

Cambridge **TECHNICALS LEVEL 3**

# ***BUSINESS***

Cambridge  
**TECHNICALS**  
**2016**

## **Unit 2**

### **Working in business**

F/507/8149

Guided learning hours: 60

Version 2 - Revised content - March 2016

## LEVEL 3

### UNIT 2: Working in business

**F/507/8149**

**Guided learning hours: 60**

**Essential resources required for this unit: N/A**

**This unit is externally assessed by an OCR set and marked examination.**

#### 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

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades. 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.

For externally assessed units, where the 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.

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
1. Understand protocols to be followed when working in business	<p>1.1 the authority protocols, i.e.</p> <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> <p>1.2 the confidentiality protocols, i.e.</p> <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>	<p>1.1 To include links to job roles and organisation charts and to explain chain of command and levels of authority.</p> <p>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.</p> <p>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>



Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<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> </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</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<ul style="list-style-type: none"> <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>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>
<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> </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>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<ul style="list-style-type: none"> <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>2.3 To include practical considerations such as payment arrangements, car parking, and transport links.</p>
<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> </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</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<ul style="list-style-type: none"> <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> <li>○ electronic transfer</li> </ul> </li> </ul> <p>3.4 the purpose, completion and checking of meeting documentation, i.e.</p> <ul style="list-style-type: none"> <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>‘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> <p>3.4 To include the benefits of meeting documentation and the importance of checking</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
<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>4.3 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> </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 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>



Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<ul style="list-style-type: none"> <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>4.4 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>
<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> </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>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<ul style="list-style-type: none"> <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> <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> </ul> </li> <li>• marketing documentation, i.e.               <ul style="list-style-type: none"> <li>○ business card</li> <li>○ press release</li> <li>○ promotional literature</li> </ul> </li> </ul>	<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.</p> <p>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> <li>• Appendix and references (if required).</li> </ul>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<ul style="list-style-type: none"> <li>○ questionnaire</li> <li>○ data collection sheet</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>● relevance of information</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>

## LEARNING OUTCOME (LO) WEIGHTINGS

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Each learning outcome in this unit has been given a percentage weighting. This reflects the size and demand of the content you need to cover and its contribution to the overall understanding of this unit. See table below:

<b>LO1</b>	8-25%
<b>LO2</b>	8-25%
<b>LO3</b>	8-25%
<b>LO4</b>	10-34%
<b>LO5</b>	10-34%

## ASSESSMENT GUIDANCE

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All Learning Outcomes are assessed through an externally set written examination paper, worth a maximum of 60 marks and 1 hour 30 minutes in duration.

The assessment comprises short answer questions and questions requiring more extended responses, some will be based on in tray exercises testing skills and underpinning knowledge.

It is important for learners to have the opportunity to learn and apply the knowledge and skills in order to successfully achieve the unit.

## SYNOPTIC LEARNING AND ASSESSMENT

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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.

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more detail.

## \*OPPORTUNITIES FOR SYNOPTIC TEACHING AND LEARNING

This identifies opportunities for developing links between teaching and learning with other units in the business suite.

Name of other unit and related LO	This unit and specified LO
<b>Unit 1 The business environment</b> LO3 Understand the effect of different organisational structures on how businesses operate LO5 Understand the relationship between businesses and stakeholders	LO1 Understand protocols to be followed when working in business LO5 Understand how to communicate effectively with stakeholders
<b>Unit 3 Business decisions</b> LO1 Understand factors to be taken into account when making business decisions	LO1 Understand protocols to be followed when working in business
<b>Unit 4 Customers and communication</b> LO5 Know the constraints and issues which affect the sharing, storing and use of information for business communications	LO1 Understand protocols to be followed when working in business
<b>Unit 5 Marketing and market research</b> LO2 Know the constraints on marketing LO4 Be able to validate and present market research findings	LO1 Understand protocols to be followed when working in business LO5 Understand how to communicate effectively with stakeholder
<b>Unit 6 Marketing strategy</b> LO5 Be able to use business tools to propose marketing strategies	LO5 Understand how to communicate effectively with stakeholders
<b>Unit 7 Marketing campaign</b> LO6 Be able to pitch planned marketing campaigns	LO5 Understand how to communicate effectively with stakeholders
<b>Unit 8 Introduction to human resources</b> LO5 Understand the importance of confidentiality within the human resources function	LO1 Understand protocols to be followed when working in business
<b>Unit 11 Accounting concepts</b> LO3 Be able to prepare the principal documents in business transactions	LO3 Be able to use business documents
<b>Unit 12 Financial accounting</b>	No links
<b>Unit 13 Management accounting</b>	No links



Name of other unit and related LO	This unit and specified LO
<b>Unit 15 Change management</b> LO1 Understand the drivers of change LO3 Be able to plan for change, manage change and overcome barriers	LO4 Be able to prioritise business tasks
<b>Unit 16 Principles of project management</b> LO2 Understand the skills project managers need to have	LO4 Be able to prioritise business tasks
<b>Unit 17 Responsible business practices</b> LO1 Understand how businesses operate responsibly	LO1 Understand protocols to be followed when working in business
<b>Unit 19 International business</b> LO2 Understand the opportunities and challenges that businesses face when operating internationally	LO1 Understand protocols to be followed when working in business
<b>Unit 20 Business events</b> LO1 Be able to prepare for a business event	LO1 Understand protocols to be followed when working in business LO2 Understand factors that influence the arrangement of business meetings LO4 Be able to prioritise business tasks LO5 Understand how to communicate effectively with stakeholders
<b>Unit 21 Being entrepreneurial – evaluating viable opportunities</b> LO5 Be able to hold a dialogue and seek support for viable opportunities	LO5 Understand how to communicate effectively with stakeholders
<b>Unit 22 Delivering a business project</b> LO1 Be able to scope a project LO2 Be able to collaborate to deliver a project LO3 Be able to evaluate the effectiveness of the project against its objectives and own contribution towards the project	LO1 Understand protocols to be followed when working in business LO4 Be able to prioritise business tasks LO5 Understand how to communicate effectively with stakeholders

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## **Unit 2**

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To find out more

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