

# Cambridge Technicals in Business Level 2

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## Frequently asked questions

### **Unit 3 P6 - Can I give my students a template to help them create their cash-flow forecast?**

No. In order to meet the criterion learners must know and understand the items listed in the teaching content (i.e. the main elements of a cash-flow forecast and how they are calculated). They will need to be taught this teaching content before undertaking an assessment task. The purpose of the task will be to enable the learners to demonstrate that they have learned the teaching content and can use it to create the forecast. If the template contains information that forms part of the teaching content (e.g. if it contains headings, prompts or formulas showing how cash-inflow and cash-outflows are used to calculate net cash-flow) then the learner is not able to demonstrate that they alone possess the required knowledge and understanding; in other words the template has provided too much guidance to the learner.

### **Unit 6 verbal and non-verbal communication. For P1 (demonstrate interpersonal interactions in a business context) and P3 (demonstrate speaking and listening skills in a one to one context) each student has participated in a one-to-one discussion which has been evidenced through a Witness Statement. Two of the discussions were poorly prepared and had a lot of feedback on how to improve. Can this be passed or should I go through the process again with these two students in a different scenario so they can show more interpersonal skills?**

In any situation where a learner's evidence does not meet the required standard it is permissible for the learner to resubmit evidence at a later date. There can be additional learning between the two assessments but the feedback given to the learner should not contain specific actions to improve their evidence but must be of a general nature designed to help them to learn and then apply their learning in the subsequent assessment activity. In this instance it would be acceptable for further coaching in interpersonal verbal and non-verbal communication skills to take place before asking the candidates to participate in a new observed discussion. This does not have to be in a completely different context but must not be identical to the previous occasion – e.g. if customer-service based it must not be based on an identical customer and complaint.

### **Unit 7 P2/P3: Which documents should be created for internal and external communications?**

The required documents are listed in the teaching content: e.g. a letter is a document for external communication, whereas a memorandum is for internal communication.



**Unit 9 P5: There are no selling skills listed in Learning Outcome 2, only selling processes. Should learners use the selling skills listed in Learning Outcome 1?**

Yes. The evidence for P5 should show how learners have demonstrated the selling skills listed in Learning Outcome 1 and the selling processes listed in Learning Outcome 2.

**Unit 9/10: Can I use the same evidence for both the selling evidence in Unit 9 and the customer service activities in Unit 10?**

It is possible, but in practice it is not recommended. Each unit focuses on a different aspect of customer interaction and the skills, techniques and processes which need to be evidenced in each unit are very different. In practice it is unlikely that a single situation will provide candidates with sufficient scope to demonstrate their evidence of both selling and providing customer service.

**Unit 13 LO1: Which documents should be used to record which financial transactions?**

It is not possible to use the documents listed under the heading 'Financial Documents' for LO1 to record the transactions listed under the heading 'Recording Transactions'. For the purposes of evidence for LO1 the following should be done:

The documents listed in the teaching content which can be used to record financial transactions are:

- Order form
- Receipt
- Credit Note
- Invoice
- Delivery Note
- Sales Ledger
- Purchase Ledger
- Cashbook
- Petty cash book

These documents should be completed for P3. For example as part of their evidence a candidate could record a cash sale by a business in its cash daybook and sales ledger (using appropriate credit/debit entries) as well as by issuing a cash invoice and/or cash receipts and a delivery note.