps and inconsistencies between the situations</li> </ul>
3. Understand how to plan for change, manage change and overcome barriers	3.1 The steps to planning for change, i.e.: <ul style="list-style-type: none"> <li>• consult with key stakeholders</li> <li>• set clear aims and objectives for the change</li> <li>• identify resource requirements</li> <li>• present plan to stakeholders</li> <li>• engage in dialogue with all stakeholders through discussions and formal meetings</li> <li>• evaluate stakeholder feedback</li> <li>• assign a project group</li> <li>• appoint project champions/change leaders</li> </ul>

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
	<p>3.2 The possible barriers to change, i.e.:</p> <ul style="list-style-type: none"> <li>• habits are often well-established and difficult to change</li> <li>• lack of employee engagement (e.g. ineffective communication or inadequate consultation between employees and managers, managers and owners, customers, suppliers)</li> <li>• lack of agreement between owners/management and employees on the need for change</li> <li>• economic implications (e.g. employees are likely to resist change which is perceived as affecting their pay or other rewards)</li> <li>• fear (e.g. fear of the unknown, introducing new technology or working practices can create uncertainty and anxiety)</li> <li>• business inertia (e.g. business has no clear objectives or vision, poor leadership)</li> <li>• existing power structures (e.g. empire building, knowledge is power, not sharing information)</li> <li>• resistance from work groups (e.g. trade unions, professional bodies)</li> <li>• failure of previous change initiatives</li> </ul> <p>3.3 How change can be managed, i.e.:</p> <ul style="list-style-type: none"> <li>• pro-active versus reactive approach to change</li> <li>• communicating the plan, vision and urgency for change</li> <li>• engaging in dialogue with stakeholders through discussions and formal meetings to ensure smooth delivery of change and gain stakeholder buy-in</li> <li>• effective leadership - managers with the right skills and competencies to manage change</li> <li>• developing strategies for knowledge gaps</li> <li>• continual monitoring of progress against the plan</li> <li>• selling the positive benefits of change</li> <li>• investment in training initiatives</li> </ul>
<p>4. Understand the impacts of change on businesses and stakeholders</p>	<p>4.1 The possible impacts of change on businesses, i.e.:</p> <ul style="list-style-type: none"> <li>• product life cycle (e.g. change may lead to quicker withdrawal than anticipated, more innovation may be required for new products/services)</li> <li>• training (e.g. needs and costs)</li> <li>• recruitment and selection (e.g. new staff/skills required)</li> <li>• research and development (e.g. change to products and services offered)</li> <li>• cost and profit implications</li> <li>• new opportunities</li> <li>• different physical resource needs (e.g. machinery/equipment, premises)</li> </ul> <p>4.2 The possible impacts of change for stakeholders in a business, i.e.:</p> <ul style="list-style-type: none"> <li>• employees (e.g. redundancy, restructuring, re-train, redeployment, pay, working conditions, effect on morale, work ethos and culture)</li> </ul>

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
	<ul style="list-style-type: none"> <li>• customers (e.g. new product/service, new policies, new procedures, withdrawn products)</li> <li>• suppliers (e.g. new/reduced orders, revised terms and conditions on contracts)</li> </ul>
<p>5. Understand how data is used to monitor change management in businesses</p>	<p>5.1 The different types of data used to monitor the change management process i.e.:</p> <ul style="list-style-type: none"> <li>• quantitative data for monitoring and evaluating change management, i.e.: <ul style="list-style-type: none"> <li>○ output (e.g. output level, labour productivity, waste level, Key Performance Indicators (KPIs))</li> <li>○ finance (e.g. profit, costs, cash flow, break even, ratio analysis)</li> <li>○ human resource (e.g. labour turnover, absenteeism, punctuality)</li> <li>○ performance against competitors (e.g. benchmarking)</li> </ul> </li> <li>• qualitative data for monitoring and evaluating change management, i.e.: <ul style="list-style-type: none"> <li>○ customer survey/feedback</li> <li>○ measurement of performance against aims/objectives</li> <li>○ employee feedback</li> <li>○ media coverage</li> </ul> </li> </ul> <p>5.2 The need for continual monitoring of the change management process against the original objectives and plan, i.e.:</p> <ul style="list-style-type: none"> <li>• to make sure the process is on track or identify any issues</li> <li>• to identify improvements to the original objectives and plan</li> <li>• to identify how well the managers are managing the change</li> <li>• to identify when the change management process is complete</li> </ul>

## Grading Criteria

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
The learner will:	The assessment criteria which are the pass requirements for this unit.	To achieve a merit the evidence must show that, in addition to the pass criteria, the candidate is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand the drivers of change	P1: Explain the drivers behind a specific business carrying out changes to its business activities		
2. Understand the key aspects of the models and theories of change management	P2: Describe the key aspects of the model(s) and theories a specific business used when implementing changes to its business activities		D1: Analyse the benefits to a specific business of taking a pro-active approach to change management
	P3: Explain how a specific business used models and theories to implement change	M1 Assess the impact on a specific business of using a particular change management model to implement change	
3. Understand how to plan for change, manage change and overcome barriers	*P4: Explain how a specific business planned for change, managed change and overcame barriers	M2: Describe how a specific business managed the resistance to change	
4. Understand the impacts of change on businesses and stakeholders	P5: Explain the impacts of change on a specific business and its stakeholders		
5. Understand how data is used to monitor change management in businesses	P6: Explain how businesses monitor the change management process, using quantitative and qualitative data, and why this is important	M3: Assess the advantages and limitations of a range of quantitative and qualitative data to monitor the change management process	D2: Evaluate the impact on a specific business of not monitoring the change management process once initiated

## \*Synoptic assessment

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria. Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

Core unit	Core taught content	Assessment criteria in this unit
Unit 1: The business environment	6.1 to identify how the external environment can impact on a business and its stakeholders  6.2 how businesses can respond to changes in their external environment	*P4: Explain how a specific business planned for change, managed change and overcame barriers

## Meaningful employer involvement - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units (this unit is a mandatory unit in the Business Planning pathway), although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	As part of work placement learners could investigate how change has been managed in the past. If change is being planned or is underway, they could shadow those planning/implementing the change.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	An industry expert could provide a case study detailing some business change; learners suggest how the change can be managed and obtain feedback from an industry professional on the likely effectiveness of the suggestion(s).
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Invite speakers from industry to explain how change can be managed in different businesses. An expert could provide a master class on aspects of change management for example barriers to change and how to overcome them, or the types of data used to monitor change and why it is needed.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

<b>OCR</b> Oxford Cambridge and RSA	<b>Centre assessed unit</b>
<b>Unit Title:</b>	<b>Principles of project management</b>
OCR unit number:	16
Level:	3
Guided learning hours:	60
Unit reference number:	M/507/8163
How will this unit be assessed	Centre-assessed
Essential resources required for this unit	N/A

## Unit aim

Businesses undertake projects of all kinds that vary in terms of purpose and scope. Some examples of business projects are relocation of premises, building of a new factory, or developing a new product. A project comprises a set of tasks and activities to be carried out in order to reach an intended purpose. Being able to prepare and manage a project is an important skill needed by many different people working in business.

