

Cambridge TECHNICALS LEVEL 3

BUSINESS

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Unit 22

Delivering a business project

R/508/1668

Guided learning hours: 120

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UNIT 22: Delivering a business project

R/508/1668

Guided learning hours: 120

Essential resources required for this unit:

Internet-enabled computers, word processing and spreadsheet software

Assessment: This unit is internally assessed and externally moderated by OCR.

This unit is to be assessed at the end of the learning programme. While carrying out tasks for the summative assessment activity learners will draw on their skills, knowledge and understanding acquired through other units.

UNIT AIM

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.

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

As a team, you 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. You will also create an individual plan that defines your own role in the project administration, delivery and support.

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

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

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 in their work, although these do not need to be the same ones specified in the unit content.

For internally-assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Be able to scope a project	<p>(When introducing this learning outcome, tutors should cover the meaning of 'project scope')</p> <p>1.1 How to carry out research and the tools to use (e.g. qualitative and quantitative questions, surveys)</p> <p>1.2 How to investigate feasibility and viability of a project to include:</p> <ul style="list-style-type: none"> • purpose • key stakeholder requirements • desired outcomes • resource requirements • legal requirements • ethical issues • budget constraints • tasks • timeline(s) • Key Performance Indicators (KPI) • project management tools • recommendations <p>1.3 How to identify risks to a project to include positive and negative, i.e. opportunities and threats</p>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>2. Be able to collaborate to deliver a project</p>	<p>2.1 How to agree roles of project team members, i.e.:</p> <ul style="list-style-type: none"> • match members' skills and knowledge to team roles (e.g. problem solving, communication skills, IT, numeracy, leadership) • use an agreed method to reach consensus <p>2.2 How to agree responsibilities of project team members, i.e.:</p> <ul style="list-style-type: none"> • compliance with procedures and policies (e.g. health and safety regulations, Data Protection Act) • support other team members • show fairness and consideration to others (e.g. respect other people's opinions) • be open and honest with one's ideas and values (e.g. express ideas, ask questions) • participate and negotiate in discussions to reach agreement/consensus • maintain relationships • cooperate and collaborate with team members • diffuse and resolve conflict • solve problems <p>2.3 How to collaborate with others towards achieving common project activities, i.e.</p> <ul style="list-style-type: none"> • prepare for meetings (e.g. agendas, organising information, scheduling events/activities) • be responsible and accountable • be responsive and flexible to the needs of the team • consider options • maintain focus • be open to feedback/provide constructive feedback • be able to adapt behaviour for different roles and situations • be able to adapt to unforeseen circumstances (e.g. response to internal/external changes) • use appropriate verbal and non-verbal communication (e.g. face to face, telephone, email) • apply appropriate responses to problems (e.g. identify problems, identify possible solutions, resolve problems, escalate/delegate to managers and colleagues) • give appropriate administrative support (e.g. note taking, ensuring documentation is up-to-date and available, recording attendance and absence, organising, collecting evaluation feedback) <p>2.4 How to create project documentation to include:</p> <ul style="list-style-type: none"> • accuracy • relevant content • frequency

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>2.5 How to create, complete and maintain a:</p> <ul style="list-style-type: none"> • risk register • issues log • decisions log <p>2.6 How to monitor and report progress against a plan, to include:</p> <ul style="list-style-type: none"> • achievement/progress towards KPIs • spend against project budget • action taken to mitigate risks • action taken to address issues • timing and sequencing of activities and deviations; to include critical path analysis
<p>3. Be able to evaluate the effectiveness of a project against its objectives and own contribution to a project</p>	<p>3.1 How to gather feedback for a project review, i.e.</p> <ul style="list-style-type: none"> • identify feedback objectives (e.g. stakeholder satisfaction, recognise successes and failures, identify lessons learned) • identify sources of feedback, (e.g. project stakeholders) • identify methods of gathering feedback, i.e. <ul style="list-style-type: none"> ○ response card/questionnaire ○ survey ○ interview/discussions with stakeholders • timing (e.g. ongoing, during project, post-project) • question and response format, i.e. <ul style="list-style-type: none"> ○ open or closed questions ○ open ended ○ multiple choice ○ Likert scale items • collate feedback using selected method(s) and format(s) <p>3.2 How to analyse feedback from stakeholders, i.e.</p> <ul style="list-style-type: none"> • identify patterns and trends in feedback data • make appropriate recommendations, i.e. <ul style="list-style-type: none"> ○ achievable ○ within budget constraints ○ support project aims/objectives <p>3.3 How to appraise own performance in delivering a project, i.e.</p> <ul style="list-style-type: none"> • consider own strengths and weaknesses • identify areas for own improvement • what skills have been applied and how (e.g. communication, teamwork, ability to adapt to situations, ability to resolve problems) • how own performance contributed to the project and its objectives and success criteria

