

Cambridge **TECHNICALS LEVEL 2**
BUSINESS
ADMINISTRATION

Cambridge
TECHNICALS
2016

Unit 1

**Principles of working in
business administration**

Y/617/0720

Guided learning hours: 60

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LEVEL 2

UNIT 1: Principles of working in business administration

Y/617/0720

Guided learning hours: 60

Essential resources required for this unit: None

This unit is externally assessed by an OCR set and marked examination.

UNIT AIM

This unit will provide you with the underpinning knowledge required to work as a Business Administrator. You will learn about:

- different types of organisational structure and business ownership and what the key functional areas within a business do
- common responsibilities in business administration, such as arranging meetings, travel and accommodation and handling mail
- types of communication to use in different situations and their features
- types of business technology and their uses
- business administration documents and their uses and the ways to store them effectively
- legislation that will affect you in your role as a Business Administrator.

The focus is on building your knowledge of this sector.

Learners should be taught Unit 1 before they are taught Unit 2. We strongly recommend that learners complete Units 1 and 2 before undertaking assessment in the other units, as these areas of learning will underpin the whole qualification. Learners will be required to use skills, knowledge and understanding from these units in all units and especially in key tasks in Unit 7, which is the synoptic unit.

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative.

Where teaching content contains i.e. and e.g. under specific areas of content, the following rules will be adhered to when we set questions for an exam:

- A direct question may be asked about teaching content which follows an i.e.
- Where unit content is shown as an e.g. a direct question will not be asked about that example.

Any depth to teaching is indicated in the teaching exemplification column. In this unit, deeper understanding of the teaching content is not required as this will be assessed elsewhere in the qualification.

Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification
1 Know about organisational structures and functional areas of businesses	1.1	Know about organisational structures i.e. <ol style="list-style-type: none"> 1. Different types of structure i.e. <ol style="list-style-type: none"> a. flat hierarchical b. tall hierarchical c. matrix d. functional 2. The terms used for sizes of organisations i.e. <ol style="list-style-type: none"> a. micro (up to nine staff) b. SME (Small to Medium-sized Enterprises – small: 10-49 staff, medium: 50-249 staff) c. large (more than 250 staff) 	1.1.1	Learners must only know a basic definition of each type of structure

Learning Outcome The Learner will:	Teaching Content The Learner must be taught:		Teaching exemplification
	3. Different types of business ownership and the sectors to which they belong i.e. <ol style="list-style-type: none"> a. Private i.e. <ol style="list-style-type: none"> i. sole trader ii. partnership iii. private limited company (Ltd) iv. public limited company (plc) v. cooperative b. Public <ol style="list-style-type: none"> i. government owned ii. local authority owned c. Not for profit <ol style="list-style-type: none"> i. charity ii. community enterprise 	1.1.3	To include: <ul style="list-style-type: none"> • who the owners are • the liability of the owners. There is no requirement to teach advantages and disadvantages of each type of ownership.
	1.2 Know what key functional areas in a business organisation do i.e. <ol style="list-style-type: none"> 1. Finance i.e. <ol style="list-style-type: none"> a. calculate and monitor the profit/loss made by the business b. keep financial records i.e. <ol style="list-style-type: none"> i. recording expenditure ii. recording sales income c. pay suppliers d. pay the employees' wages and salaries e. complete/process payments from customers 		

Learning Outcome The Learner will:	Teaching Content The Learner must be taught:		Teaching exemplification
	2. Human resources i.e. <ul style="list-style-type: none"> a. identifying training requirements b. arranging training and development opportunities c. overseeing grievance and disciplinary procedures d. recruitment of employees 		
	3. Marketing i.e. <ul style="list-style-type: none"> a. undertaking market research b. developing/designing new products and services c. promoting products/services d. promoting the business (public relations) 		
	4. Sales i.e. <ul style="list-style-type: none"> a. building a rapport with new customers with the aim of selling products/services b. selling products/services to existing customers c. responding to customer queries d. feeding back to the marketing function regarding customer needs, opinions and issues 		
	5. Operations/Production i.e. <ul style="list-style-type: none"> a. sourcing of raw materials b. manufacture of products or provision of service c. ensuring quality of products/services d. arranging delivery to customers to meet deadlines 		

Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification
	1.3	Know about business administration in different functional areas i.e. <ol style="list-style-type: none"> 1. Finance i.e. <ol style="list-style-type: none"> a. administrative support for finance managers b. completing internal communications c. completing transactional documents d. data entry e. preparing letters for signature 		Internal communications and transactional documents are those listed in 6.1.1 and 6.1.2 of the Teaching Content
		<ol style="list-style-type: none"> 2. Human resources i.e. <ol style="list-style-type: none"> a. administrative support for HR managers b. preparing letters for signature c. preparing contracts of employment d. maintaining employee records e. ensuring confidentiality of employee records 		
		<ol style="list-style-type: none"> 3. Marketing i.e. <ol style="list-style-type: none"> a. administrative support for marketing managers b. preparing press releases c. preparing newsletters d. emailing information/offers to customers e. maintaining databases of customer information 		
		<ol style="list-style-type: none"> 4. Operations/Production i.e. <ol style="list-style-type: none"> a. administrative support for operations/production managers b. maintaining stock control records c. ordering stock d. working with transport/distribution companies to arrange delivery to customers 		

Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification
		5. Sales i.e. <ol style="list-style-type: none"> a. administrative support for sales managers b. ensuring customer confidentiality c. maintaining customer records d. processing customer orders e. processing customer payments 		
2 Know about arranging meetings, travel and accommodation	2.1	1. Arranging meetings i.e. <ol style="list-style-type: none"> a. key considerations when arranging an appropriate venue i.e. <ol style="list-style-type: none"> i. internal or external venue ii. venue capacity iii. location of venue iv. cost/budget b. arranging and confirming date and time i.e. <ol style="list-style-type: none"> i. managing diaries to ensure key people can attend ii. consideration of where attendees are located c. different meeting formats and their features i.e. <ol style="list-style-type: none"> i. telephone conference features <ul style="list-style-type: none"> • more than two participants • useful for remote meetings • cannot share documents easily • cannot see other participants ii. video conference features i.e. <ul style="list-style-type: none"> • useful for remote meetings • can share documents • can see other participants iii. web conference i.e. <ul style="list-style-type: none"> • useful for remote meetings • can share documents • can see other participants or not, as desired 		

Learning Outcome The Learner will:	Teaching Content The Learner must be taught:	Teaching exemplification
	<ul style="list-style-type: none"> • can view/edit documents on screen • can record meetings <p>iv. face-to-face i.e.</p> <ul style="list-style-type: none"> • all attendees together in one place • no risk of technological issues (with meeting software/hardware) • able to react to body language and facial expressions • able to share documents easily <p>d. different meeting types i.e.</p> <ul style="list-style-type: none"> i. staff appraisal meetings ii. decision-making meetings iii. team meetings iv. training meetings v. network events 	
	<p>2. Supporting meetings i.e.</p> <ul style="list-style-type: none"> a. inviting attendees b. circulating agenda and any required documents c. arranging refreshments d. arranging equipment e. greeting attendees f. taking minutes during the meeting g. gaining approval of minutes from line manager or chair of meeting h. circulating minutes to attendees after the meeting 	