In this unit you will learn about the stages of project management and the type of skills a project manager should have. You will also learn why monitoring the progress of projects is vital to their successful completion and implementation.

You will understand the importance of planning a project and of preparing a project plan. You will learn about the different planning tools available to businesses for project planning. Whilst preparing the project plan, you need to be aware of internal and external factors which might have an impact on the planning process as well as the successful completion and implementation of a project.

This unit will help you to develop the skills required to plan business projects and be aware of possible obstacles that can impact on the outcome of a project.

## Teaching content

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
1. Understand the stages of project management	<p>(When introducing this learning outcome tutors should cover the meaning of key terms such as:</p> <ul style="list-style-type: none"> <li>• project, i.e.:               <ul style="list-style-type: none"> <li>○ definite beginning, end and outcome of project</li> <li>○ types of business project (e.g. management, manufacturing, construction, research, IT)</li> </ul> </li> <li>• project management</li> <li>• project manager</li> <li>• project stakeholders (e.g. client, customers/users, project manager, project team members, suppliers, consultants/contractors)</li> </ul> <p>1.1. The stages of project management, i.e.:</p> <ul style="list-style-type: none"> <li>• project initiation, i.e.:               <ul style="list-style-type: none"> <li>○ define aims and objectives (SMART), purpose, scope, deliverables, establishing key targets and deadlines</li> <li>○ feasibility study</li> <li>○ project proposal</li> <li>○ business case</li> <li>○ define project controls (e.g. time, cost, quality strategies)</li> <li>○ define communication strategy</li> </ul> </li> <li>• project planning i.e. to produce a:               <ul style="list-style-type: none"> <li>○ project plan</li> <li>○ resource plan (e.g. what is needed - human resource requirements, tools and equipment – and when)</li> <li>○ financial plan (e.g. sources of finance - corporate budget, external funding - timescales for release of finances)</li> <li>○ quality plan (e.g. to set quality targets and quality control methods)</li> <li>○ risk plan (e.g. identification of risks, severity of risk, risk owner, contingencies, documentation of risks and actions)</li> </ul> </li> <li>• project direction (executing and implementing), i.e.:               <ul style="list-style-type: none"> <li>○ manage project controls (time, cost, quality, risk)</li> <li>○ report project status</li> <li>○ manage risk</li> <li>○ manage communications</li> </ul> </li> <li>• project closure and post implementation review, i.e.:               <ul style="list-style-type: none"> <li>○ review of project (e.g. extent to which aims and objectives have been met, business benefits delivered,</li> </ul> </li> </ul>

	<p>customer requirements met, whether remained within time and budget)</p> <ul style="list-style-type: none"> <li>○ identify lessons learned (e.g. strengths, weaknesses, areas for improvement)</li> </ul>
<p>2. Understand the skills project managers need to have</p>	<p>2.1 The skills project managers need, i.e.:</p> <ul style="list-style-type: none"> <li>• communication (e.g. awareness of communication channels and ability to use appropriate forms of communication for the audience , listening and responding (e.g. to stakeholders),)</li> <li>• team building (e.g. listening and responding to team member issues, building team rapport, motivating project team members)</li> <li>• planning (e.g. scheduling, planning what work needs to be done, when and who is going to do it, dealing with changes to projects as and when necessary, making sure projects deliver the expected outcomes and benefits)</li> <li>• conflict management (e.g. managing competing priorities for resources, managing tension between project team members and/or stakeholders)</li> <li>• time management (e.g. duration of tasks, what is feasible and realistic in the timescales, measuring progress)</li> <li>• negotiation</li> <li>• problem-solving (e.g. defining the problem, evaluating options, choosing an option, implementation and evaluation)</li> <li>• influencing</li> <li>• leadership</li> <li>• critical thinking (e.g. weigh up advantages and disadvantages to make good decisions, structure arguments logically)</li> <li>• business case writing (e.g. project conception and initiation)</li> <li>• risk management (e.g. knowing when to escalate risks and problems, contingency planning)</li> <li>• cost control (e.g. making sure the project is running to budget)</li> </ul>
<p>3. Understand how and why projects are monitored and factors that influence a project</p>	<p>3.1 How and why projects are monitored, i.e.:</p> <ul style="list-style-type: none"> <li>• use methods of monitoring a project (e.g. budget variance analysis, quality management, risks and decisions logs, regular reporting, comparison of actual versus planned progress)</li> <li>• reasons for monitoring (e.g. reporting progress against the plan, to ensure the project remains viable, to identify potential slippage, identify issues and problems, identify possible solutions, escalate/delegate to managers and colleagues)</li> </ul> <p>3.2 Factors that influence a project and which need monitoring i.e.</p> <ul style="list-style-type: none"> <li>• internal, i.e.: <ul style="list-style-type: none"> <li>○ organisation's aims/objectives (e.g. how aligned is the project, how clear are the objectives)</li> <li>○ resource (e.g. constraints on budget, human resources)</li> <li>○ procedures and policies (e.g. corporate social responsibility)</li> </ul> </li> <li>• external, i.e. <ul style="list-style-type: none"> <li>○ suppliers/contractors (e.g. availability, specialisms)</li> <li>○ finance (e.g. sources of funding, inflation, exchange rates)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ laws and regulations (e.g. planning permission, employment law, Health and Safety at Work Act)</li> <li>● other factors that present a risk to the success of the project, i.e.:             <ul style="list-style-type: none"> <li>○ poor leadership (e.g. failing to communicate, overlooking stakeholders who should be involved)</li> <li>○ poor planning (e.g. not updating schedules regularly, lack of coordination of activities, no contingencies)</li> <li>○ failing to manage change (e.g. changes occurring within the project and/or as a result of the project which are not controlled)</li> <li>○ objective(s) of project not clearly defined</li> <li>○ lack of resources (e.g. resources not ordered in time, resources not available)</li> <li>○ poor project reporting</li> </ul> </li> </ul>
<p>4. Be able to prepare project plans</p>	<p>4.1 the components of a project plan, i.e.:</p> <ul style="list-style-type: none"> <li>● project vision, i.e.:             <ul style="list-style-type: none"> <li>○ description of project (e.g. key outcomes, deliverables, priorities)</li> <li>○ target audience (e.g. project stakeholders and their needs)</li> <li>○ setting aims and SMART objectives</li> </ul> </li> <li>● resource requirements, i.e.:             <ul style="list-style-type: none"> <li>○ physical resources (e.g. materials, equipment, machinery, tools, software)</li> <li>○ human resources (e.g. project management team, support staff, key roles and responsibilities, own role)</li> </ul> </li> <li>● project schedule, i.e.:             <ul style="list-style-type: none"> <li>○ activities/tasks to be carried out</li> <li>○ who is to complete activities/tasks</li> <li>○ timeframes for completion of activities/tasks and utilisation of resources (e.g. dependencies, milestones and duration)</li> </ul> </li> <li>● budget and costings (e.g. breakdown of salaries, consultancy fees, materials, venues, equipment)</li> <li>● contingency plan (e.g. allow time and budget for project risks and issues)</li> <li>● methods and frequency for communicating project progress to stakeholders</li> <li>● methods for monitoring</li> <li>● methods for evaluation, i.e.:             <ul style="list-style-type: none"> <li>○ how to obtain feedback from project stakeholders, (e.g. surveys, observation, case studies, focus groups, interviews,)</li> <li>○ when to obtain feedback from project stakeholders (e.g. lessons learned on completion of stages of project)</li> <li>○ how project outcomes meet project vision (e.g. benefits received from project outcomes)</li> </ul> </li> </ul> <p>4.2 Project management tools, i.e.:</p> <ul style="list-style-type: none"> <li>● critical path analysis (CPA)</li> <li>● Gantt charts</li> <li>● other tools (e.g. Program Evaluation and Review Technique (PERT), software packages, flow diagrams to plan)</li> </ul>