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>3.4 How to provide feedback to others on their performance as part of a project team, i.e.</p> <ul style="list-style-type: none">• through discussion, interview or 360 degree feedback, considering ways to:<ul style="list-style-type: none">○ improve ongoing performance of a team○ inform future team activities• use of interpersonal skills (e.g. verbal and non-verbal communication, providing praise and constructive criticism, evidence-based, competency focussed, avoid being personal)

GRADING CRITERIA

LO	Pass	Merit	Distinction
The learner will:	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the Pass and Merit criteria, the candidate is able to:
1 Be able to scope a project	P1*: Carry out primary and secondary research to inform the project		
	P2*: Set SMART objectives and success criteria for the project		
	P3*: Assess and record the feasibility and viability of the project and recommend next steps		
	P4*: Calculate costs against the project budget		
	P5*: Identify and record risks to the project		
	P6*: Produce project documentation to cover : <ul style="list-style-type: none"> • purpose • key stakeholder requirements • desired outcomes • legal requirements • ethical issues • budget constraints • timeline(s) • tasks • Key Performance Indicators (KPI) • risk register • decisions log 	M1: Explain factors influencing the decisions made when planning the project	D1: Justify the decisions made when planning the project, giving reasons why alternative options were rejected

LO	Pass	Merit	Distinction
2 Be able to collaborate to deliver a project	P7*: Outline your proposal for allocation of roles and responsibilities and collaborate with others to agree who does what		
	P8*: Create an individual plan to achieve own responsibilities for the delivery of the project		
	P9*: Demonstrate the ability to adapt behaviour for different roles and situations when collaborating to deliver the project	M2 Analyse how the team responded to changing events or circumstances that impacted on the project	D2 Evaluate the quality of the collaboration demonstrated by stakeholders
	P10*: Demonstrate the ability to work collaboratively with others to achieve stated project goals		
	P11*: Liaise with project stakeholders in an appropriate and timely manner		
	P12*: Review and update progress against: <ul style="list-style-type: none"> • own individual plan • project plan and agree with others any proposed changes to the project plan		
	P13*: Monitor and report progress against the plan with reference to KPIs, risks, budget and key decisions	M3: Make recommendations for changes to the project plan based on monitoring of progress	

LO	Pass	Merit	Distinction
3 Be able to evaluate the effectiveness of the project against its objectives and own contribution to the project	P14*: Select method(s), format(s) and timing for obtaining feedback and use your chosen method(s) and format(s) to collect it	M4: Assess the effectiveness of the method, format and timing used to gather feedback for the project	D3: Recommend and justify improvements to the planning and running of future projects based on the feedback gathered
	P15* Collate feedback collected from stakeholders and present your analysis in a form that is easily understood to summarise trends		
	P16*: Use feedback and review the outcome of the project against its original objectives, making any recommendations for improvement	M5: Analyse the impact of factors not originally planned for, on the desired project outcomes	
	P17*: Provide constructive feedback to project stakeholders on their performance		
	P18: Review own performance in delivering the project, identifying strengths and areas for improvement		

ASSESSMENT GUIDANCE

It is important for learners to have the opportunity to learn and apply their knowledge and skills to meaningful substantial tasks, in order to successfully achieve the unit. In this unit we expect that the scoping, delivery and evaluation of the project would take a minimum of 60 guided learning hours, 50% of the time allocated for the unit. In completing this unit, the learner is expected to collaborate with others to plan, deliver and evaluate a project. To be clear, this is one project which should be followed through for the whole unit.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR *Guide to Referencing* available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

Ideas for a business project could include, but are not limited to, researching and launching a marketing campaign or arranging a sponsored event of a significant size for charity. Smaller scale activities (e.g. a weekly team meeting) or supporting an aspect of a larger event (e.g. organising a stall at a trade fair or exhibition) will not provide learners with an opportunity to demonstrate the range of competencies required when planning and delivering a business project.