Learning Outcome The Learner will:	Teaching Content The Learner must be taught:		Teaching exemplification
	3. Supporting the organisation of business travel and accommodation i.e. <ul style="list-style-type: none"> a. booking hotel rooms b. booking taxis or car hire c. booking train or plane tickets d. producing travel/accommodation itineraries 		
	4. Managing diaries i.e. <ul style="list-style-type: none"> a. features of electronic diary systems i.e. <ul style="list-style-type: none"> i. can be more secure than hard copy diaries ii. diaries of employees can be linked and information shared iii. employees can add appointments/meetings into colleagues diaries iv. reminders can be set for appointments, meetings or deadlines b. features of hard copy diaries i.e. <ul style="list-style-type: none"> i. if the diary is to hand it can be quicker to access/check specific dates/appointments ii. if the diary is not to hand then dates cannot be checked or updated until it is iii. harder to co-ordinate diaries of different people than using an electronic diary system 		

Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification
3 Know about communication, teamwork and deadlines	3.1	Different types of communication and their features i.e. <ol style="list-style-type: none"> 1. Written i.e. <ol style="list-style-type: none"> a. email i.e. <ol style="list-style-type: none"> i. can be sent to many people at the same time ii. documents and/or images can be attached iii. information can be sent quickly iv. questions can be responded to quickly b. letter i.e. <ol style="list-style-type: none"> i. can be used for formal communication ii. presents the corporate profile to external stakeholders iii. takes time to reach the recipient c. report i.e. <ol style="list-style-type: none"> i. based on fact/research rather than personal opinion ii. presents detailed information d. picture message (MMS)/text message (SMS) i.e. <ol style="list-style-type: none"> i. very quick to send ii. good for short messages iii. useful for appointment reminders iv. more likely to be received quickly e. social media i.e. <ol style="list-style-type: none"> i. to reach a mass audience ii. to influence/market products 		
		<ol style="list-style-type: none"> 2. Verbal i.e. <ol style="list-style-type: none"> a. face-to-face i.e. <ol style="list-style-type: none"> i. documents can easily be viewed and discussed ii. non-verbal communication can also be observed iii. questions can be asked and answered quickly 		

Learning Outcome The Learner will:	Teaching Content The Learner must be taught:		Teaching exemplification
	<ul style="list-style-type: none"> b. presentations i.e. <ul style="list-style-type: none"> i. information can be shared with many people at the same time ii. information such as graphs, charts and images can be shared and discussed iii. questions can be asked for clarification 		
	<ul style="list-style-type: none"> c. telephone i.e. <ul style="list-style-type: none"> i. discussions can take place without the requirement to be in the same location ii. mobile phones make contact easier/quicker to gain immediate responses iii. one-to-one or telephone conferences 		
3.2	<p>Key information and layout of different types of written business communication i.e.</p> <ul style="list-style-type: none"> 1. Letter i.e. <ul style="list-style-type: none"> a. sender's address b. recipient's address c. logo d. date e. Dear Sir/Madam accompanied by Yours faithfully f. Dear Mr/Mrs/Ms accompanied by Yours sincerely 		Learners will need to know how business letters are usually laid out.
	<ul style="list-style-type: none"> 2. Report i.e. <ul style="list-style-type: none"> a. title b. date c. introduction d. body e. conclusions f. recommendations g. appendix and references 		

Learning Outcome The Learner will:	Teaching Content The Learner must be taught:		Teaching exemplification
	3. Email i.e. <ul style="list-style-type: none"> a. subject b. cc – visibly copy another email address into the email c. bcc – blind copy another email address into the email d. opening and closing phrases e. sign off not as formal as a letter 		
	4. Telephone skills i.e. <ul style="list-style-type: none"> a. answer the phone according to business' procedure b. know how to use the functions of the phone c. identify yourself clearly d. use clear speech e. ensure that the message is fully understood f. use active listening techniques g. use professional language i.e. no slang or inappropriate language h. use the correct form of address e.g. Mr Smith i. ask before putting a caller on hold j. identify the caller when transferring a call k. take messages effectively i.e. <ul style="list-style-type: none"> i. identify who the call is for ii. ask the caller's name, company and return phone number iii. repeat the caller's name, company and phone number to check for accuracy iv. ask if it is urgent v. note the time and date of the call vi. ensure message is relayed promptly 		

Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification
	3.3	Know about teamwork in the workplace i.e. <ol style="list-style-type: none"> 1. Reasons why you will be asked to work as part of a team i.e. <ol style="list-style-type: none"> a. to increase productivity b. to give better customer service c. to share experience and advice d. to provide support to and receive support from colleagues e. to meet agreed team deadlines 		
		<ol style="list-style-type: none"> 2. Methods used by team members to share experience and advice i.e. <ol style="list-style-type: none"> a. advice via email/text exchange b. formal on-the-job training c. informal on-the-job advice d. peers supporting each other e. supervisors supporting employees team meetings 		
	3.4	Know who to report to in the workplace i.e. <ol style="list-style-type: none"> 1. The chain of command within a business i.e. <ol style="list-style-type: none"> a. levels of employee status i.e. <ol style="list-style-type: none"> i. CEO ii. directors iii. managers iv. supervisors v. operatives vi. apprentices 		

Learning Outcome The Learner will:	Teaching Content The Learner must be taught:	Teaching exemplification
	2. Knowing when to refer tasks to a line manager i.e. <ol style="list-style-type: none"> a. methods of communication up/down the chain of command b. escalating a complaint or a query c. to sign letters d. to authorise payments 	
3.5	1. The requirement to meet deadlines i.e. <ol style="list-style-type: none"> a. Know what drives internal deadlines <ol style="list-style-type: none"> i. colleague availability ii. workload iii. office hours iv. knock-on effect for other departments/colleagues v. colleagues' interdependence i.e. <ul style="list-style-type: none"> • know that the completion of certain tasks may depend on others completing related tasks on time/to a certain quality 2 Ways that deadlines can affect working practices i.e. <ol style="list-style-type: none"> a. Ways to ensure that deadlines are met i.e. <ol style="list-style-type: none"> i. breaking down tasks into smaller tasks each with its own interim deadline ii. prioritisation of tasks i.e. <ul style="list-style-type: none"> • according to urgency • according to importance • according to the consequence(s) of late completion iii. time management tools to help meet deadlines i.e. <ul style="list-style-type: none"> • calendars • schedules • diary • to-do-list 	

Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification
		3. Actions an employee could take if they are struggling to meet a deadline i.e. <ul style="list-style-type: none"> a. internal deadlines i.e. <ul style="list-style-type: none"> i. speak to their line manager as soon as a problem is identified ii. ask if the deadline can be extended (with reasons) iii. ask for help/clarification if needed iv. give the manager enough notice so that alternative arrangements can be made b. external deadlines i.e. <ul style="list-style-type: none"> i. speak to their line manager ii. speak to the customer (if appropriate) as soon as a problem is identified 		
4 Know about handling mail and payments	4.1	1. Handling mail <ul style="list-style-type: none"> a. mail delivery types, their key features and how they compare i.e. <ul style="list-style-type: none"> i. 1st class mail ii. 2nd class mail iii. courier services iv. internal mail v. recorded delivery vi. special delivery b. Processing outgoing mail i.e. <ul style="list-style-type: none"> i. using a franking machine ii. weighing and measuring mail to calculate postage charges 		

Learning Outcome The Learner will:	Teaching Content The Learner must be taught:		Teaching exemplification
	<ul style="list-style-type: none"> c. Processing incoming mail i.e. <ul style="list-style-type: none"> i. mails should be delivered promptly ii. mail should be delivered accurately i.e. to the correct recipient 		
4.2	Methods of obtaining or making payments and their features i.e. <ul style="list-style-type: none"> 1. Cash <ul style="list-style-type: none"> a. quick to handle b. risky regarding loss/theft c. needs additional record-keeping documentation 		
	<ul style="list-style-type: none"> 2. Cheque <ul style="list-style-type: none"> a. appropriate for sending payment via mail b. business owed the payment does not know whether payment will be received until the bank processes the cheque c. increasingly less commonly used d. may incur handling charges from banks e. more secure physical payment than cash 		
	<ul style="list-style-type: none"> 3. Credit card <ul style="list-style-type: none"> a. can be used, for a fee, at an ATM b. can be used for online payments c. can be used for contactless payment which is quick and easy d. less risky as transactions may be refunded if problems occur e. fraud issues (e.g. cloned cards) f. strict processes around handling payments over telephone g. additional fees may be charged for their use 		

Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification
		4. Debit card <ul style="list-style-type: none"> a. can be used free of charge at an ATM b. can be used for contactless payment which is quick and easy c. can be used for online payments d. easier than having to have cash available e. fraud issues (e.g. cloned cards) 		
		5. Online payment apps <ul style="list-style-type: none"> a. allows products to be purchased online b. managed securely by a third party c. provides an extra layer of security for the business and the customer 		Online payment apps, such as PayPal, Apple Pay, Amazon etc
		6. Electronic transfer <ul style="list-style-type: none"> a. transfer of money from one bank account to another b. uses of electronic transfer i.e. <ul style="list-style-type: none"> i. direct debit ii. online bill payment iii. paying employees 		
5 Know about technology used in business administration	5.1	Types of business technology i.e. <ul style="list-style-type: none"> 1. computing devices i.e. <ul style="list-style-type: none"> a. desktop computers b. laptop computers c. tablets 		
		2. Computer hardware i.e. <ul style="list-style-type: none"> a. printer i.e. <ul style="list-style-type: none"> i. to produce hard copies of documents ii. to photocopy hard copy documents 		

Learning Outcome The Learner will:	Teaching Content The Learner must be taught:		Teaching exemplification
	b. scanner i.e. <ul style="list-style-type: none"> i. scan hard copy documents onto a computer c. keyboard i.e. <ul style="list-style-type: none"> i. data input d. mouse e. monitor/screen/visual display unit (VDU)		
	3. Computing resources i.e. <ul style="list-style-type: none"> a. printer/toner cartridges b. removable storage media i.e. <ul style="list-style-type: none"> i. memory cards ii. USB/memory stick 		
	4. Computer software i.e. <ul style="list-style-type: none"> a. applications software i.e. <ul style="list-style-type: none"> i. word processing ii. spreadsheets iii. presentation iv. desktop publishing v. data management/databases b. Systems software i.e. <ul style="list-style-type: none"> i. operating system (e.g. Windows, IOS, Android) 		Depth of teaching on each of these is listed in LO5.7 There is no requirement to know about the actual workings of the system in detail.
	5. Other office equipment i.e. <ul style="list-style-type: none"> a. telephone system i.e. <ul style="list-style-type: none"> i. for internal and/or external communication ii. features of telephone systems i.e. <ul style="list-style-type: none"> • voicemail • call-holding • call-redirecting • call-waiting • teleconferencing 		

Learning Outcome The Learner will:	Teaching Content The Learner must be taught:		Teaching exemplification
	<ul style="list-style-type: none"> b. shredder i.e. <ul style="list-style-type: none"> i. for destroying confidential information c. franking machine i.e. <ul style="list-style-type: none"> i. to apply postage to outgoing mail d. laminator i.e. <ul style="list-style-type: none"> i. to protect printed documents or images 		
	<p>5.2 Use of technology in the workplace i.e.</p> <ul style="list-style-type: none"> 1. online chat <ul style="list-style-type: none"> a. connects customers with a 'real' person b. customers can receive specific advice re: complaints or other issues/queries (rather than browsing an FAQ section) 2. Social media <ul style="list-style-type: none"> a. advertising and promotion b. connecting with customers and potential customers c. reviews can be responded to (positive or negative) 3. Tablets <ul style="list-style-type: none"> a. access information quickly and in any location b. check stock levels c. keep/check a diary d. make notes e. make or monitor bookings/orders f. send/receive emails with documents attached 4. Teleconferencing <ul style="list-style-type: none"> a. telephone discussions can be held between a number of different people in different locations 5. Video-conferencing <ul style="list-style-type: none"> a. enables face-to-face meetings to take place between people in different locations 		