## Grading Criteria

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
The learner will:	The assessment criteria which are the pass requirements for this unit.	To achieve a merit the evidence must show that, in addition to the pass criteria, the candidate is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand the stages of project management	P1: Explain the stages of project management used in a specific business project		
2. Understand the skills project managers need to have	P2: Explain the skillset a project manager needs to have and why		
3. Understand how and why projects are monitored and factors that influence a project	*P3: Explain how the factors that influence or present a risk to a specific project are monitored	M1: Analyse the factors that influence, and the factors that present a risk to, a specific project and explain the potential impact(s) on the project	D1: Evaluate the effectiveness of the methods used for monitoring a specific project
4. Be able to prepare project plans	P4: Prepare a project plan for a specific project	M2: Explain how the risks to a specific project could be mitigated	D2: Evaluate the impact on a specific project if contingencies have to be implemented
	P5: Justify the choice of the project plan tool(s) used		

### \*Synoptic assessment

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We have identified those opportunities in the grading criteria. Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

<b>Core unit</b>	<b>Core taught content</b>	<b>Assessment criteria in this unit</b>
Unit 1: The business environment	<p>6.1 the factors which comprise the external business environment</p> <p>6.2 to identify how the external environment can impact on a business and its stakeholders</p> <p>6.3 how businesses can respond to changes in their external environment</p>	*P3: Explain how the factors that influence or present a risk to a specific project are monitored.

## Meaningful employer involvement - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units (this unit is a mandatory unit in the Business Planning pathway), although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners carry out work placement shadowing project managers and others involved in the planning and running of a project.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Learners plan and run a business project appropriate to the business organisation.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Learners could receive training from a project manager in how to plan and run business projects.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	A project manager or business owner could review the plans prepared by learners for their project. Learners could be observed by a project manager or business owner whilst they undertake planning and running of a business project.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

<b>OCR</b> Oxford Cambridge and RSA	<b>Centre assessed unit</b>
<b>Unit Title:</b>	
OCR unit number:	17
Level:	3
Guided learning hours:	60
Unit reference number:	T/507/8164
How will this unit be assessed	Centre-assessed
Essential resources required for this unit	N/A

## Unit aim

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This unit introduces the concept of responsible business practices (sometimes known as corporate social responsibility). By this we mean how a business manages its activities to produce a positive impact on society. In implementing responsible business practices, a business can be responding to legislation and regulations but some are showing a commitment to behaving ethically and contributing to economic development whilst improving the quality of life of the workforce, their families and of the local community.

Businesses do not exist in isolation; their actions have an impact on the various stakeholders of the business. No matter how large an organisation, it cannot ignore the importance of upholding the principles of corporate social responsibility and of making decisions which seem right, fair and ethical for society. These range from boardroom strategies, to supplier relations, sales techniques, accounting practices and how organisations respond to wider issues of social concern such as sustainability.

In this unit learners will gain an understanding of how businesses can and should operate responsibly. You will look at the impact of different stakeholders on business decisions and how the issues involved can at times be contradictory and difficult to address. The unit also looks at the ethical values and issues faced by businesses as well as the difficulties of implementing responsible business practice.

You will have the opportunity to explore the social implications of business ethics and corporate responsibilities on a wide range of business activities. This will include topical issues such as whistle blowing, employment practices such as zero-hours contracts, advertising to children, environmental awareness and the use of new technologies.

You will explore the wider impact of corporate responsibility and ethical behaviour, including local, national and global implications. Community pressure on business organisations has raised awareness of ethical concerns, such as environmental degradation, executive greed and the use of child labour around the world.

## Teaching content

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

<b>Learning Outcomes</b> <b>The learner will:</b>	Teaching Content The learner must be taught:
1. Understand how businesses operate responsibly	<p>(When introducing this learning outcome tutors should cover the meaning of key terms such as:</p> <ul style="list-style-type: none"> <li>• ethics</li> <li>• ethical values</li> <li>• corporate social responsibility</li> <li>• the difference between legal and ethical responsibilities (e.g. enforceable by law, what the business or society think is right))</li> </ul> <p>1.1 Why businesses operate responsibly, i.e.:</p> <ul style="list-style-type: none"> <li>• to comply with Legislation and regulations</li> <li>• comply with the principles of corporate governance</li> <li>• address environmental issues</li> <li>• promote sustainability</li> <li>• avoid accusations of corruption</li> <li>• fair trade employers</li> <li>• provide fair working conditions</li> <li>• professional bodies' code of conduct</li> </ul> <p>1.2 How business operate responsibly, i.e.:</p> <ul style="list-style-type: none"> <li>• human resources (e.g. pay fair/living wage, good working conditions)</li> <li>• production (e.g. source raw materials responsibly, reduce waste, reduce energy consumption, reduce packaging)</li> <li>• finance (e.g. apply ethical accounting methods)</li> <li>• marketing (e.g. take into consideration what is in the best interests of society, reinforce social and ethical values, pricing strategies)</li> <li>• local community (e.g. consider impact on local environment, support for local charities, sponsorship/charity involvement)</li> </ul>
2. Understand the importance of adopting responsible business practices	<p>2.1 The different stakeholder groups and their different needs for a business to adopt responsible business practices, i.e.:</p> <ul style="list-style-type: none"> <li>• owners (e.g. good reputation, high profits, customer satisfaction)</li> <li>• employees (e.g. security of employment, good working conditions, good rate of pay)</li> <li>• customers (e.g. good quality products, choice of products, low prices)</li> <li>• suppliers (e.g. regular orders, being paid on time,</li> </ul>