A model assignment will be produced for centres and this can be contextualised to reflect your own business links. However, as already mentioned, it must give the scope for a substantial project.

An effective assignment would need to include the following:

- The project must be deliverable
- It provides a context that could appeal and engage 16-19 year old learners in the context of business
- Learners are expected to work in a team to deliver the project; this should consist of at least 3 members and not be larger than 8 members.

Evidence could include, but is not limited to:

- development ideas,
- project plans (overall and individual)

- logs (personal, reflective, project, decision, risk)
- documents including questionnaires , feedback sheets, checklists, minutes of meetings, charts and diagrams
- emails
- output(s) of the project.

Learners may, but are not required to use, project software.

Collaboration needs to be accessible to all learners; however it is important that learners make sure they are able to evidence their own part in the collaboration and completion of the individual requirements of the unit. The learner should use personal/reflective logs, notes etc. to achieve this, and where they have contributed to a team task; they should identify clearly the nature of their specific contribution. Where group work has taken place and one piece of evidence has been created, each learner's contribution must be clearly identified to ensure their evidence meets the grading criteria.

When referring to 'stakeholders' in this unit, we mean anyone involved in the project.

Risk management needs to be conducted from the start of the project, constantly discussed and monitored, and involve all members of the project team.

For LO1 P1, learners are being asked to carry out primary and secondary research which should be used to inform the development of the project. While learners could do this as part of a team, they must present their own evidence.

For LO1 P3, learners' research and investigation into viability and feasibility may indicate the project is not viable (in itself valuable evidence). If so, learners should review the project and try a different approach until the project seems viable and they can proceed with the planning.

For LO1 P6, learners should consider and use an appropriate project management tool. Tools are identified in unit 16; however, learners are not limited to using these tools.

For LO2 P7, learners should create their own outline proposal for allocation of responsibilities and then reach agreement with others.

For LO2 P8, learners must have their own individual plan which shows their own responsibilities, progress against the plan and any changes they have agreed. Learners will, however, need to collaborate with others to ensure they know how their role will interact with other team members and the overall plan.

For LO2, P9, P10 and P11 will require suitable evidence. This could be in the form of witness statements, videos, etc.

For LO2 P12, if learners have agreed that there are no changes required to the project plan; evidence of this will be acceptable, e.g. minutes from the meeting.

For LO2 P13, when delivering the project, the monitoring and reporting should reflect any deviations from timings and sequencing detailed in the project plan, e.g. resources running out or not being available.

For LO2 D2, when learners consider the collaboration of stakeholders they should consider the stakeholders in their team and key external stakeholders they have liaised with. They don't need to consider stakeholders on the periphery unless they had a significant impact on the collaboration required to deliver the project.

For LO3 P14, learners should select their own method and format for obtaining feedback and then reach agreement with others on which method and format to use.

For LO3 D3, any recommendations must be justified by clear links to any evidence.

SYNOPTIC ASSESSMENT

This unit is to be assessed at the end of the learning programme because learners will need to draw on skills, knowledge and understanding from other units,

There are opportunities for learners to demonstrate how to apply their knowledge and skills in their evidence for this unit. The following grid identifies where you should consider synoptic assessment.

Name of other unit	Related LO	Relevant synoptic assessment opportunities in Unit 22
Unit 1 The business environment	LO2 Understand how the functional areas of businesses work together to support the activities of businesses LO5 Understand the relationship between businesses and stakeholders LO8 Be able to assess the performance of businesses to be able to inform future business activities	The learning from LO2 and LO5 should be applied to enable learners to identify who the main stakeholders are and what their objectives are, how those objectives might influence the project and how different functions of business/stakeholders support each other. The learning from LO8 should be applied to being able to review a business project. For instance, learners could apply their knowledge of how to conduct a SWOT analysis.

