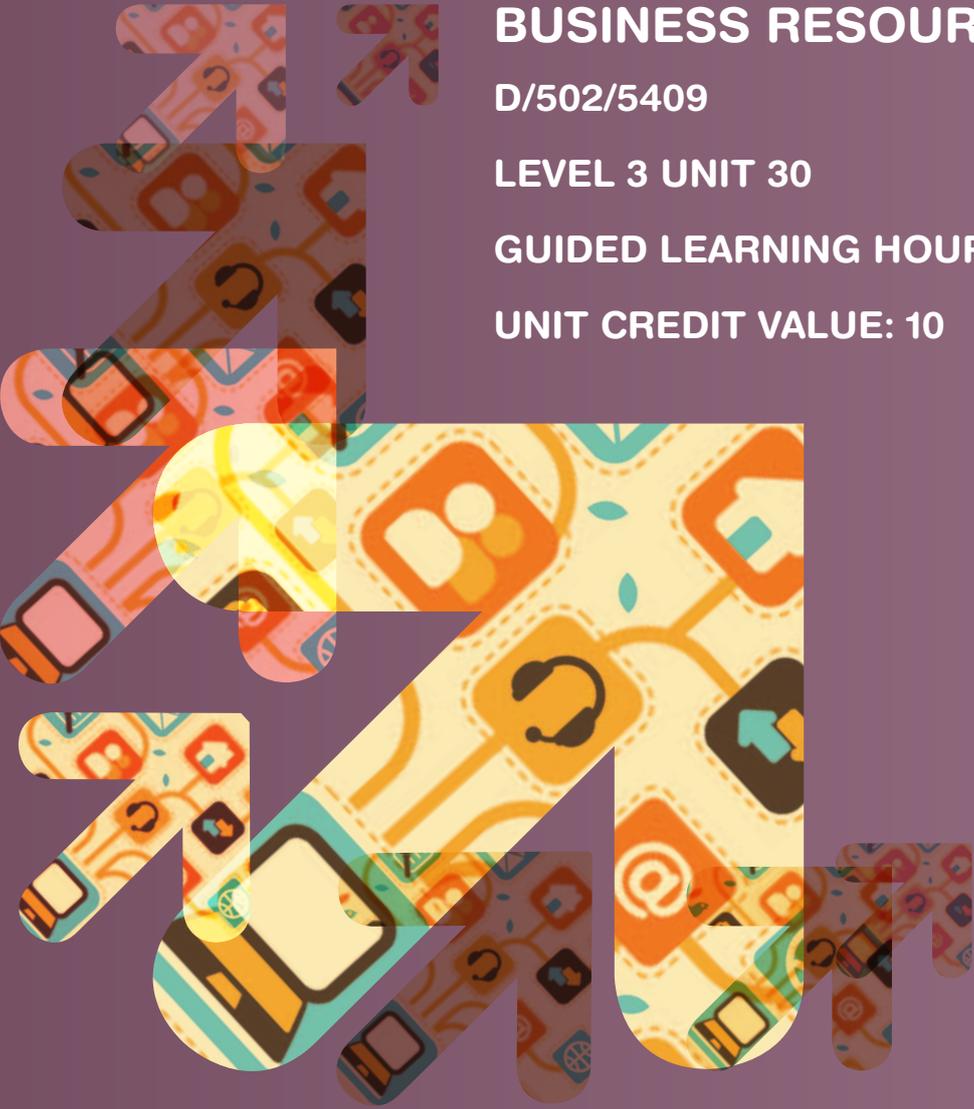




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# OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN IT



## BUSINESS RESOURCES

D/502/5409

LEVEL 3 UNIT 30

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

# BUSINESS RESOURCES

D/502/5409

LEVEL 3 UNIT 30

## PURPOSE OF THE UNIT

The unit looks at how a range of resources including human, physical, technological and financial resources are used and managed within business.

This unit will help the learner to have an understanding of how human resources are managed and of the employability and personal skills required of personnel in an organisation. Learners will gain an understanding of the purpose of managing resources effectively, not only in relation to human resources but also in terms of physical and technological resources.

Learners will also gain an understanding of how an organisation can gain access to sources of finance, both internally and externally and be able to interpret financial statements.

There are clear links between this unit and many of the other units; it serves as a useful introduction to areas that may be covered in depth in further units.

## ASSESSMENT AND GRADING CRITERIA

<b>Learning Outcome (LO)</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
The learner will:	The learner can:	To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know how human resources are managed	P1 describe the recruitment documentation used in a selected organisation	M1 analyse the recruitment documentation of a selected organisation	
	P2 describe the main employability and personal and communication skills required when applying for a specific job role		
2 Know the purpose of managing physical and technological resources	P3 describe the main physical and technological resources required in the operation of a selected organisation		
3 Know how to access sources of finance	P4 describe sources of internal and external finance for a selected business	M2 analyse the advantages and disadvantages of a range of different sources of finance for a selected business	D1 evaluate the best source of finance to meet the needs of a selected business
4 Be able to interpret financial statements	P5 interpret the contents of a trading and profit and loss account and balance sheet for a selected company		

## 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.

### Learning Outcome 1 Know how human resources are managed

#### Human resources:

- recruitment and retention of staff
- contracts of employment
- job descriptions
- resource requirements
- relationships with other departments
- monitoring of performance
- setting standards of behaviour
- incentives
- sourcing: internal, external.