Learning Outcomes The learner will:	Teaching Content The learner must be taught:
	<p>sustainable resources)</p> <ul style="list-style-type: none"> <li>• competitors (e.g. share of market, innovative products/services)</li> <li>• local community (e.g. clean environment, opportunities for employment)</li> <li>• pressure groups (e.g. protect the interests of different groups)</li> </ul> <p>2.2 Reasons for adopting responsible business practices, i.e.:</p> <ul style="list-style-type: none"> <li>• to meet the needs of different stakeholder groups (e.g. good working conditions, quality products, better pay, low prices, favourable payment terms, clean environment, sustainable resources)</li> <li>• to meet business needs (e.g. to improve reputation, have better public relations, improve recruitment prospects, to increase sales, to increase productivity, to improve business profile, to improve efficiency, to improve customer satisfaction)</li> </ul> <p>2.3 The consequences of a business failing to operate responsibly (e.g. loss of customer confidence/loyalty, poor reputation, reduced competitiveness, challenges from pressure groups, lack of compliance with relevant legislation and codes of practice)</p>
3. Be able to review the impact of responsible business practices on different stakeholders	<p>3.1 Sources of information for a review, i.e.:</p> <ul style="list-style-type: none"> <li>• social and environmental audits, i.e.: <ul style="list-style-type: none"> <li>○ employment indicators (e.g. treatment, training, pay, equal opportunities, pensions, fringe benefits, employee representation)</li> <li>○ human rights indicators (e.g. child labour, ethical supplies)</li> <li>○ product responsibility (e.g. social impact of product/service, after-sales service, advertising, data protection)</li> <li>○ environmental indicators (e.g. amount/type of energy used, chemicals used, waste management)</li> </ul> </li> <li>• feedback from stakeholders (e.g. customer complaints, customer enquiries, surveys)</li> <li>• research articles</li> <li>• media and press releases</li> </ul> <p>3.1 Business Practices to be reviewed, i.e.:</p> <ul style="list-style-type: none"> <li>• finance (e.g. bribery, insider trading, executive pay)</li> <li>• human Resources (e.g. discrimination, worker surveillance)</li> <li>• production (e.g. animal testing, genetic modification, planned obsolescence)</li> <li>• sales (e.g. spamming, product placement)</li> <li>• intellectual Property (e.g. software piracy, counterfeiting)</li> </ul>

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
4. Understand the difficulties and potential conflicts businesses face when implementing responsible business practice(s)	4.1 The difficulties faced by businesses in operating responsibly, i.e.: <ul style="list-style-type: none"> <li>• cost implications</li> <li>• training needs</li> <li>• expected impact not achieved or outcomes are negligible</li> <li>• consumer cynicism (e.g. consumer scepticism about business' true motivations for corporate responsibility)</li> <li>• keeping up to date with external policies</li> </ul> 4.2 How businesses deal with conflicts of interest, i.e.: <ul style="list-style-type: none"> <li>• potential conflicts of interest that may exist between different stakeholder groups (e.g. better pay for employees versus increased salary costs/less dividends, cleaner environment versus costly production processes)</li> <li>• how businesses deal with potential conflicts of interest (e.g. identify, record and manage conflicts of interest, set clear standards, find an alternative way forward)</li> <li>• how businesses manage on-going conflicts of interests (e.g. attempt to balance needs of stakeholders, set expectations, phased implementation of new practices, negotiation with stakeholders, collaborative working)</li> </ul>

## Grading Criteria

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
The learner will:	The assessment criteria which are the pass requirements for this unit.	To achieve a merit the evidence must show that, in addition to the pass criteria, the candidate is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand how businesses operate responsibly	P1: Explain how and why a specific organisation operates responsibly		
2. Understand the importance of adopting responsible business practices	*P2: Explain why a specific business has adopted responsible business practices	M1: Assess the processes a specific business went through to select which responsible business practices to implement	D1: Justify the choice of responsible business practices that a specific business has implemented
	P3: Describe the consequences for a specific business of failing to operate responsibly		
3. Be able to review the impact of responsible business practices on different stakeholders	P4: Review the responsible business practices of a specific business to determine if these meet the needs of its stakeholders		
4. Understand the difficulties and potential conflicts businesses face when implementing responsible business practice(s)	P5: Explain the difficulties that a specific business may face in implementing responsible business practice(s)		
	P6: Explain the impact of conflicts of interest that a specific business has faced or might face when implementing responsible business practices	M2: Explain how a specific business reached a compromise when dealing with conflicting stakeholder needs	D2: Evaluate the success or failure of the compromise that a specific business has reached when dealing with conflicting stakeholder needs

## \*Synoptic assessment and links between units

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria. Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

Core unit	Core taught content	Assessment criteria in this unit
Unit 1: The Business environment	<p>6.1 the factors which comprise the external business environment</p> <p>6.2 to identify how the external environment can impact on a business and its stakeholders</p> <p>6.3 how businesses can respond to changes in their external environment</p>	*P2: Explain why a specific business has adopted responsible business practices

## Meaningful employer involvement - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners carry out a corporate social responsibility audit at work placement.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Learners make suggestions to the business organisation on how it can better meet its corporate social responsibility.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	An industry professional could deliver a master class on meeting corporate social responsibility, why it is done and potential benefits and conflicts to implementing responsible business practices.

4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Learners present their findings to business owners or managers on the benefits to the business of upholding its corporate social responsibility.
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You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

<b>OCR</b> Oxford Cambridge and RSA	<b>Centre assessed unit</b>
<b>Unit Title:</b>	<b>International business</b>
OCR unit number:	19
Level:	3
Guided learning hours:	60
Unit reference number:	A/507/8165
How will this unit be assessed	Centre-assessed
Essential resources required for this unit	Access to source material

## Unit aim

International business includes all business transactions that take place across national borders. Increased globalisation over recent years as well as greater use of the Internet has opened up new markets overseas for many businesses. Many of the products that we use in our day to day lives are available only because international trade takes place.

In this unit you will gain an understanding of key decisions that businesses must make when deciding whether to operate internationally. You will have the opportunity to research a business and then consider how this business may benefit from operating internationally as well as the challenges that it may face. This unit will provide you with practical experience which will be valuable should you wish to undertake further study in this area or follow a career in a business which either operates or aims to operate internationally.

This unit will allow you to draw together all of your knowledge and understanding to identify a strategy that a domestic (local, regional or national) business could adopt to expand internationally.