Name of other unit	Related LO	Relevant synoptic assessment opportunities in Unit 22
Unit 2 Working in business	LO1 Understand protocols to be followed when working in business LO4 Be able to prioritise business tasks LO5 Understand how to communicate effectively with stakeholders	<p>The learning from LO1 should be applied to the protocols to be followed when working in business to preparing and delivering a project. For example, when allocating responsibilities and handling personal information (data protection), learners should be aware of any confidentiality requirements. Learners should also apply checking protocols for any documents that are produced for the project.</p> <p>From LO4 to the planning of the project. For example recognising the urgency and interactivity of tasks that need to be carried out for the project to run smoothly.</p> <p>From LO5 to how and when different types of communication are to be used in the project and the appropriate creation and distribution of documentation. This also links back to the checking protocols to ensure the work is fit for purpose.</p>
Unit 3 Business decisions	LO1 Understand factors to be taken into account when making business decisions	<p>The learning from LO1 should be applied to setting project objectives and success criteria. For example the use of different types of information when making business decisions and how to judge the validity of the information, factors affecting the quality of the decision making could include the availability of key personnel and finance (budget).</p>
Unit 4 Customers and communication	LO1 Understand who customers are and their importance to business LO3 Be able to establish a rapport with customers through non-verbal and verbal communication skills LO4 Be able to convey messages for business purposes LO5 Know the constraints and issues which affect the sharing, storing and use of information for business communications	<p>The learning from LO1 should be applied to recognising that the project will have different stakeholders with different needs and expectations. For example team members and external stakeholders.</p> <p>From LO3 and LO4 to preparing and delivering the business project and the evaluation of the project, by using appropriate verbal and non-verbal communication, building a rapport and ensuring communications are timely. Learners can also apply their skills to prepare any written communications necessary for the project.</p> <p>From LO5 to being aware of and addressing any legal constraints and security issues that the project might encounter.</p>

Name of other unit	Related LO	Relevant synoptic assessment opportunities in Unit 22
Unit 5 Marketing and market research	LO3 Be able to carry out market research for business opportunities LO4 Be able to validate and present market research findings	The learning from LO3 should be applied to the research carried out to inform a project. From LO4 to any feasibility and viability findings and to any feedback gathered on the overall effectiveness of the project.
Unit 6 Marketing strategy	LO1 Understand the purpose of marketing strategies	If you are taking this as an optional unit or as part of the marketing pathway, the learning from LO1 should be applied to setting smart objectives and success criteria for the project.
Unit 7 Marketing campaign	LO5 Be able to plan marketing campaigns	If you are taking this as an optional unit or as part of the marketing pathway, the learning from LO5 should be applied to inform the setting of aims, objectives and the consideration of resources for the project.
Unit 9 Human resources	LO1 Understand the responsibilities of the human resources function and the factors that affect it LO6 Understand why and how businesses aim to prevent or resolve conflict in the workplace	The learning from LO1 should be applied to preparing for and delivering the business project. Learners should consider the human resources function and the factors that affect it when investigating the feasibility and viability of a project; this should include meeting legal, key stakeholder and resource requirements. LO6 should be applied to collaborating to deliver a project. Learners should recognise causes of conflict and aim to prevent or resolve conflict while delivering the project.
Unit 10 Economics for business	LO1 Understand how microeconomic factors can impact on UK businesses LO5 Understand how businesses might respond to changes in the local, national and international economic environment.	The learning from LO1 should be applied to preparing for and delivering the business project. Learners should consider the determinants of demand and supply and the economies of scale and the types of competition in the market when resourcing the project and any outputs of the project. LO5 should be applied to appropriate responses to problems and adapting to unforeseen circumstances such as internal and external changes experienced during the project.