#### Employability and personal and communication skills:

- qualifications
- experience
- knowledge
- interpersonal skills
- ability to work as part of a team
- negotiation
- interviewing skills
- time management.

### Learning Outcome 2 Know the purpose of managing physical and technological resources

#### Physical and technological resources:

- buildings and facilities – maintenance, security, insurance
- stock
- machinery/equipment
- ICT
- waste
- intellectual property, e.g. original designs
- software licences
- patents and copyrights.

### Learning Outcome 3 Know how to access sources of finance

#### Internal sources of finance:

- retained profit
- savings.

#### External sources of finance:

- overdraft
- loan
- mortgage
- hire purchase
- leasing
- factoring
- share/equity capital
- venture capital.

### Learning Outcome 4 Be able to interpret financial statements

#### Financial statements:

- profit and loss
- balance sheet
- budgets
- ratios.

## DELIVERY GUIDANCE

### Learning Outcome 1

Learners could be asked to use a job advertisement for an organisation with which they are already familiar, such as through part-time employment, work experience or as a customer. They could then work in small groups to identify all of the stages involved in the process prior to issuing the job advertisement, as well as a list of the stages involved after the job has been advertised. This could be followed up with research and the collection of various examples of recruitment documents. Learners could then use these to create a set of documents which could be used by the organisation advertising the job. A great deal of information is likely to be available on the organisation's website, but it would be helpful if a visit from someone who works in a Human Resources department could be arranged.

Learners could select a job advertisement that interests them, and undertake research into the skills that are required for the chosen role. This would provide an opportunity for learners to find out more about a role that they have an interest in, and allow them to compare their skills with those required by the job role they have chosen. It would be useful for learners to visit careers advice organisations and careers websites in order to find out the particular skills that are required for certain jobs. Some websites provide an interactive facility that enables learners to gain a profile of their own skills which they should find interesting to do.

### Learning Outcome 2

Learners could be asked to carry out an audit of their learning environment in order to identify the range of resources that are required for the organisation to operate. They could then work in small groups to discuss which are physical resources and which are technological, and classify them accordingly. Each group could then be asked to justify their classifications.

### Learning Outcome 3

Learners could work in groups to prepare a guide to business finance. The guide should outline the availability of various sources of finance, as well as their respective advantages and disadvantages. Learners could use various sources to assist them, including leaflets and booklets from banks. Learners could then be asked to participate in a role play, whereby they are asked to play the role of an advisor, and recommend a suitable source of finance for a business in differing scenarios.

### Learning Outcome 4

Tutors will need to spend time explaining the two financial documents to learners. Learners could then use the trading and profit and loss account and balance sheet for two companies and undertake a comparison of the documents for both companies. Whilst learners are only required to use one company to meet the assessment criteria, comparing two sets of documents may help to develop understanding. Learners should be looking for both similarities and differences in the values within the documents. They could decide which of the two companies is in a better financial position, explaining their reasons.

## GUIDANCE ON ASSESSMENT

### **P1 and P2**

Learners could produce a guide for applicants on the recruitment documentation used within a selected organisation. The guide should use a specified job role as an example and describe the recruitment documentation and the main employability, personal and communication skills required when applying for the specified job role.

### **M1**

Learners could create a report for the management team which analyses the recruitment documentation that is used by the selected organisation.

### **P3**

Learners could produce a leaflet that describes the main physical and technological resources required in the operation of a selected organisation.

### **P4**

Learners could create a wall chart to describe the sources of internal and external finance for a selected business.

### **M2**

Learners could produce a report for the management team of a selected business that analyses why some sources of finance might be preferable to others for the business.

### **D1**

Learners must evaluate the best source of finance for a business, given its current needs. Learners will need to reason what makes it the best source of finance, and consider any risks involved.

### **P5**

Learners could create a report for the financial director of a selected company that interprets the contents of a trading and profit and loss account and balance sheet for the company.

Guidance: Learners must use a company, not a sole trader or a partnership.

## LINKS TO NOS

**CfA BAD322** Analyse and report data (Partial)

**CfA HR15** Operate recruitment procedures (Partial)

**CfA M&LE8** Manage physical resources (Partial)

**CfA BAA 521** Account for income and expenditure (Partial)

**CfA BAA533** Manage budgets (Partial)

**CfA M&LE5** Obtain additional finance for the organisation  
(Partial)



## **CONTACT US**

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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