## Teaching content

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
1. Understand the impact of globalisation on businesses, employees and consumers.	<p>(When introducing this learning outcome tutors should cover the meaning of key terms such as globalisation (e.g. the integration of economies, industries, markets, cultures and policy-making around the world))</p> <p>1.1 The impacts of globalisation on businesses, using examples, i.e.:</p> <ul style="list-style-type: none"> <li>• why businesses may choose to operate in more than one country</li> <li>• reasons why businesses may become dependent on international trade for their survival</li> <li>• how increased international trade (i.e. imports and exports) may benefit an economy</li> <li>• the advantages/disadvantages to businesses of the growth in the number of transnational corporations</li> </ul> <p>1.2 The impacts of globalisation on employees, i.e.:</p> <ul style="list-style-type: none"> <li>• how foreign investment may create job opportunities</li> <li>• how increasing the volume of exports may potentially create more jobs and inward investment</li> <li>• ways in which labour market inequalities may increase across countries</li> <li>• the need for employees to understand foreign languages</li> <li>• the need for employees to understand different administrative protocols when a business is trading internationally</li> </ul> <p>1.3 The impacts of globalisation on consumers, i.e.:</p> <ul style="list-style-type: none"> <li>• ability to purchase products directly from overseas (e.g. via the Internet)</li> <li>• greater awareness of operating practices in different countries (e.g. consumer ethics relating to working conditions)</li> <li>• the possible benefits to consumers (e.g. greater choice, lower prices, improved quality due to increased competition)</li> <li>• the possible drawbacks for consumers (e.g. longer lead in times, less home produced goods)</li> </ul>

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
<p>2. Understand the opportunities and challenges that businesses face when operating internationally</p>	<p>2.1 The opportunities available to businesses of operating internationally, i.e.:</p> <ul style="list-style-type: none"> <li>• acquisition of competitively priced materials, stock and resources unavailable domestically</li> <li>• diversify the business' product and/or market</li> <li>• expansion of market share</li> <li>• increased economies of scale</li> <li>• growth</li> <li>• increased profit</li> <li>• improved reputation and image</li> <li>• outsourcing</li> <li>• reduce production costs (e.g. labour costs)</li> <li>• increased revenue</li> <li>• spreading business risk (e.g. reducing reliance on local / national markets)</li> </ul> <p>2.2 The potential challenges faced by businesses of operating internationally, i.e.:</p> <ul style="list-style-type: none"> <li>• cultural factors (e.g. beliefs and values, education, language, work ethics)</li> <li>• local preferences for products/services</li> <li>• social and environmental factors (e.g. environmental concerns, weather, infrastructure, legislation and regulation, time zones, political and economic instability)</li> <li>• economic and competitive factors i.e. <ul style="list-style-type: none"> <li>○ increased competition from transnational corporations</li> <li>○ increased trade leading to diseconomies of scale</li> <li>○ increasing the business' carbon footprint</li> <li>○ loss of jobs due to increased competition</li> <li>○ over-standardisation of products i.e. global branding</li> <li>○ risks of interdependence of economies (e.g. reliance on raw materials from overseas, bringing greater risk of logistical problems)</li> </ul> </li> <li>• technological factors, i.e.: <ul style="list-style-type: none"> <li>○ breaking down communication barriers (e.g. immediately able to share information via internet)</li> <li>○ enabling global marketing (e.g. via social media)</li> <li>○ reducing costs (e.g. customer service centres in countries where labour costs are lower)</li> <li>○ revolutionising how people work (e.g. connecting people without the necessity to travel)</li> <li>○ access to technology (e.g. internet access is not easily available)</li> </ul> </li> </ul> <p>2.3 How the challenges of operating internationally may differ between each type of overseas market (e.g. European Union, non-European Union and emerging markets; Brazil, Russia, India and China (BRIC); and Mexico, Indonesia, Nigeria and Turkey (MINT))</p>

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
3. Understand the international trading environment in which businesses operate	3.1 The mechanisms used to regulate international trade, i.e.: <ul style="list-style-type: none"> <li>• embargoes</li> <li>• free trade</li> <li>• quotas</li> <li>• sanctions</li> <li>• tariffs</li> <li>• technical barriers (e.g. product labelling laws)</li> <li>• trade blocs (e.g. European Union, European Free Trade Association (EFTA), North American Free Trade Agreement (NAFTA), Mercosur (South American bloc))</li> <li>• World Trade Organisation (WTO)</li> </ul> 3.2 The benefits to businesses of operating in a country which is part of a free trade area, i.e.: <ul style="list-style-type: none"> <li>• access to new markets</li> <li>• common trade agreements mean less barriers to international trade within the area</li> <li>• more rapid movement of goods, service and capital</li> <li>• competition may promote innovation</li> <li>• opportunities for growth and expansion (e.g. leading to economies of scale)</li> </ul> 3.3 The reasons why governments attempt to regulate imports, i.e.: <ul style="list-style-type: none"> <li>• political reasons (e.g. sanctions)</li> <li>• products may pose a threat (e.g. firearms)</li> <li>• protect vulnerable domestic producers</li> <li>• protect sources of government revenue (e.g. domestic taxation)</li> </ul> 3.4 The monetary issues faced by businesses operating internationally, i.e.: <ul style="list-style-type: none"> <li>• exchange rate fluctuations</li> <li>• non-payment for goods/services</li> <li>• trade credit risks (e.g. due to customer's credit worthiness)</li> </ul> 3.5 The means by which businesses might overcome problems caused by monetary issues, i.e.: <ul style="list-style-type: none"> <li>• methods that could be used by businesses to help to protect against exchange rate fluctuations, i.e.               <ul style="list-style-type: none"> <li>○ Cash-flow forecasting</li> <li>○ Currency risk sharing agreements</li> <li>○ Hedging products (e.g. forward contracts)</li> </ul> </li> <li>• help provided by institutions (e.g. Export Credit Guarantee Department (ECGD), UK Trade and Investment (UKTI), European Monetary Union (EMU))</li> <li>• international payment methods (e.g. letters of credit, trade credit, international clearance and banking)</li> <li>• trade insurance</li> </ul>

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
4. Understand different international expansion strategies used by businesses	4.1 The strategies used by businesses to expand internationally, i.e.: <ul style="list-style-type: none"> <li>• direct investment (e.g. building a factory in a different country)</li> <li>• international franchising</li> <li>• joint venture with an overseas business</li> <li>• international business licensing</li> <li>• offshoring</li> <li>• use of e-commerce</li> </ul>

