

Model Assignment

Issued September 2017

Level 4 Diploma in Business and Administration

Unit 4 – Culture and ethics in a business environment

Please note:

This OCR model assignment may be used to provide evidence for the unit above. Alternatively, centres may wish to adapt this assignment or devise their own assignment for the purposes of assessment. It is the centre's responsibility to ensure that any adaptations made to this assignment allow learners to meet all the assessment criteria and provide them with sufficient opportunity to demonstrate achievement across the unit.

The Ofqual Unit Reference Number is: **K/503/6140**

This OCR model assignment remains live for the life of this unit.

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Model Assignment: Tutor Information

Level 4 Diploma in Business and Administration

Unit 4 – Culture and ethics in a business environment

Introduction

Due to the nature of the content for this unit the majority of evidence will be based on learnt knowledge rather than workplace experiences. As such, and to avoid the reliance on written documents, professional discussions and/or presentations may be more appropriate for some candidates.

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.

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. All evidence submitted must be legible.

For further guidance on what evidence is required please refer to the Evidence Checklist, which must be used in conjunction with this Model Assignment.

Candidates may be able to draw on previous experiences to demonstrate they can meet the assessment criteria. In this instance a professional discussion supported by applicable documentation could be accepted as suitable and adequate evidence, on the provision that all relevant assessment criteria are met. However, where higher level skills such as analysis and evaluation are required it is anticipated that this will be proven through additional evidence.

There are similarities between Unit 2 Managing Sustainability and Risk, assessment criteria 1.1 and assessment criteria 2.5 of this unit. Evidence for one assessment criteria could be used as evidence for the other.

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

The tasks have been designed so that all of the assessment criteria in this Unit are addressed.

There are opportunities for synoptic assessment within the scenario where one or more assessment criterion from the same or another unit may be met partially or in full.

These guidance notes must be used in conjunction with the unit specification, Centre Handbook and Evidence Checklist.

Introduction for Learners

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.

Below you will find a scenario which will help enable you to demonstrate you have sufficient understanding of this unit's content to meet the unit aim.

This assessment is made up of two tasks. Each task has a set of instructions which you must follow. You should refer to the Evidence Checklist to ensure that you include all the evidence required to meet the assessment criteria and learning outcome for this unit.

Do not submit any assessment which does not include sufficient evidence to demonstrate you can meet each of the assessment criteria. If you were to do this then you would not pass this unit.

Included on page 6 is a list of key assessment words which will help you to understand what is expected of you.

The Tasks

Scenario

You have been appointed to Chairperson of the Ethics and Diversity Committee of your organisation.

You have decided that you want to review the organisation's Ethical Code of Practice and have approached the Committee members for approval. The Committee has agreed to the review but as some of them are newly appointed they have asked that you provide them with an understanding of;

- organisational culture, organisational culture and associated models
- the relationship of organisational structures to organisational culture the influence of organisational structure and culture on individuals and teams
- ethical behaviour and codes
- the purpose, benefits and influences on individuals and organisations of ethical codes.
- how ethics and ethical codes influence behaviour and roles.

Task 1

This task relates to assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

You are to conduct a review of your organisation's structure and culture and how this impacts on the behaviour of individuals and teams.

You must demonstrate that you have a good understanding of the;

- types of organisational structures
- different models of organisational structure and culture
- factors which influence the development of organisational culture.

Task 2

This task relates to assessment criteria 2.1, 2.2, 2.3, 2.4, and 2.5.

Building on the review in task one, you are to consider how ethical practice and Corporate Social Responsibility (CSR) impacts on individuals and organisations.

You must demonstrate that you have a good understanding of;

- CSR and Business Ethics
- the benefits of ethical business codes
- the impact Codes of Practice and ethics have on individuals and organisations
- the impact of organisations on the environment.

Opportunity for synoptic assessment (Unit 2 AC1.1, 1.2, 1.3)

Glossary

Analyse	<i>Break a topic or issue down into parts and look at part in depth by considering questions such as “Why did x happen?”, “How did x affect the outcome?” Use evidence which supports and counters the argument and how they interrelate.</i>
Assess	<i>Consider how relevant, useful and effective something is in a given scenario. Both the positive qualities and the drawbacks are considered and a final justification for the decision or decisions must be provided.</i>
Compare/contrast	<i>Identify similarities and differences between two or more things or points of view. Identify those similarities or differences which are more important than others for the circumstances you are analysing.</i>
Describe	<i>Give an account, including all the relevant characteristics, qualities, or events.</i>
Discuss	<i>This is a written version of a debate. The case for and against a point of view or event including the advantages and disadvantages must be put using well-structured arguments. It must end with a conclusion.</i>
Explain	<i>To give account of the purposes or reasons for something.</i>
Explore	<i>Use a questioning approach, considering different points of view of an incident or issue, in order to come to a final view point.</i>
Identify	<i>This includes recognising, listing or naming of characteristics or key points to be considered; at level 4 this should also include the reasons for their inclusion in the list, etc.</i>
Evaluate	<i>An evaluation requires a verdict at the end of the research on whether the author agrees with the evidence and the justification for the decision. Therefore this incorporates a detailed investigation/exploration of different facets of the task. At level 4, this is unlikely to be less than a page of argument.</i>
Outline	<i>A short description of the main characteristics/points of an issue or subject. This should include interrelationships, without going into the minute detail of each one.</i>