Name of other unit	Related LO	Relevant synoptic assessment opportunities in Unit 22
Unit 11 Accounting concepts	LO1 Understand why businesses keep accurate accounting records	The learning from LO1 should be applied to preparing for and delivering the business project. Learners should be able to provide information on costs and expenditure by maintaining accurate financial records to manage their budget.
Unit 12 Financial accounting	LO1 Understand the impact of legislation, concepts and principles on accounting processes	If you are taking this as an optional unit or as part of the accounting pathway, the learning from LO1 should be applied to producing project documentation and any financial documents to support the delivery of the project. The extent of this will depend on the scope of the project.
Unit 13 Management accounting	LO1 Understand business costs and pricing methods used by businesses LO2 Be able to use break-even analysis LO3 Be able to calculate budgets using budgetary techniques	If you are taking this as an optional unit or as part of the accounting pathway, the learning from LO1, LO2 and LO3 should be applied to the business project when costing and managing budgets. The extent of this will depend on the scope of the project.
Unit 14 Resource management	LO2 Understand factors that influence how physical resources are managed by businesses LO3 Understand how resource management can contribute to business performance	If you are taking this optional unit, the learning from LO2 and LO3 should be applied when preparing for and delivering the project. Learners should consider the factors which influence how physical resources are managed when investigating the feasibility and viability of a project and any outputs of the project. This could include the consideration of any impact on supply chain management (see unit 18). The extent of this will depend on the scope of the project.
Unit 15 Change management	LO3 Be able to plan for change, manage change and overcome barriers	The learning from LO3 should be applied when planning and delivering the project in advance of and in response to change.

Name of other unit	Related LO	Relevant synoptic assessment opportunities in Unit 22
Unit 16 Principles of project management	LO1 Understand the stages of project management LO3 Understand how and why projects are monitored and factors that influence a project LO4 Be able to prepare project plans	The learning from LO1 and LO4 should be applied to scoping the project. From LO3 to monitoring budgets and progress against the plan.
Unit 17 Responsible business practices	LO1 Understand how businesses operate responsibly LO2 Understand the importance of adopting responsible business practice LO4 Understand the difficulties and potential conflicts businesses face when implementing responsible business practice(s)	The learning from LO1 and LO2 should be applied to preparing for and delivering the business project. Learners should consider how and why businesses operate responsibly and the consequences of failing to do so when preparing for and delivering a project. The learning from LO4 should be applied to collaborating to deliver a project. Learners should recognise potential conflicts of interest that could arise during the project and collaborate to achieve appropriate responses.
Unit 18 Business operations	LO2 Understand how factors which influence location and supply chain management impact on business operations LO4 Understand why quality control and quality assurance are important to businesses and how they can be achieved	If you are taking this optional unit, the learning from LO2 and LO4 should be applied when preparing for and delivering the project. Learners should consider the factors which influence location and supply chain management and quality control and quality assurance when investigating the feasibility and viability of a project and any outputs of the project. The extent of this will depend on the scope of the project.

Name of other unit	Related LO	Relevant synoptic assessment opportunities in Unit 22
Unit 19 International business	<p>LO1 Understand the impact of globalisation on businesses, employees and consumers</p> <p>LO2 Understand the opportunities and challenges that businesses face when operating internationally</p>	<p>The learning from LO1 and LO2 should be applied when preparing for the project.</p> <p>Learners should consider the impacts of globalisation, with particular emphasis of the impact on consumers, and how this could affect the project.</p> <p>Learners should consider the opportunities and challenges of operating internationally and the feasibility and viability of a project and any outputs of the project. For example the acquisition of competitively priced materials, stock and resources unavailable domestically. This could include the consideration of any impact on supply chain management (see unit 18).</p> <p>The extent of this will depend on the scope of the project.</p>

*OPPORTUNITIES FOR SYNOPTIC TEACHING AND LEARNING

This identifies opportunities for developing links between teaching and learning with other units in the business suite.

Name of other unit and related LO	This unit and specified LO
<p>Unit 1 The business environment LO2 Understand how the functional areas of businesses work together to support the activities of businesses. LO5 Understand the relationship between businesses and stakeholders LO8 Be able to assess the performance of businesses to be able to inform future business activities</p>	<p>LO1 Be able to scope a project LO2 Be able to collaborate to deliver a project LO3 Be able to evaluate the effectiveness of the project against its objectives and own contribution towards the project</p>
<p>Unit 2 Working in business LO1 Understand protocols to be followed when working in business LO4 Be able to prioritise business tasks LO5 Understand how to communicate effectively with stakeholders</p>	<p>LO1 Be able to scope a project LO2 Be able to collaborate to deliver a project LO3 Be able to evaluate the effectiveness of the project against its objectives and own contribution towards the project</p>
<p>Unit 3 Business decisions LO1 Understand factors to be taken into account when making business decisions</p>	<p>LO1 Be able to scope a project</p>
<p>Unit 4 Customers and communication LO1 Understand who customers are and their importance to business LO3 Be able to establish a rapport with customers through non-verbal and verbal communication skills LO4 Be able to convey messages for business purposes LO5 Know the constraints and issues which affect the sharing, storing and use of information for business communications</p>	<p>LO1 Be able to scope a project LO2 Be able to collaborate to deliver a project LO3 Be able to evaluate the effectiveness of the project against its objectives and own contribution towards the project</p>
<p>Unit 5 Marketing and market research LO3 Be able to carry out market research for business opportunities LO4 Be able to validate and present market research findings</p>	<p>LO1 Be able to scope a project LO3 Be able to evaluate the effectiveness of the project against its objectives and own contribution towards the project</p>
<p>Unit 6 Marketing strategy LO1 Understand the purpose of marketing strategies</p>	<p>LO1 Be able to scope a project</p>
<p>Unit 7 Marketing campaign LO5 Be able to plan marketing campaigns</p>	<p>LO1 Be able to scope a project</p>

Name of other unit and related LO	This unit and specified LO
<p>Unit 9 Human resources LO1 Understand the responsibilities of the human resources function and the factors that affect it LO6 Understand why and how businesses aim to prevent or resolve conflict in the workplace</p>	LO1 Be able to scope a project LO2 Be able to collaborate to deliver a project
<p>Unit 10 Economics for business LO1 Understand how microeconomic factors can impact on UK businesses LO5 Understand how businesses might respond to changes in the local, national and international economic environment</p>	LO1 Be able to scope a project LO2 Be able to collaborate to deliver a project
<p>Unit 11 Accounting concepts LO1 Understand why businesses keep accurate accounting records</p>	LO1 Be able to scope a project
<p>Unit 13 Management accounting LO1 Understand business costs and pricing methods used by businesses. LO2 Be able to use break-even analysis LO3 Be able to calculate budgets using budgetary techniques</p>	LO1 Be able to scope a project LO2 Be able to collaborate to deliver a project
<p>Unit 14 Resource management LO2 Understand factors that influence how physical resources are managed by businesses LO3 Understand how resource management can contribute to business performance</p>	LO1 Be able to scope a project
<p>Unit 15 Change management LO3 Understand how to plan for change, manage change and overcome barriers</p>	LO1 Be able to scope a project LO2 Be able to collaborate to deliver a project
<p>Unit 16 Principles of project management LO1 Understand the stages of project management LO3 Understand how and why projects are monitored and factors that influence a project LO4 Be able to prepare project plans</p>	LO1 Be able to scope a project LO2 Be able to collaborate to deliver a project LO3 Be able to evaluate the effectiveness of the project against its objectives and own contribution towards the project

Name of other unit and related LO	This unit and specified LO
<p>Unit 17 Responsible business practices</p> <p>LO1 Understand how businesses operate responsibly</p> <p>LO2 Understand the importance of adopting responsible business practice</p> <p>LO4 Understand the difficulties and potential conflicts businesses face when implementing responsible business practice(s)</p>	<p>LO1 Be able to scope a project</p> <p>LO2 Be able to collaborate to deliver a project</p>
<p>Unit 18 Business operations</p> <p>LO2 Understand how factors which influence location and supply chain management impact on business operations</p> <p>LO4 Understand why quality control and quality assurance are important to businesses and how they can be achieved</p>	<p>LO1 Be able to scope a project</p> <p>LO3 Be able to evaluate the effectiveness of the project against its objectives and own contribution towards the project</p>
<p>Unit 19 International business</p> <p>LO1 Understand the impact of globalisation on businesses, employees and consumers</p> <p>LO2 Understand the opportunities and challenges that businesses face when operating internationally</p>	<p>LO1 Be able to scope a project</p>

To find out more

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