## Grading Criteria

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
The learner will:	The assessment criteria which are the pass requirements for this unit.	To achieve a merit the evidence must show that, in addition to the pass criteria, the candidate is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand the impact of globalisation on businesses, employees and consumers.	P1: Explain the impact of globalisation on a specific business and its employees	M1: Analyse the impact of globalisation on the operation of a specific business, its employees and consumers	
	P2: Explain the impact of globalisation on the consumers of at least two specific products		
2. Understand the opportunities and challenges that businesses face when operating internationally	P3: Explain the opportunities and challenges that a specific business has faced when first operating in a new, international market		
	P4: Identify the challenges a specific business could face if moving into a European market compared to moving into a non-European market		
3. Understand the international trading environment in which businesses operate	P5: Describe how mechanisms used to regulate international trade have impacted on a specific business	M2: Analyse the benefits to a specific business of operating in a free trade area for the first time	D1: Evaluate the advantages and disadvantages to businesses of a range of mechanisms used to regulate international trade
	P6: Explain the benefits to a specific business of operating in a country which is part of a free trade area		
	P7: Explain reasons why governments attempt to regulate imports, with reference to a specific business		

Learning Outcome	Pass	Merit	Distinction
	*P8: Describe monetary issues facing a specific business operating internationally and identify how they could overcome them		
4. Understand different international expansion strategies used by businesses	P9: Explain the strategies that a specific business has used to expand internationally	M3: Explain how a strategy previously used by a business could inform the decisions of a domestic business to expand internationally	D2: Justify a strategy which a specific domestic business could adopt in order to expand internationally

### \*Synoptic assessment and links between units

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria. Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

Core unit	Core taught content	Assessment criteria in this unit
Unit 1: The business environment	<p>4.1 what is meant by the terms:</p> <ul style="list-style-type: none"> <li>• cost (including fixed and variable costs)</li> <li>• revenue</li> <li>• cash flow</li> <li>• net cash flow</li> <li>• profit</li> <li>• break-even</li> <li>• margin of safety</li> </ul> <p>4.2 how to calculate:</p> <ul style="list-style-type: none"> <li>• profit/loss</li> <li>• break-even point/output</li> </ul> <p>4.3 how to interpret financial statements, i.e.:</p> <ul style="list-style-type: none"> <li>• an income statement</li> <li>• a statement of financial position</li> <li>• a cash flow statement</li> <li>• a cash flow forecast</li> </ul>	*P8. Describe monetary issues facing a specific business operating internationally and identify how they could overcome them.

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The minimum amount of employer involvement must relate to at least one of the mandatory units although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners could undertake a work placement within a business which operates internationally. They could shadow people working in departments that have regular international dealings e.g. sales, accounts. This would enable them to see first-hand the day-to-day issues which are faced as well as gaining an insight into the more long-term benefits.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Industry practitioners could suggest activities which learners could undertake as part of the delivery of this unit which reflect projects and/or decisions that they undertake within their job role.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Guest lectures could explain the impact of globalisation on a specific businesses, employees and consumers and of the international trading environment. Experts or entrepreneurs could give a master class on the opportunities and challenges that businesses face when operating internationally

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- [DfE work experience guidance](#)

<b>OCR</b> Oxford Cambridge and RSA	<b>Centre assessed unit</b>
<b>Unit Title:</b>	
OCR unit number:	20
Level:	3
Guided learning hours:	60
Unit reference number:	F/507/8166
How will this unit be assessed	Centre-assessed
Essential resources required for this unit	N/A

## Unit aim

Business events are important milestones in the life of any business. A business event requires the involvement of many different people both internally and externally to the organisation. The role of an event organiser is important in enabling the business event to run smoothly and in ensuring that the measures of success for a particular event are met.

The ability to organise an event is an important skill needed by people working in business. This practical unit will help you develop the skills required to plan and make preparations for business events; support the running of events and review the extent to which events have been successful. Whilst the skills developed in this unit will help you to better organise small events such as meetings and interviews, the focus is on the skills needed to manage larger scale events such as conferences, exhibitions and product launch events.

## Teaching content

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
1. Understand factors influencing the success of business events	<p>(When introducing this learning outcome tutors should cover the types of business event, e.g.:</p> <ul style="list-style-type: none"> <li>• conferences</li> <li>• product launch events</li> <li>• exhibitions</li> <li>• training events (e.g. for new clients, employees))</li> </ul> <p>1.1. The roles and accountabilities of staff involved in organising and running business events, i.e.:</p> <ul style="list-style-type: none"> <li>• senior Manager – responsible for the overall success of the event and reviewing its impact</li> <li>• budget holders – responsible for the overall budget of the event</li> <li>• event organiser – responsible for the planning and organisation of the event, including venue booking, catering arrangements</li> <li>• event delivery staff (e.g. trainers, sales and marketing personnel, human resources personnel)</li> <li>• support staff, i.e.:               <ul style="list-style-type: none"> <li>○ IT support (e.g. ensuring access to internet at event, hardware/software compatibility)</li> <li>○ logistical support (e.g. catering, reprographics, maintenance)</li> </ul> </li> </ul> <p><b>And</b> their responsibilities in relation to, i.e.:</p> <ul style="list-style-type: none"> <li>• organising (of the venue, facilities, catering, publicity, supporting documents)</li> <li>• managing live events (e.g. front and back of house duties, dealing with issues and problems)</li> </ul> <p>1.2. Who event organisers liaise with, i.e.:</p> <ul style="list-style-type: none"> <li>• internal customers (e.g. co-workers as delegates, co-workers as support staff, co-workers as event deliverers)</li> <li>• external customers (e.g. delegates, potential and existing customers)</li> <li>• suppliers (e.g. hotel and conference facility providers, caterers, equipment suppliers, transport providers)</li> </ul>

