

Unit Title: Culture and ethics in a business environment
 OCR unit number: 4
 Level: 4
 Credit value: 5
 Guided learning hours: 24
 Unit reference number: K/503/6140

Unit aim and purpose

The aim of this unit is to develop an understanding of culture and ethics to enable learners to critically analyse the influence and impact culture and ethics have on different aspects of an organisation and how this impacts on the wider environment.

| Learning Outcomes | Assessment Criteria | Teaching Content |
|---|--|---|
| <p>The Learner will:</p> <p>1 Understand the impact of different organisational structures and cultures on individuals and organisations</p> | <p>The Learner can:</p> <p>1.1 Analyse the nature, elements and types of organisational structure</p> <p>1.2 Analyse the nature, elements and types of organisational culture</p> <p>1.3 Outline different models and classificatory schemes relating to organisational culture and structure</p> | <p>Definition and legal types of organisations</p> <p>Organisational structure</p> <ul style="list-style-type: none"> • Flat • Hierarchical • Matrix <p>Organisational structure charts</p> <p>Key elements of structure</p> <p>Formal and informal structures</p> <p>Culture and organisational culture</p> <ul style="list-style-type: none"> • Nature • Elements • Types <p>Organisational culture models</p> <ul style="list-style-type: none"> • Charles Handy's model of organisational culture • Geert Hofstede's organisational culture model |

| Learning Outcomes | Assessment Criteria | Teaching Content |
|---|--|--|
| | <p>1.4 Analyse the development of organisational culture and the factors that affect it</p> <p>1.5 Analyse the influence on individual and team behaviour of organisational structure and culture</p> | <p>Relationship to business objectives Relationship to business systems Development of cultural influences</p> <p>Individual values and beliefs and their influence on</p> <ul style="list-style-type: none"> • Teams • Structure • Culture |
| <p>2 Understand the impact of ethical practice and social responsibility on individuals and organisations</p> | <p>2.1 Assess the importance of ethical behaviour to business interests</p> <p>2.2 Analyse the purpose and benefits of an ethical business code</p> <p>2.3 Assess the effectiveness of ethical codes in changing the behaviour of individuals and organisations</p> <p>2.4 Explain the relevance of ethics for individual roles and behaviour</p> <p>2.5 Evaluate the impact of organisations on the environment</p> | <p>Corporate Social Responsibility</p> <p>Business ethics</p> <ul style="list-style-type: none"> • Purpose • Codes • Influence on behaviour • Influence on strategy • Influence on structure • Influence on business functions • Influence on decision making <p>Ethical codes</p> <ul style="list-style-type: none"> • Relevance • Developing • Purpose <p>Ethical codes and</p> <ul style="list-style-type: none"> • Influence on behaviour • Professional practice • Regulatory impact <p>Impact of business activity on</p> <ul style="list-style-type: none"> • Natural environment • Society (costs and benefits) • Sustainability • Stakeholders |

Assessment

Centres may design their own assessment for this unit. However, a model assessment is available from the Level 4 Diploma in Business and Administration webpage:

<http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-business-and-administration-level-4-diploma-10337/>

The OCR model assessment includes:

- notes for tutors
- evidence requirements
- information on assessment expectations
- glossary for command verbs

Should centres design their own assessment, this **must be** accompanied by an Evidence Checklist to enable assessors and moderators to record and identify where, within the submitted assessment, each criterion and evidence requirement has been met.

Candidate work for this unit will be assessed by the centre and externally-moderated by OCR.

Evidence requirements

Candidates are expected to evidence the application of knowledge in their own working environment. Where this is not possible candidates can choose an organisation in which to apply their knowledge, providing this will allow all assessment criteria to be met.

Details of evidence requirements can be found in the OCR model assessments which support this unit. If centre-developed assessments are used, they must allow candidates to cover all of the evidence requirements detailed on the Evidence Checklist.

Evidence can be presented in a number of ways which can be determined by the centre. These decisions should take into account the accessibility of the assessment requirements by individual candidates and the bespoke nature of a candidate or candidate group.

Evidence could be presented through assessed presentations, assessor observations, professional discussions or word processed documents. Recordings of professional discussions are an acceptable form of evidence. All evidence submitted must be legible.

Candidates may be able to draw on previous experiences to demonstrate they can meet the assessment criteria and evidence requirements. In this instance a professional discussion supported by applicable documentation could be accepted as suitable and adequate evidence, on the provision that all relevant requirements are met.

Where assessor observations or professional discussions are carried out, the content of these must be detailed on a Witness Statement form. The Witness Statement form must be submitted with the candidate evidence. Witness Statement forms can be downloaded from the OCR L4 Diploma in Business and Administration webpage:

<http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-business-and-administration-level-4-diploma-10337/>.

Whilst observation and professional discussion are acceptable forms of evidence, we would not expect these to be the sole methods employed for evidencing a complete unit.

Evidence from related Level 4 NVQ units can be used to infer understanding of this unit's content where appropriate.

Guidance on assessment and evidence requirements

Candidates should be advised that incomplete evidence **should not** be submitted.

All evidence **must** be assessed by the centre before submitting to OCR for moderation. This should be indicated through a tick and/or feedback comment on each marking point. Assessors should check that there are no gaps in the evidence.

Centres must have an internal moderation process in place to ensure consistency of assessment, especially where there is more than one assessor in the assessment team. The internal moderator should sign the front cover of those assessments which have been included in the internal sampling process.

If candidates require a scribe, further guidance can be found in the JCQ document: *Access Arrangements, Reasonable Adjustments and Special Consideration 2012-2013* available at:

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-reasonable-adjustments-and-special-consideration-2012-2013>

Scribed work should be annotated with the scribe's initials.

OCR is unable to return candidate work to centres, so **centres should take a copy before submitting** work to OCR for moderation.

You should refer to the '*Admin Guide: Vocational Qualifications (A850)*' for *Notes on Preventing Computer-Assisted Malpractice*.

National Occupational Standards (NOS) mapping/signposting

The mapping in the table below provides an indication of where evidence might be available for assessment against some of the knowledge and understanding contained in the national occupational standards (NOS). It does not claim to guarantee that evidence will meet the NOS.

NOS can be viewed on the relevant Sector Skills Council's website or the occupational standards directory at www.ukstandards.co.uk.

| Occupational standards | Unit number | Title |
|------------------------|-------------|-------|
| None | | |

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

| Functional Skills Standards | | | | | |
|-----------------------------|---|--------------|--|--|---|
| English | | Mathematics | | ICT | |
| Speaking and Listening | x | Representing | | Use ICT systems | x |
| Reading | x | Analysing | | Find and select information | x |
| Writing | x | Interpreting | | Develop, present and communicate information | x |

Resources

Griseri, P. and Seppala, N. (2010) *Business Ethics and Corporate Social Responsibility* Cengage Learning

Mullins, L. J. (2010) *Management and Organisational Behaviour* Prentice Hall

www.businesscasestudies.co.uk

- Organisational structure case studies
- Corporate Social Responsibility
- Business Ethics

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk .