OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 3**

BUSINESS

Cambridge
TECHNICALS
2016

Summary Brochure
2017/2018
Version 5

PRACTICAL

LEADERSHIP

COLLABORATION

ANALYSE

RESEARCH

MARKETING

CUSTOMER

FOCUS

RESPONSIBLE

INTERNATIONAL

TECHNOLOGY

ENTREPRENEUR

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Working in partnership to deliver quality resources

OCR is a not-for-profit organisation. For us, success is measured through the impact and reach of our activities and the scale of our contribution in helping students realise their aspirations.

Our purpose is to work in partnership with others to provide general and vocational qualifications that support education in ways that enable students to reach their full potential, equip them with the knowledge and skills they need for their future, and to recognise and celebrate their achievements.

We develop our qualifications in close consultation with teachers, industry leaders and government to ensure they are relevant for today's students and meet requirements set by the Office of Qualifications and Examinations Regulation (Ofqual).

We are delighted to be working in partnership with Hodder Education to deliver you quality teaching resources.
www.hoddereducation.co.uk

Cambridge
TECHNICALS
2016

Level 3 Cambridge Technicals Suite

Cambridge
TECHNICALS
2016

- **New suite for first teaching September 2016**
- **Externally assessed content**
- **Eligible for Key Stage 5 performance points from 2018 performance tables and 2019 performance tables**
- **Designed to meet the DfE technical guidance**
- **Attracts UCAS points at Level 3**
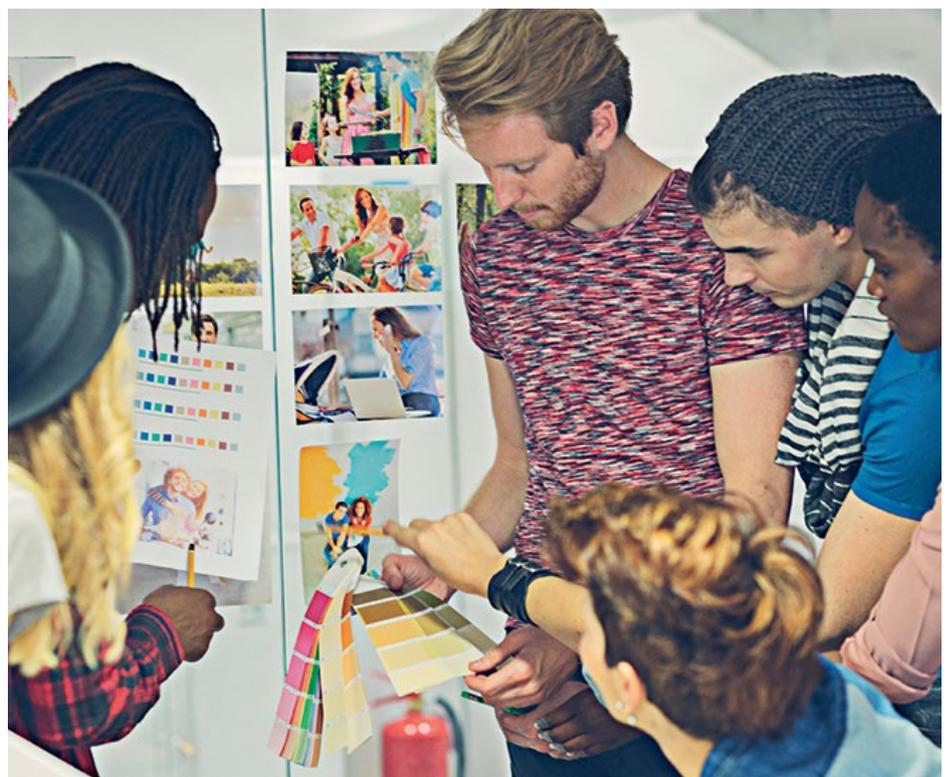
Our Cambridge Technicals suite gives you the reassurance that you have the right qualifications to support your students' lifelong learning journey.

Cambridge Technicals are vocational qualifications at Level 2 and Level 3 for students aged 16+. They're designed with the workplace in mind and the Level 3 qualifications provide a high-quality alternative to A Levels, with a great range of subjects to choose from.

Vocational education is not just about results, it's about educating people in the knowledge and skills required for employment and for the community as a whole. It's also about developing the behaviours and attributes needed to progress and succeed in education and in work.

Our offer:

Subject	Level 2	Level 3
Art and Design	✓ (2012 suite only)	✓ (2012 suite only)
Business	✓ (2016 in development)	✓
Media/Digital Media	✓ (2016 in development)	✓
Engineering	✓	✓
Health and Social Care	✓	✓
IT	✓	✓
Science/Laboratory Skills	✓	✓
Performing Arts	✓	✓
Sport and Physical Activity	✓	✓

LEVEL 3 CAMBRIDGE TECHNICALS IN BUSINESS

Launched for first teaching September 2016, our Level 3 Cambridge Technicals in Business qualifications allow your students to achieve their potential and progress to the next stage of their lives, whether it be Higher Education, an Apprenticeship, or employment.

We've designed exciting content, that's engaging, fit for purpose and suitable for the needs of your students.

Launched in September 2016 our Level 3 suite has five sizes of qualification, giving your students the ability to choose the qualification that's right for their chosen destination. Our 720GLH sized qualifications provide your students with specialist pathways allowing them to specialise in an area of interest or prepare for their chosen career.

Mandatory content and external assessment to meet the DfE's technical guidance, centre assessed units including practical and wider project-based assessment opportunities, plus OCR visiting moderation providing centre feedback and support; has resulted in focused qualifications which, dependent on the size chosen, either complement a Key Stage 5 study programme alongside other vocational qualifications, GCSEs, A Levels, or may constitute the bulk of a two-year study programme.

The Cambridge Technicals in Business have been developed to meet the changing needs of the sector, and prepare your students for the challenges they'll face in Higher Education or employment. Designed in collaboration with experts spanning the breadth of the sector, the Cambridge Technicals in Business focuses on the skills, knowledge and understanding that today's universities and employers demand. Your students will practically apply their skills and knowledge in preparation for further study or the workplace.

Your students will learn how a business might evolve. From a small start-up business to a large multinational organisation, your students will consider a range of different business types and gain an understanding of how the choice of business type might affect the objectives that are set. Your students will also look at the internal workings of businesses, including their internal structure and how different functional areas work together. Plus, by looking at the external constraints under which a business must operate, your students will gain an understanding of the legal, financial and ethical factors that have an impact. Students will also explore ways in which businesses respond to changes in their economic, social and technological environment; and gain an appreciation of the influence different stakeholders can have upon a business.

The business world places a high value on the ability to research, analyse and evaluate information in order to make considered decisions and your students will have the opportunity to gain these vital skills. Alongside this they will develop practical employability skills, including the ability to communicate effectively with both internal and external stakeholders, and to manage their time effectively.

The Qualifications

All qualifications across the Cambridge Technicals in Business suite have the ability to be co-teachable; allowing for flexibility within the delivery of a study programme.

Level 3 Cambridge Technicals in Business

Scheme code	Qualification title	Guided learning hours (GLH)
05834	**Level 3 Cambridge Technical Certificate in Business**	180
05835	**Level 3 Cambridge Technical Extended Certificate in Business**	360
05836	**Level 3 Cambridge Technical Foundation Diploma in Business**	540
05837	**Level 3 Cambridge Technical Diploma in Business**	720
05878	**Level 3 Cambridge Technical Extended Diploma in Business**	1080

Diploma Pathways

The Diploma has two pathways within it

• Accounting

• Marketing

At least one pathway must be achieved.

Accounting

Through collaboration with The Institute of Chartered Accountants in England and Wales (ICAEW) we have developed this pathway to ensure that your students gain the knowledge and skills required to embark upon a career within the financial sector. Using the latest International Financial Reporting Standards (IFRS), students will be able to gather the financial information required to produce final business accounts, and be able to use financial information to assess business performance. This pathway will allow your students to progress onto degree programmes such as Accounting or Business and Accounting. It will also allow them to choose a non-related degree programme. It also prepares them to take up employment in business where they could be employed in roles such as Accounts Assistant, Finance Assistant, Payments Assistant or Sales Ledger Assistant

Marketing

In order to develop this pathway, we drew upon the expertise of organisations such as Alton Towers and BT to make sure your students develop the skills required by those wishing to work in this dynamic area. By integrating both traditional and new marketing techniques and media, this pathway highlights the importance of market research in creating a marketing strategy that can be delivered through co-ordinated, multi-channel marketing campaigns. This pathway will allow your students to progress onto degree programmes such as Marketing or Business and Marketing. It will also allow them to choose a non-related degree programme. It also prepares them to take up employment in business where they could be employed in roles such as Marketing Administrator, Market Research Analyst, Digital Marketing Assistant or Public Relations Officer.

Progression

If your students leave your institution or change their mind on their final destination, they have the opportunity to move up/move down different qualification sizes.

Your centre would need to ensure that students had studied the correct units for any qualification they wished to move up or down to. As mentioned, not all units are common to all qualifications.

Cambridge Technicals provide a strong base for progression to university, apprenticeships or employment and are recognised for UCAS tariff points*.

*It is important to check individual course requirements when applying to university.
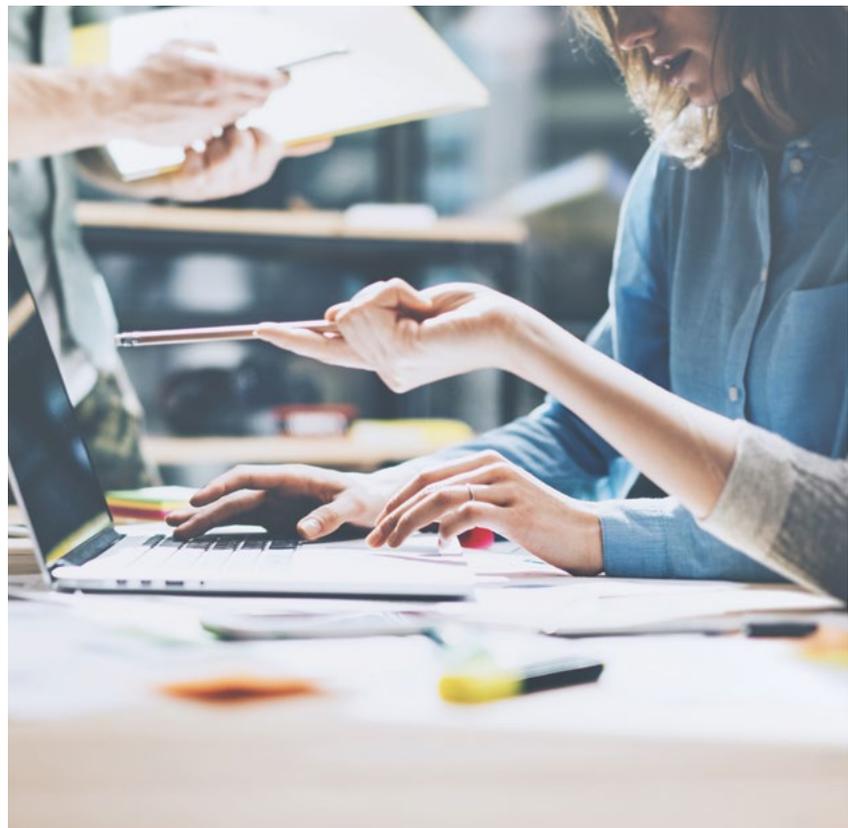
DfE Key Stage 5 Performance Measures

We've made a decision to position the Cambridge Technicals in Business in the 'Applied General' category outlined in the DfE's technical guidance.

Applied General

You can be confident that we are working with universities to make sure that Cambridge Technicals are designed to meet the Applied General characteristics that will provide your students with the depth and breadth of knowledge, understanding and skills required for further study in that subject area at Higher Education. These qualifications will include a range of mandatory and optional units.

We're conscious that due to changes in A Level curriculum and assessment, some students who would generally undertake an academic qualification may benefit from taking an Applied General vocational qualification that is designed for progression to Higher Education.

The Cambridge Technicals in Business include AS and A2 equivalent size qualifications, which have nested units enabling your students to move from one size to the other. Again, centres must be aware that not all units are common to all qualifications. We're aware that the decoupling of the AS from the A Level may not provide the flexibility you need in order to offer a comprehensive study programme. Therefore, the Cambridge Technicals provide you with the solution you need in order to give students optionality within their study programme, at the same time as making sure they have a recognised qualification designed to take them to university.

Collaborators

We have worked with the following employers to develop the Cambridge Technicals in Business. We have also worked with the following universities and they have given their support:

Employers	HEIs
Alton Towers	Coventry University
Bouygues UK Ltd	Staffordshire University
BT	Wolverhampton University
D W Edwards	Arden University
Jagex	Leeds Beckett University
Orbit Group	Buckingham University
Richer Sounds	University of Sheffield
Stagecoach Midlands	University of West England
The Institute of Chartered Accountants in England and Wales	

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Unit number	Unit title	GLH	Assessment method	Certificate (180 GLH)	Extended Certificate (360 GLH)	Foundation Diploma in Business (540 GLH)	Diploma in Business (720 GLH) Marketing Pathway	Diploma in Business (720 GLH) Accounting Pathway	Extended Diploma in Business (1080)
	M = Mandatory O = Optional						Applied General		
Number of units needed				2	5	8	10 PATHWAYS		15
1	The Business Environment	120	E	M	M	M	M	M	M
2	Working in Business	60	E	O	M	M	M	M	M
3	Business Decisions	60	E	O	O	M	M	M	M
4	Customers and Communication	60	I	O	M	M	M	M	M
5	Marketing and Market Research	60	I	O	O	-	M	-	M
6	Marketing Strategy	60	I	-	-	-	M	-	O
7	Marketing Campaign	60	I	-	-	-	M	-	O
8	Introduction to Human Resources	60	I	O	O	-	-	-	-
9	Human Resources	90	E	-	-	-	-	-	M
10	Economics for Business	90	E	-	-	-	-	-	M
11	Accounting Concepts	60	I	O	O	M	-	M	M
12	Financial Accounting	60	I	-	-	-	-	M	O
13	Management Accounting	60	I	-	-	-	-	M	O
14	Resource Management	60	I	-	-	-	-	-	O
15	Change Management	60	E	-	-	-	M	M	M
16	Principles of Project Management	60	I	O	O	M	M	M	M
17	Responsible Business Practices	60	I	-	O	M	-	-	M
18	Business Operations	60	I	-	-	-	-	-	O
19	International Business	60	I	-	O	-	-	-	M
20	Business Events	60	I	-	O	M	-	-	-
21	Being Entrepreneurial – Evaluating Viable Opportunities	60	I	-	O	-	-	-	-
22	Delivering a Business Project	120	I	-	-	-	M	M	M

UNITS – AIM AND PURPOSE

Unit 1
The Business Environment

Businesses operate in an environment which is dynamic, competitive, uncertain and frequently hostile. They need to constantly adapt to changes in their internal and external environments in order to be successful. These changes may include anticipating the actions of competitors, reacting to economic or political changes or making use of new technologies. Whether the student aspires to be a business professional, manager, charity worker or entrepreneur, understanding the business environment is key to ensuring that the business in which they work reaches its full potential.

In this unit students will develop an understanding of how and why businesses operate in the way they do. They will look at a range of different types of business and business structures, and explore how the ownership of a business and its objectives are interrelated. They will learn about the importance of different functions within a business and how they work together. They will understand the legal, financial, ethical and resource constraints under which a business must operate and how these can affect business behaviour. They will explore ways in which businesses respond to changes in their economic, social and technological environment, and the necessity for a business to plan. They will appreciate the influence different stakeholders can have on a business, and they will learn how to assess business performance.

The knowledge, skills and understanding gained by completing this unit is fundamental to being effective in business and, therefore, has synoptic links to all of the other units in the OCR Level 3 Cambridge Technical in Business suite of qualifications.

Unit 2
Working in Business

Businesses today need employees, managers and entrepreneurs who are multi-skilled independent thinkers. When working in business students 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 students 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.

Unit 3
Business Decisions

All businesses make decisions. Key decisions could include extending a product range, a business changing direction and targeting a new market, or whether it should expand. The decisions made could affect the day to day operational activities of the business and could also impact on their short and long term success.

The ability to make decisions depends on the effective collation, processing and analysis of relevant information. In this unit students will develop their skills of business decision-making using multiple sources of information. They will explore the criteria on which business decisions should be based, and the methods to interpret and analyse this information. In this unit they will learn to consider the many variables involved and encouraged to analyse possible solutions, investigating each for potential drawbacks and benefits, before they reach their preferred decision. The learning contained within this unit will provide a framework that they will be able to apply in a business setting.

Students will have the opportunity to showcase their skills by making a business decision based on evidence and they will be required to justify the decision they make.

This unit provides significant opportunities for your students to use the specialist knowledge, understanding and skills they have obtained from other units in their programme of study.

Unit 4
Customers and Communication

Customers are vital to the success of any business. It is essential that businesses consider the importance of the customer experience and ensure that they communicate effectively with them, whether internal or external.

Repeat business is crucial for future revenue and financial certainty. Businesses depend on customer satisfaction and customer loyalty. To build this, businesses need to know who their customers are and what influences their behaviours.

In this unit students will learn the purpose, methods and importance of communication in business and the appropriateness of different forms of communication for different situations. They will develop the skills that will help them create a rapport with customers and have the opportunity to practice and develop their business communication skills.

Students will also learn about the legal constraints, ethical and security issues that affect how businesses store, share and use information.

Unit 5
Marketing and Market Research

Marketing is the function that makes sure a business sells the right products, at the right price, in the right place, using the most suitable promotion methods. Successful marketing is essential if a business is to survive in a very competitive business world.

The unit has particular emphasis on the role of market research and how it contributes to marketing decision-making, and the actions a business may take. Market research is the process by which organisations obtain the information they require. Students will gain an in-depth understanding of primary and secondary market research methods used to inform marketing decision-making and any constraints on marketing activities. They will develop an understanding of the importance of selecting appropriate market research methods for market research proposals and they will be able to carry out market research, analyse the market research findings and present the findings.

Unit 6
Marketing Strategy

To ensure that resources are used effectively and the right customer is targeted, businesses must carefully plan their marketing activities. To be successful, marketing activities have to be coherent and coordinated and the marketing strategy plays a key role in achieving this.

In this unit, students will learn about how businesses set different marketing objectives. They will appreciate why segmenting the market is a key activity when planning a marketing strategy as well as the different marketing strategies a business can consider and the tools they use.

They will consider the changing use of digital marketing and the benefits of branding for businesses.

Students will consider the different approaches to marketing, for example, when taking a new product to an existing market or entering a totally new market with a new product. They will then be able to use business tools to propose a marketing strategy.

Students can build on their skills by studying the other Marketing units in this qualification. If this unit is studied alongside the other marketing units, this will inform their plan and pitch for a marketing campaign.

Unit 7
Marketing Campaign

To create brand awareness and attract new customers, businesses have many choices of how and where to promote or advertise their products. Marketing campaigns are the application of clear and consistent brand messaging using different promotional methods. In addition to traditional methods such as print advertising and direct marketing, today's multichannel, social-media-driven, mobile world, requires businesses to be more creative and considered when developing their marketing campaigns. This includes email marketing, web-based advertising, mobile marketing and using social-networking sites. All these methods of promotion and advertising work in different ways and have different results.

In this unit students will learn why selecting appropriate marketing methods is crucial for success. They will learn about the marketing mix and the influence of the media as well as other important elements to consider when promoting a product.

By completing this unit students will understand the importance of digital marketing. They will be able to explore digital marketing methods, including social media and targeted advertising and the role of agencies, for example advertising and PR agencies.

They will develop the skills required to plan for and pitch a marketing campaign for a new or existing product or service.

Unit 8
Introduction to Human Resources

People are the most valuable resource to any organisation or business, and in order to obtain the greatest value from them, they need to be managed and supported. It is the Human Resources (HR) function within a business that has a significant role in ensuring this happens.

In this unit students will gain an overview of the HR function within a business and learn about factors affecting human resources planning. They will understand the importance of motivating and training employees to achieve their potential. They will learn how businesses measure employee performance.

Students will be able to appreciate how the role of the HR function links with other key functions in a business to contribute to the overall success of the business. They will also understand the importance of confidentiality for the HR function, as this fosters trust and respect between employee and employer.

Unit 9
Human Resources

Human resources are about making sure that the right people are in the right jobs. Attracting the right people is only the beginning. Human resources are involved in recruitment and selection, rewards, compensation, benefits, training and development, employment law and protecting the rights of employees. Human resources departments will link with other functions of a business to with the aim of ensuring employee engagement.

Human Resources staff are likely to be involved in recruitment and selection processes at some time in their life. This unit will give students an understanding of the process from a business' perspective. Students will learn about the different approaches that businesses can take to the recruitment and selection process and why recruiting the right new employees will contribute towards the success of the business.

In the workplace, everyone wants to feel happy, engaged, safe and to be treated with respect. This is because we spend almost a quarter of our lives at work. The relationship that employees have with peers, management and other stakeholders will determine the level of engagement and satisfaction that employees experience. This in turn can influence the level of success the business itself achieves. In this unit students will learn about the rights that employees have, the benefits of fostering effective relationships and the difficulties which may result if this does not happen.

Unit 10
Economics for Business

Businesses do not operate in a vacuum; they are affected by changes in the local, national and international economic environment. A business may be influenced by fluctuations in the local market for its goods, but also for all UK goods and services and also for globally produced goods and services. In this unit students will learn how to recognise when these economic changes occur and how businesses adapt to them.

Students will be introduced to the basic economic principles of demand and supply and will apply these to a range of markets. They will also explore different competitive market structures and learn how businesses behave within each structure.

This unit also helps students to understand how changes in the national economy and government policies, impact on businesses. They will gain an insight into the importance of unemployment, inflation and exchange rates and the methods to control them. In addition, students will increase their awareness of how international economic events and organisations influence UK businesses.

Unit 11
Accounting Concepts

All businesses require accurate bookkeeping records to ensure they meet the requirements and needs of a number of stakeholders. This unit is intended to give students vital skills and knowledge of maintaining business records, using books of original entry and double-entry bookkeeping. Due to an increase in the number of national and international accounting requirements, businesses are always in need of employees who possess bookkeeping and accounting skills.

This unit will give them an introduction to the foundations of business accounting. The unit will allow them to gain essential skills in, and knowledge of, the purposes of accounting, and the accounting procedures used to produce final accounts. They will consider the reasons for keeping accurate financial records and the importance of updating cash books and preparing bank reconciliation statements.

This will prepare students for work, in areas of business and accounting, which require accurate recording of financial transactions. The unit will ensure they are familiar with the basic requirements of International Accounting Standards (IAS).

Unit 12
Financial Accounting

Profit is a key driver for most business organisations. It is, in fact, the main reason that many businesses are created and continue to trade for many years. This unit will allow students to look at the financial aspects of recording financial transactions and consider the role they might play in ensuring business success.

The role of a financial accountant is to accurately record business transactions and prepare appropriate financial statements from these records. This unit will allow students to understand the impact of legislation and accounting concepts and principles on organisations' accounting policies and procedures.

This unit aims to give students a sound understanding of why financial statements are prepared in the way they are. They will cover the final accounts of a range of business types, such as sole traders, partnerships, private and public limited companies and non-profit making or third sector organisations. They will explore the difference between a cash flow forecast, and a cash flow statement, and understand why a large profit does not necessarily result in an abundance of cash for use by the business.

Whatever business career path students choose to follow, an understanding of business financial statements will give them an insight into the strength and monetary worth of a business.

Unit 13
Management Accounting

All businesses have to spend money before they can make a profit, and when they spend money, they incur costs. For students to make a success of a business, finance or accounting career, it is vital that they understand the key areas of management accounting.

All businesses require the ability to use management accounting information, for the purposes of planning and control of cash and other resources. Students will gain an understanding of the nature of these costs, and the impact of these costs on expanding the organisation, or increasing business activity. This will include developing an understanding of the pricing methods used by businesses. Appropriate pricing of an organisation's products or services will play a large part in its future profitability.

This unit will look at costing and budgeting, and how to use current or historical financial data, to plan for the effective finances and costs of the business for the future. Students will develop their ability to critically analyse information, to help with both short-term and long-term decision making, and analyse variances between actual and predicted data. As part of their study, they will learn to assess and make judgements on a range of business projects using capital investment appraisal techniques.

Students will gain an understanding of how break-even analysis allows managers to assess optimum activity levels, and how historical data can be used to look for trends that can forecast more accurately the figures that are used in budgets.

On completion of this unit, students will have a good appreciation of the skills and understanding necessary to manage the finances of an organisation, be able to assess the problems highlighted by variance analysis, and make realistic decisions on the likely courses of action.

Unit 14
Resource Management

Effective resource management is vital to the survival and success of a business. It can reduce wastage levels, lead to increased profits, improve a business's reputation and increase competitiveness. This unit looks at how a range of physical resources are acquired and managed by businesses.

Students will gain an understanding of the purpose and importance of managing resources effectively. They will learn about the various factors that influence how physical resources are obtained by businesses and explore the impact that changes in technology can have.

In this unit, students will have the opportunity to apply all that they have learnt, by recommending how a business can manage resources to improve its performance.

To gain further and valuable understanding of the Resource function within a business, they could build on their skills by studying the other units in the resource pathway.

Unit 15
Change Management

In order to be successful, businesses must be proactive in responding to changes in their day-to-day and longer term activities. These changes may be the result of the introduction of new technologies or legislation, changes in corporate objectives, changing customer tastes or market conditions. Businesses must constantly be aware of the changes that are taking place locally, nationally as well as globally, in order to adapt and adjust their business activities accordingly. Businesses need to evolve from these changes. This might include having to rethink their range of products, service provision or their communication strategies.

A business needs to understand the possible impacts that change might bring, before strategies for managing change can be devised. In this unit, students will learn the importance of managing change, potential barriers to change and that these barriers can be removed. They will also investigate the different approaches to managing change, and the advantages and disadvantages of these approaches.

Students will learn what to do to manage change and be able to apply this to any changes impacting on units being studied as part of this qualification, especially Unit 22 Delivering a Business Project.

Students will develop their ability to interpret quantitative and qualitative data to establish how effectively change is managed. They will learn that they need to be able to support the implementation of change to ensure that the organisational objectives of change are met. In this unit, students will learn they have to gain the commitment of stakeholders, and that this may involve managing resistance to change, both during and after implementation.

Unit 16

Principles of Project Management

Businesses undertake projects of all kinds that vary in terms of purpose and scope. Some examples of business projects are running an event, launching a marketing campaign, carrying out market research and setting up book keeping for local clubs or charities. A project comprises a set of tasks and activities to be carried out in order to reach an intended purpose. Being able to prepare and manage a project is an important skill needed by many different people working in business.

In this unit students will learn about the stages of project management, and the type of skills a project manager should have. Students will also learn why they need to monitor the progress of projects as it is vital to their successful completion and implementation.

Students will plan a project, and prepare a project plan. They will learn about the different planning tools available for project planning. Whilst preparing the project plan, they need to be aware of internal and external factors which might have an impact on the planning process, as well as the successful completion and implementation of a project.

This unit will help students to develop the skills required to plan projects and be aware of possible obstacles that can impact on the outcome of a project.

Unit 17
Responsible Business Practices

This unit introduces the concept of responsible business practices (sometimes known as corporate social responsibility). By this we mean how a business manages its activities to produce a positive impact on society. In implementing responsible business practices, a business can be responding to legislation and regulations but some are showing a commitment to behaving ethically and contributing to economic development whilst improving the quality of life of the workforce, their families and of the local community.

Businesses do not exist in isolation; their actions have an impact on the various stakeholders of the business. No matter how large an organisation, it cannot ignore the importance of upholding the principles of corporate social responsibility and of making decisions which seem right, fair and ethical for society. These range from boardroom strategies, to supplier relations, sales techniques, accounting practices and how organisations respond to wider issues of social concern such as sustainability.

In this unit your students will gain an understanding of how businesses can and should operate responsibly. They will look at the impact of different stakeholders on business decisions and how the issues involved can at times be contradictory and difficult to address. The unit also looks at the ethical values and issues faced by businesses, as well as the difficulties of implementing responsible business practice.

Students will have the opportunity to explore the social implications of business ethics and corporate responsibilities on a wide range of business activities. This will include topical issues such as whistle blowing, employment practices such as zero-hour contracts, advertising to children, environmental awareness and the use of new technologies.

Students will explore the wider impact of corporate responsibility and ethical behaviour, including local, national and global implications. Community pressure on business organisations has raised awareness of ethical concerns, such as environmental degradation, executive greed and the use of child labour around the world.

Unit 18
Business Operations

In this unit students will explore how business decisions influence how a business operates in order to provide products for the consumer. They will consider the choice and suitability of distribution channels for different types of businesses as well as the advantages and disadvantages of digital operations.

Students will explore factors such as transport infrastructure, availability of materials and employees and consider how and why these influence location and supply chain management. Students will appreciate that product quality is vital to business success and will understand why quality control and quality assurance are important to businesses and how they can be achieved.

They will learn the advantages and disadvantages of stock control methods, the main characteristics of different production methods and production approaches and their suitability for the different types of products.

Finally, they will understand how businesses make sure their business operations comply with legislation.

Unit 19
International Business

International business includes all business transactions that take place across national borders. Increased globalisation over recent years as well as greater use of the Internet has opened up new markets overseas for many businesses. Many of the products that we use in our day to day lives are available only because international trade takes place.

In this unit students will gain an understanding of key decisions that businesses must make when deciding whether to operate internationally. They will have the opportunity to research a business and then consider how this business may benefit from operating internationally as well as the challenges that it may face. This unit will provide students with practical experience which will be valuable should they wish to undertake further study in this area or follow a career in a business which either operates or aims to operate internationally.

This unit will allow students to draw together all of their knowledge and understanding to identify a strategy that a domestic (local, regional or national) business could adopt to expand internationally.

Unit 20
Business Events

Business events are important milestones in the life of any business. A business event requires the involvement of many different people both internally and externally to the organisation. The role of an event organiser is important in enabling the business event to run smoothly and in ensuring that the measures of success for a particular event are met.

This practical unit will help students to develop the skills required to plan and make preparations for business events; support the running of events and review the extent to which events have been successful.

Whilst the skills developed in this unit will help them to better support small events such as meetings and interviews, the focus is on the skills needed to support larger scale events such as conferences, exhibitions and product launch events.

This unit provides the opportunity for synoptic assessment and requires students to demonstrate and apply synoptic skills, knowledge and understanding in any evidence they produce.

Unit 21
Being Entrepreneurial – Evaluating Viable Opportunities

Entrepreneurs are people who identify opportunities and possess the drive to turn their ideas into reality. They can create wealth and provide employment opportunities for themselves and others.

By completing this unit students will understand what it takes to be entrepreneurial. They will have the opportunity to assess their entrepreneurial mind and skills sets.

These skills are valuable to individuals, teams and employers and can be applied to aspects of everyday life.

Students will be able to critically evaluate the feasibility of potential opportunities. They will then be able to identify viable opportunities and understand how to overcome potential barriers and risks. Such opportunities might include solutions to a business problem, to meet an unmet need, or fill a gap in the market.

Students will also develop their ability to hold a dialogue with stakeholders in order to seek support for their business proposal.

This unit will allow students to develop an important set of skills which will help them to be enterprising in many different areas of their business and personal life.

Unit 22
Delivering a Business Project

A business project comprises tasks and activities to be carried out in order to reach intended outcomes. Being able to scope and deliver a project is an important skill used in business. Projects require the involvement of many different people both internally and externally to the organisation. The role of the project manager is important in enabling a business project to run smoothly and deal with issues as they arise, such as a change in stakeholder needs, while making sure that the project's objectives are met.

Whilst scoping the project, students need to be aware of internal and external factors which might have an impact on the planning process, as well as how they intend to measure the successful completion and implementation of the project.

As a team, students will collectively take responsibility for project management to ensure the successful planning, implementation, monitoring and control of a project. Team members need to be adaptable, i.e. to be able to work with different people in a range of different ways. Team roles and tasks need to be assigned to the correct individual in order to achieve objectives. Students will also create an individual plan that defines their own role in the project administration, delivery and support.

This unit will require students to learn and apply the skills necessary to deliver a business project. This could be, for example, to research a marketing campaign and carry out the launch event or arrange a sponsored event for charity and then review the extent to which the project has been successful.

YOUR JOURNEY WITH US...

Our aim is to support you on your journey with us – from initial enquiry right through to results day.

To get you off on the right foot you might want to take advantage of the customer support we provide for Cambridge Technicals.

Welcome process

All brand new Cambridge Technical centres will receive a welcome email to get you off on the right foot.

This will support you with locating on-line resources and training that's right for you, and make sure you have everything you need to start your journey with us.

Cambridge Technical introductory welcome videos

We have a number of support videos you can watch at your leisure. The 2016 Cambridge Technical introductory video provides you with an overarching guide to the suite and our wrap-around resources and customer support offer.

Each of the 2016 Level 3 Cambridge Technicals has a subject introductory video that guides you through each qualification size; including the structure, information on the externally assessed units, and our flexible internal assessment that puts your student at the heart of the process.

Advisory support

If your centre is intending to deliver or has already started delivering Cambridge Technicals, but would like some additional support, you can take advantage of our Advisory Support services.

Advisory Support covers a variety of topics such as: entry and assessment administration, qualification structure, *assessment methods, teaching and learning materials, and delivery ideas.