Learning Outcomes The learner will:	Teaching Content The learner must be taught:
	<p>1.3. How event organisers liaise with internal and external customers and suppliers, i.e.:</p> <ul style="list-style-type: none"> <li>• verbal communication (e.g. telephone, face-to-face)</li> <li>• written communication (e.g. email, SMS, contracts, schedules of activity)</li> </ul> <p>1.4. The factors influencing the effectiveness of business event management teams, i.e.:</p> <ul style="list-style-type: none"> <li>• communication within the team</li> <li>• team management/leadership</li> <li>• individual's sense of ownership and loyalty to event management team and its objectives</li> <li>• ability to manage and resolve conflict</li> <li>• awareness of the organisation's aims/objectives</li> <li>• resource management (e.g. budget, personnel)</li> <li>• awareness of procedures and policies (e.g. corporate social responsibility)</li> </ul>
2. Be able to prepare for a business event	<p>2.1 How to identify objectives and success criteria, i.e.:</p> <ul style="list-style-type: none"> <li>• business objectives (e.g. increase brand awareness, increase market share, ensure event is viable)</li> <li>• event objectives (e.g. delegate satisfaction)</li> <li>• SMART (specific, measurable, achievable, realistic, timely) success criteria which relate to the business and event objectives</li> </ul> <p>2.2 How to plan for a business event, i.e.:</p> <ul style="list-style-type: none"> <li>• clarifying event requirements, i.e.: <ul style="list-style-type: none"> <li>○ agreeing objectives and success criteria (e.g. with colleagues, line manager or event sponsor)</li> <li>○ determining budgetary, legal and ethical constraints (e.g. public liability insurance, minimising waste)</li> <li>○ identifying support documents needed (e.g. agendas, publicity materials, joining instructions, evaluation forms)</li> </ul> </li> <li>• identifying suitable venue and establishing booking arrangements (e.g. location, size, facilities, transport links, availability, ability to meet delegate needs)</li> <li>• identifying resources, i.e.: <ul style="list-style-type: none"> <li>○ personnel (e.g. event management team, support staff, own role at event)</li> <li>○ equipment (e.g. tables, chairs, IT, display screens, assistive technologies)</li> <li>○ delegate requirements (e.g. refreshments, catering, transport)</li> <li>○ delegate packs/support documentation</li> </ul> </li> <li>• schedule activities (e.g. timescales, deadlines.)</li> </ul> <p>2.3 How to produce guidance to help others resolve potential problems during the operation of a business event, i.e.:</p> <ul style="list-style-type: none"> <li>• method and format (e.g. help sheets, handouts, verbal briefings)</li> </ul>

Learning Outcomes The learner will:	Teaching Content The learner must be taught:
	<ul style="list-style-type: none"> <li>• content (e.g. troubleshooting, communication protocols, emergency procedures)</li> <li>• potential problems (e.g. non-arrival/late arrival of delegates or resources; IT failure; last-minute photocopying; problems with venue; fire emergency)</li> </ul> <p>2.4 How to prepare for a business event, i.e.:</p> <ul style="list-style-type: none"> <li>• book facilities (e.g. venue, catering, transport, equipment)</li> <li>• create and distribute documentation (e.g. agendas, promotional materials, booking forms, joining instructions, evaluation forms)</li> <li>• health and safety protocols, i.e.: <ul style="list-style-type: none"> <li>○ carry out risk assessment</li> <li>○ identify and rehearse venue emergency procedures</li> </ul> </li> <li>• data security (e.g. Data Protection Act, data security and confidentiality when using electronic communication)</li> <li>• determine and accommodate delegate requirements (e.g. dietary, access, assistive technologies)</li> </ul>
3. Be able to support the running of a business event	<p>3.1 To provide support and help resolve problems, i.e.:</p> <ul style="list-style-type: none"> <li>• using appropriate verbal and non-verbal communication (e.g. face to face, telephone, email)</li> <li>• applying appropriate responses to problems (e.g. identify problems, identify possible solutions, resolve problems, escalate/delegate to managers and colleagues)</li> <li>• give appropriate administrative support (e.g. note taking, ensuring delegates have correct documentation, recording attendance and absence, organising, collecting and summarising evaluation feedback)</li> </ul>
4. Be able to review a business event	<p>4.1 How to appraise own performance in supporting business events, i.e.:</p> <ul style="list-style-type: none"> <li>• consider strengths and weaknesses</li> <li>• identify areas for improvement</li> <li>• what skills have been applied and how (e.g. communication, teamwork, leadership, ability to resolve problems)</li> <li>• how own performance contributed to event and business objectives/success criteria</li> </ul> <p>4.2 How to gather feedback for a review, i.e.:</p> <ul style="list-style-type: none"> <li>• identify objectives for gathering feedback (e.g. measure delegate satisfaction, learn delegate preferences, measure level of brand awareness)</li> <li>• sources, i.e.: <ul style="list-style-type: none"> <li>○ delegates</li> <li>○ support staff</li> </ul> </li> <li>• methods i.e. <ul style="list-style-type: none"> <li>○ response card</li> <li>○ online survey</li> <li>○ social media</li> <li>○ discussions with delegates and colleagues/support staff</li> </ul> </li> </ul>

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
	<ul style="list-style-type: none"> <li>• timing (e.g. at event, post-event)</li> <li>• question and response format, i.e.:               <ul style="list-style-type: none"> <li>○ open or closed questions</li> <li>○ open ended</li> <li>○ multiple choice</li> <li>○ Likert scale items</li> </ul> </li> </ul> <p>4.3 How to analyse feedback, i.e.:</p> <ul style="list-style-type: none"> <li>• collate and summarise feedback</li> <li>• consider the extent to which any recommendations given in the feedback can be actioned in future (e.g. achievable, within budget constraints)</li> <li>• consider the extent to which any recommendations given in the feedback would better support business aims/objectives</li> </ul>

## Grading Criteria

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
The learner will:	The assessment criteria which are the pass requirements for this unit.	To achieve a merit the evidence must show that, in addition to the pass criteria, the candidate is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand factors influencing the success of business events	P1: Explain the factors influencing the effectiveness of the team involved in the planning and running of a specific business event		
2. Be able to prepare for a business event	*P2: Identify objectives and success criteria for a specific business event	M1: Describe the factors influencing the decisions made when planning a specific business event	D1: Justify the decisions made when planning a specific business event, giving reasons why alternative options were rejected
	P3: Prepare a plan for a specific business event, including evidence of consideration of legal and ethical factors		
	P4: Produce guidance to help others resolve potential problems during the operation of a specific business event		
	P5: Carry out preparations for a specific business event		
3. Be able to support the running of a business event	P6: Provide support to both attendees and support staff during the running of a specific business event		
4. Be able to review a business event	P7: Review own performance in supporting the running of a specific business event, identifying strengths and areas for improvement	M2: Analyse the influence of different factors on the outcomes of a specific business event	D2: Recommend and justify improvements to the planning and running of future business events
	P8: Review a specific business event to establish if it met its objectives	M3: Assess the effectiveness of the methods, timing and how you gathered feedback for a specific business event	

## \*Synoptic assessment

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria. Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

Core unit	Core taught content	Assessment criteria in this unit
Unit 1 The business environment	1.5 differing business aims and objectives i.e. <ul style="list-style-type: none"> <li>• survival</li> <li>• financial,</li> <li>• growth</li> <li>• reputation</li> <li>• being enterprising</li> </ul>	*P2: Identify objectives and success criteria for a specific business event.

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The minimum amount of employer involvement must relate to at least one of the mandatory units although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestions/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners carry out work placement shadowing of event organisers and others involved in the preparation and delivery of a business event.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	An event organiser could set learners a project to plan an activity that is part of a linked business organisation's event. Learners could then support the delivery of the whole event.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Learners could receive training or a master class from a local event organiser in how to plan and support business events.