Learning Outcome The Learner will:	Teaching Content The Learner must be taught:	Teaching exemplification
	<p>6. Wi-Fi</p> <ul style="list-style-type: none"> a. provides the ability to connect devices to the Internet b. allows you to work online away from your desk 	
	<p>7. Know the uses of software applications in a business administration role i.e.</p> <ul style="list-style-type: none"> a. word processing i.e. <ul style="list-style-type: none"> i. completing transactional documents and internal staff communications ii. producing letters iii. producing reports b. spreadsheets i.e. <ul style="list-style-type: none"> i. completing forms ii. entering numerical and non-numerical information iii. performing calculations iv. producing graphs/charts v. producing tables of information c. presentations i.e. <ul style="list-style-type: none"> i. producing presentations ii. producing handouts to accompany presentations d. desktop publishing <ul style="list-style-type: none"> i. producing newsletters ii. producing press releases e. databases i.e. <ul style="list-style-type: none"> i. entering and editing data records ii. storing customer records iii. producing reports based on database content iv. running database queries v. maintaining stock records 	

Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification
		<ul style="list-style-type: none"> f. other applications i.e. <ul style="list-style-type: none"> i. electronic diary system ii. storing communications and information 		
6 Know about using business documents and stationery	6.1	Business documents and their uses i.e. <ul style="list-style-type: none"> 1. Internal communication i.e. <ul style="list-style-type: none"> a. agenda b. meeting minutes c. memo d. petty cash voucher e. reprographics request f. request for repair g. returns documentation i.e. to be completed when a customer returns an item for the business' records h. travel expenses claim 		
		<ul style="list-style-type: none"> 2. Transactional documents i.e. <ul style="list-style-type: none"> a. credit note b. invoice c. purchase order d. receipt e. claim form f. order form 		
		<ul style="list-style-type: none"> 3. Procedures associated with the use of these documents i.e. <ul style="list-style-type: none"> a. data protection protocols i.e. <ul style="list-style-type: none"> i. following data protection legislation ii. following the business' data protection policy 		

Learning Outcome The Learner will:	Teaching Content The Learner must be taught:	Teaching exemplification
	<ul style="list-style-type: none"> b. document storage i.e. <ul style="list-style-type: none"> i. digital storage i.e. <ul style="list-style-type: none"> • shared network drives • cloud storage • saving with appropriate file names and in the correct location ii. physical storage i.e. <ul style="list-style-type: none"> • (secured) filing cabinets • (secured) desk drawers • filing system i.e. <ul style="list-style-type: none"> ○ chronological ○ alphabetical c. hard-copies versus electronic copies i.e. <ul style="list-style-type: none"> i. electronic copies can be emailed or accessed via a shared network whereas hard copies may need to be mailed to another user (internal or external mail) ii. electronic copies require less storage space iii. hard copies can be scanned onto a computer to become electronic copies iv. hard copies may be misplaced or incorrectly filed v. there may be a legal requirement to keep some documents as hard-copies d. methods of authorisation i.e. <ul style="list-style-type: none"> i. approval by line manager ii. approval by subject expert 	<p>A subject expert refers to an employee with specialist knowledge e.g. company lawyer.</p>

Learning Outcome The Learner will:	Teaching Content The Learner must be taught:	Teaching exemplification
	4. Checking fitness for purpose of business documents i.e. <ol style="list-style-type: none"> a. checking accuracy of data input b. checking accuracy of information c. checking that data protection protocols have not been breached i.e. to check that confidential or sensitive information is only communicated to those that it is intended for d. ensuring that templates approved by the business have been used e. proof-reading documents f. requesting a colleague/peer to check the document g. requesting approval from the appropriate person h. using print preview i. using spelling and grammar checks 	
6.2	Know how to order, receive, store and dispose of stationery items i.e. <ol style="list-style-type: none"> 1. Ways of ordering stationery i.e. <ol style="list-style-type: none"> a. checking current stationery stock levels and make a list of requirements b. following company procedures for selecting a supplier c. obtaining several quotes to ensure value for money 	
	2. Receiving stationery i.e. <ol style="list-style-type: none"> a. checking the items received against the purchase order and delivery documents b. updating stock records to include the new stationery stock c. following up on any additions or shortages within the order 	
	3. Storing stationery i.e. <ol style="list-style-type: none"> a. storing stationery in the designated location b. storing similar items together 	

Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification
		4. Disposing of stationery items i.e. <ol style="list-style-type: none"> a. following the business' policy on sustainability b. using recycling facilities for stationery items which can be recycled c. disposing of items safely 		
7 Know workplace legislation and common business policies that affect employees in business administration	7.1	1. Health and safety i.e. <ol style="list-style-type: none"> a. definition of hazard and risk <ol style="list-style-type: none"> i. hazard i.e. a potential source of harm ii. risk i.e. the likelihood of someone being injured or harmed if exposed to a hazard b. what a risk assessment is 	7.1	Only the aspects of legislation specifically mentioned here will be assessed. The acts of legislation these are drawn from should be those specified or their equivalent, should it be revised during the lifetime of this qualification or if it differs, for example, in Northern Ireland.
		2. Requirements of Health and Safety (Display Screen Equipment) regulations i.e. <ol style="list-style-type: none"> a. right to breaks b. right to eye tests c. screens should be at the correct brightness d. screens should be at the correct distance e. workstations should be at the correct height f. workstations should have sufficient space to accommodate documents 		
		3. Certain requirements of the Health and Safety at Work Act (or its equivalent) i.e. <ol style="list-style-type: none"> a. employers must provide a written health and safety policy b. employees must follow the business' health and safety policy c. employees must follow training provided d. employees must use safety equipment and report any maintenance issues e. employees should report any slips, trips or falls f. employers must provide and maintain safety equipment 		

Learning Outcome The Learner will:	Teaching Content The Learner must be taught:	Teaching exemplification
	<p>4. Manual Handling Operations Regulations i.e.</p> <ul style="list-style-type: none"> a. employees must use guidelines/follow training provided when lifting b. lifting can relate to objects, people or animals c. appropriate equipment must be used to move heavy loads 	
	<p>5. Ways that a business' health and safety policy may influence employee behaviour in the workplace i.e.</p> <ul style="list-style-type: none"> a. how an employee should behave to ensure their own safety and the safety of other employees, i.e. <ul style="list-style-type: none"> i. behave professionally at all times e.g. not running ii. not leave items where they may be a hazard iii. report anything that could affect the safety of employees, customers and/or visitors iv. wear appropriate clothing and/or any safety equipment provided b. what employees should do if they identify something which they think is putting safety at risk <ul style="list-style-type: none"> i. report it to a line manager ii. report it to the person responsible for health and safety within the business iii. take appropriate action if safe to do so 	

Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification
	7.2	Confidentiality of information (this is currently called the General Data Protection Regulations (GDPR), or its equivalent) i.e. <ol style="list-style-type: none"> 1. Forms of personal information that a business might hold about employees and customers which are covered by the GDPR (or its equivalent) i.e. <ol style="list-style-type: none"> a. name b. address c. date of birth d. contact details e. bank account details 	7.2	To include; that data protection legislation requires an employer to maintain the confidentiality of any personal information held about employees and customers but that the employee also has the responsibility to maintain the confidentiality of any information which they may access.
		<ol style="list-style-type: none"> 2. Reasons why an employee might ask for personal information i.e. <ol style="list-style-type: none"> a. delivery information b. bank details for payment c. emailing newsletters or special offers to customers d. one-off payment by customers for online orders, warranty or guarantee information 		
		<ol style="list-style-type: none"> 3. Ways that a business' data protection policy may influence employee behaviour in the workplace i.e. <ol style="list-style-type: none"> a. types of sensitive data which must remain confidential i.e. <ol style="list-style-type: none"> i. race or ethnic origin ii. political opinions iii. religious beliefs iv. trade union membership v. physical or mental health. b. methods of protecting data i.e. <ol style="list-style-type: none"> i. personal and network passwords ii. screen-savers iii. access to information on a 'need to know' basis iv. secured filing cabinets 		

Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification
	7.3	Equality Act (or its equivalent) i.e. <ol style="list-style-type: none"> 1. Four main types of discrimination as defined by the Equality Act (or its equivalent) i.e. <ol style="list-style-type: none"> a. direct discrimination b. indirect discrimination c. harassment d. victimisation 	7.3	Discrimination may relate to colleagues, customers or other business contacts.
		<ol style="list-style-type: none"> 2. Grounds for discrimination i.e. businesses and employees cannot discriminate against people because of: <ol style="list-style-type: none"> a. age b. being a transsexual person c. being married or in a civil partnership d. having a disability e. having had a baby or being pregnant f. gender g. race i.e. race, colour, ethnic origin or nationality h. religion or belief i. sexual orientation 		To include that employees or potential employees should not be discriminated against when decisions are made in relation to: <ul style="list-style-type: none"> – recruitment and selection – pay rates/levels – training and development – promotion opportunities
	7.4	Other workplace policies that influence employee behaviour i.e. <ol style="list-style-type: none"> 1. Use of Internet at work policy i.e. <ol style="list-style-type: none"> a. Policies about: <ol style="list-style-type: none"> i. use of personal email ii. use of work email <ul style="list-style-type: none"> • appropriate use of language in work -emails iii. use of social media <ul style="list-style-type: none"> • posting comments or pictures on public profiles which may reflect badly on the organisation • posting comments about the organisation/colleagues 		

Learning Outcome The Learner will:	Teaching Content The Learner must be taught:	Teaching exemplification
	2. Use of mobile phone at work i.e. <ul style="list-style-type: none"> a. policy about answering private telephone calls in the workplace b. policy about using mobile phones to access the internet/social media during working hours c. policy about using a mobile phone to take photos in the workplace 	
	3. Code of Conduct	Learners must know that business policies and procedures may sometimes be summarised in a Code of Conduct.

LEARNING OUTCOME (LO) WEIGHTINGS

Each learning outcome in this unit has been given a percentage weighting. This reflects the size and demand of the content you need to cover and its contribution to the overall understanding of this unit. See table below:

LO	Weighting (draft)
LO1	15%
LO2	10%
LO3	20%
LO4	7.5%
LO5	17.5%
LO6	15%
LO7	15%

ASSESSMENT GUIDANCE

All Learning Outcomes are assessed through an externally set and marked examination paper, worth a maximum of 40 marks and being 45 minutes in duration.

Please note in relation to LO7, by current legislation we mean the legislation specified or its equivalent, should it be revised, or differ, for example, in Northern Ireland.

MEANINGFUL EMPLOYER INVOLVEMENT – A REQUIREMENT FOR TECHNICAL CERTIFICATE QUALIFICATIONS

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is mandatory in the following qualifications:

Level 2 Cambridge Technical Diploma in Business Administration

Level 2 Cambridge Technical Certificate in Business Administration (non-performance tables qualification)

The Diploma qualification has been designed to be recognised as a Technical certificate in performance tables in England. It is a requirement of this qualification for centres to secure employer involvement through delivery and/or assessment of this qualification for every learner.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer engagement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners could undertake work experience where they are able to develop their knowledge and understanding with respect to working in a business environment.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Industry experts could assist centres with the development of realistic materials to support the delivery of this qualification. They could also take on the role of stakeholders who provide feedback to the learners throughout their course.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#).

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