We provide our support in a range of different ways. This includes downloadable teaching and assessment materials, support videos, live online Q&A sessions, and face to face CPD.

*Please note that one thing we can't do is look at live student work.

CPD Training Events

We also provide INSET events; these are offered on various dates and locations throughout the UK. On our CPD Hub **www.cpdhub.ocr.org.uk** you can take a look at the courses, find out what the aims and objectives of the course are, and book your place. For those of you who are new to the qualification we'd suggest attending 'getting to know the specification'. This will provide an introduction to the qualification structure, assessment model, resources, support and guidance on delivery, and assessment requirements for the mandatory units.

On the CPD Hub you can also find all the materials that are provided to delegates on the day. So, if you can't attend a face-to-face event… don't worry, you can still download the materials free of charge.

Assignment Checking Service

To support your internal assessment we'll provide a model assignment for every mandatory unit in the specification. You can use these with your students, adapt it to meet your local environment, or use it as a basis to create your own assignment.

Because of the vocational nature of Cambridge Technicals, we believe that allowing you to create assingments that meet your students' needs and interests will benefit them more and give them greater success. Your assessment assignments should reflect the practical nature of the units, and your students should really feel what it's like to work in the sector.

But... if you're unsure, an Assignment Checking Service is available, and can be accessed through the CPD hub on our website; however it's not mandatory for assignements to be endorsed by OCR. We'll check your centre set assignment for you and provide feedback before you use it with your students.

Online Community

If you want to interact with other tutors you could try our online community.

Of course, online communities are only as good as the members who contribute to them. Within a virtual professional development community you can share and swap ideas for delivery, post questions, support others, suggest ideas for employer engagement, and share links to other teaching and learning resources.

TEACHING, LEARNING AND ASSESSMENT SUPPORT

Teaching and Learning Materials

In addition to our face-to-face support, we also provide a range of materials to assist you in your teaching and assessment. This will include:

Rule of Combination Calculator

An Excel based tool to help you make sure students select the right number and combination of units for their chosen qualification.

Progress Tracker

An Excel based tracking tool to help you monitor students' progress throughout the qualification.

Delivery Guide

A range of lesson ideas with associated activities you can use with students to deliver the content of the unit.

Lesson Elements

Task sheets and accompanying instructions for some of the activities within the unit Delivery Guide.

Resource Link

An e-resource providing you with a range of links to teaching and learning websites and materials.

Project Delivery Resources

Whole projects designed to ensure holistic teaching coverage of the content of each vocational pathway.

Skills Guide

A range of generic skills guides coving topics such as Communication, Research Skills, and Exam Techniques.

Internal Assessment

The majority of the qualification content will be internally assessed through centre-set assignments created by you. We'll provide you with a range of model assignments across the qualification for you to use or adapt where necessary. Alternatively, you can create your own assignment to reflect your local area and needs that are relevant to your centre; plus you can use our Assignment Checking Service to make sure you're on the right lines.

Visiting Moderation

For the internally assessed units, we provide two free visiting moderation visits per academic year. At these visits we will be able to provide you with supportive feedback, advice and guidance.

Sample Learner Work

We know that you like to make sure your students are on the right track and working towards gaining the best possible outcome they can.

We can't look at your students' live work, but the CPD Hub has a range of sample learner work for Cambridge Technicals.

Sample learner work is just that... a sample – it's not exemplary or a 'gold standard'. The work has been looked at by our Lead Moderator and in many cases they've provided a commentary on how the work stacks up against the assessment criteria, or have annotated the script to show which assessment criteria have been met. This should help you get a feeling for what is expected, and how your students are getting on – you may also find the command verb resource useful too, this can be found on the qualification page of the OCR website.

External Assessment

We're working with subject experts to make sure that for externally assessed units we create assessment solutions that retain the vocational nature of the qualification and be relevant for the sector. External assessment across the Cambridge Technicals suite could involve written examinations including case studies, pre-release materials, controlled projects or tasks, or computer based tests relating to the subject which students will need to apply their knowledge and understanding to.

More information about each units external assessment can be found in the qualification Centre Handbook.

External assessment will be set and marked by us; there will be two opportunities for your students to take them, in January and June, so you can decide when they are ready to take their assessment.

Sample Assessment Materials

We have produced Sample Assessment Materials for each externally assessed unit. This will provide you with an idea of the type of assessment for each unit and give the opportunity for your students to practice.

Combined Past Paper

This resource is a combination of:

- Past Paper
- Mark Scheme
- Examiner Comments

Following each exam series, we'll produce a Combined Past Paper so you can see the paper, alongside the mark scheme and examiner comments to demonstrate how students responded and where improvements could have been made.

Student Textbooks

Support your teaching of the new Cambridge Technicals 2016 suite with textbooks, developed in partnership between OCR and Hodder Education; the resources cover each specialist pathway for every subject and ensure your ability to deliver a flexible course that is both vocationally focused and academically thorough.

Working in partnership to deliver quality resources

To find out more
ocr.org.uk/business
or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**