4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Local event organisers could review the plans prepared by learners for their business event. Learners could be observed by event organisers and other appropriate event support staff whilst they undertake preparation and support activities at a business event.
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<b>OCR</b> Oxford Cambridge and RSA	<b>Centre assessed unit</b>
<b>Unit Title:</b>	
OCR unit number:	21
Level:	3
Guided learning hours:	60
Unit reference number:	J/507/8167
How will this unit be assessed	Centre-assessed
Essential resources required for this unit	N/A

## Unit aim

Entrepreneurs are people who identify opportunities and possess the drive to turn their ideas into reality. They can create wealth and provide employment opportunities for themselves and others.

By completing this unit you will understand what it takes to be entrepreneurial. You will have the opportunity to assess your entrepreneurial mind and skills sets.

These skills are valuable to individuals, teams and employers and can be applied to aspects of everyday life.

You will be able to critically evaluate the feasibility of potential opportunities. You will then be able to identify viable opportunities and understand how to overcome potential barriers and risks. Such opportunities might include solutions to a business problem, to meet an unmet need, or fill a gap in the market.

You will also develop your ability to hold a dialogue with stakeholders in order to seek their support for your business proposal.

This unit will allow you to develop an important set of skills which will help you to be enterprising in many different areas of your business and personal life.

## Teaching content

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Teaching Content</b> <b>The learner must be taught:</b>
1 Understand what it means to be entrepreneurial	1.1 What it means to be entrepreneurial: i.e. <ul style="list-style-type: none"> <li>• having an entrepreneurial mind set: (e.g. self-belief, taking initiative, risk-taking, determination, resilience/attitude to failure, persistence, creativity/innovation, ethical responsibility, vision, passion/energy/spirit, willingness to accept advice and/or help)</li> <li>• having entrepreneurial skill sets: (e.g. problem solving, planning/organisation, risk management, people skills, communication, research, selling, negotiating, networking, customer service, financial awareness, leadership, ability to multi-task, managing change)</li> <li>• why the entrepreneurial mind and skill sets are important: (e.g. application, impact, consequences, benefit to individuals, team and/or employers)</li> <li>• types of entrepreneurial activities (e.g. improve processes, enhance ideas, add value, create and innovate)</li> <li>• how entrepreneurial mind and skill sets are used in entrepreneurial activity</li> </ul>
2 Be able to assess own entrepreneurial mind and skill sets	2.1 Self-assessment against the entrepreneurial mind and skill sets (e.g. gap analysis, on-line testing, personality traits, skills audit, gain feedback from others, use feedback from others, understanding strengths and weaknesses)  2.2 Assessment of strengths and weaknesses (e.g. what they are good at, why they are good at them, why it is important to have these strengths. What they are not good at, why they feel they are not good at them, what impact this could have)
3 Be able to apply Techniques and Approaches in the identification of feasible opportunities	3.1 Techniques: (e.g. deliberate creativity, lateral thinking, mind mapping, visualisation, SCAMPER [Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, Reverse])  3.2 Approaches: (e.g. problem solving: identifying an opportunity by finding a solution to a problem, accidental: identifying an opportunity by chance, imitation, innovation)

<p>4 Be able to evaluate the viability of opportunities</p>	<p>4.1 Benefits of opportunities (e.g. non-financial rewards, benefits to others, financial rewards, social benefits, environmental benefits)</p> <p>4.2 Viability of opportunities (e.g. evaluate the viability of the opportunity looking at practicality, benefits, barriers and risks, is it capable of working successfully?)</p> <p>4.3 Barriers to opportunities (e.g. lack of resources, poor time management, poor planning, lack of support, lack of entrepreneurial mind and skill sets)</p> <p>4.4 Risks to opportunities (e.g. what could go wrong, lack of demand, escalating costs, lack of resources, opposition, competitors, poor execution)</p> <p>4.5 How to overcome barriers and minimise risks (e.g. planning, support, leadership, motivation, research, appropriate mind and skill sets)</p>
<p>5 Be able to hold a dialogue and seek support for viable opportunities</p>	<p>5.1 Engage in dialogue about opportunities and justify viability (e.g. select an appropriate method to communicate the opportunity – conversation, written document/s, presentation, questions and answers)</p> <p>5.2 Seek support for opportunities (e.g. persuasion, negotiation, dealing with questions, accepting and taking on board criticism)</p>

## Grading Criteria

LO	Pass	Merit	Distinction
	The assessment criteria are the pass requirements for this unit.	To achieve a merit the evidence must show that, in addition to the pass criteria, the candidate is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand what it means to be entrepreneurial	P1: Analyse why entrepreneurial mind sets are important to entrepreneurial activities	M1: Evaluate the benefits to employers of having employees with entrepreneurial mind and skill sets	
	P2: Analyse why entrepreneurial skill sets are important to entrepreneurial activities		
2. Be able to assess own entrepreneurial mind and skill sets	P3: Assess the strengths and weaknesses of their own entrepreneurial mind and skill sets		D1: Create a plan to develop their own entrepreneurial mind and skill sets
3. Be able to apply Techniques and Approaches in the identification of feasible opportunities	P4: Explain how Techniques and Approaches are used to identify opportunities	M2: Evaluate the advantages and disadvantages of the Techniques or Approaches used to identify feasible opportunities	
	P5: Identify opportunities through Techniques and Approaches		
4. Be able to evaluate the viability of opportunities	P6: Analyse the potential benefits of the opportunities		
	P7: Analyse the potential barriers and risks to the opportunities viability		
	P8: Evaluate how barriers and risks could be overcome or minimised		
5. Be able to hold a dialogue and seek support for viable opportunities	P9: Justify to others why an opportunity is viable		
	*P10: Engage others in dialogue to seek support for their opportunity	M3: Evaluate the effectiveness of the communication method used to seek support for their opportunity	D2: Recommend improvements or alternative communication methods which could be used to seek support for their opportunity from a wider audience

## \*Synoptic assessment

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria. Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

Core unit	Core taught content	Assessment criteria in this unit
Unit 1 The business environment	5.3 how businesses respond to the different and sometimes conflicting objectives of different stakeholders	*P10 Engage others in dialogue to seek support for their opportunity

## Meaningful employer involvement - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one of the mandatory units although we encourage you to find ways to engage with employers for other units as well.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestion/ideas for centres when delivering this unit
1. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Local business advisors e.g. bank manager could act as a potential investor during the presentation.
2. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Small business owners or other practitioners of enterprising activity could discuss with learners the entrepreneurial skills required and coach learners through the techniques needed when identifying opportunities and presenting to investors.
3. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a Learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	A business/entrepreneur may set a challenge for the learners. They could observe learners seeking support for a viable opportunity and review the justification of the opportunity when engaging in dialogue. They could provide feedback on feasibility and validity.

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