# Business

# Unit 2 – Working in Business

# Scheme of work

# (60 GLH)

## Introduction

This outline scheme of work (SOW) is to offer a perspective of how to deliver the Cambridge Technicals in Business. There are many alternatives methods and structures that could be used and therefore it is important to explore different methods of delivering the specification, considering different approaches depending on staffing and expertise within your centre and the resources you have available.

Consideration of how the **theoretical content** of the specification can be covered is best delivered in different ways, through:

* A variety of different teacher resources
* Stimulate discussions
* Group work
* Learner activities
* Variety of questions relating to all the different XXX topics

Aiming for quality communication and professional standards of work will help to establish the connections between this qualification and real world practice.

# Overview of Allocation of GLH per Topic

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| **LO1:** Understand protocols to be followed when working in business | **15** | **LO4:** Be able to prioritise business tasks | **10** |
| **LO2:** Understand factors that influence the arrangement of business meetings | **10** | **LO5:** Understand how to communicate effectively with stakeholders | **15** |
| **LO3:** Be able to use business documents | **10** |  |  |

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| **Week/ Lesson** | **Learning outcomes** | | **Unit content to be covered, activities, links to useful resources** | |
| Session 1.1 | | Business Activity  **Knowledge**   * Define the term ‘Protocol’ as it relates to business practices   **Understanding**   * Explain the reasons a business will have an authority protocol   **Skills**   * Evaluate the impact of growth/decline in each of the sectors and their impact on the others   *Approximately 2.5 hours* | | **Unit Content:**   * 1. The authority protocols * Authority in the workplace, i.e. * On decision making * On authorisation * Reason for authority protocols   Learners should be reintroduced to the concepts outlined in the specification, covered in Unit 1 (Hierarchy, chain of command, authority)  **Activity 1:** (10 mins) Recap Activity (From unit 1). Define the following terms, making sure to provide an example from a business you investigated in Unit 1:   * Authority * Hierarchy * Chain of Command   **Activity 2:** (15 mins) Create an organisational structure using the job roles provided  ***Extension:*** *Identify the chain of command for a key functional areas, explaining how instructions are passed down and information is passed up the chain.*  **Activity 3:** (10 mins) Discuss the benefits and drawbacks of delegation. Be prepared to share your suggestions with the class.  **Activity 4:** (20 mins): [Landscape Management](https://www.landscapemanagement.net/case-study-delegation-dilemma/) case study (or any other appropriate case study on delegation). Learners must summarise the case study and explain the importance of authority protocols.  **Useful Resources:**   * Authority, responsibility and accountability (Reader) - <http://www.4pbusinessdevelopment.co.uk/authority-responsibility-accountability/> * Revision flip cards for Authority Protocols - <https://quizlet.com/457566880/11-authority-protocols-business-unit-2-ocr-flash-cards/>   **Suggested Resource:**  There is significant overlap between Unit 2: Working in business and the coursework unit, Unit 4: Communication and customers. Learners can be directed to conduct research in to a chosen business for each Learning Outcome tosupport their coursework.Throughout this document, there will be suggested resources/activities to support this. |
| Session 1.2 | | Confidentiality Protocols  **Knowledge**   * Define the term ‘Confidentiality’ in a business context   **Understanding**   * Describe the procedures a business will have to maintain confidentiality   **Skills**   * Explain how confidentiality can be breached and the implications to a business of a beach in confidentiality   *Approximately 2 hour* | | **Unit content:**  **1.2:** What does confidentiality mean? Why is it so important to a business?  The confidentiality protocols, i.e.   * organisational procedures to maintain confidentiality * storage of data and documentation, i.e. * manual * electronic * implications of breaching confidentiality * reasons why confidentiality may need to be breached   **Activity 1:** (5 mins) What information is deemed as confidential? For a business of your choice, list three examples of information that they hold that might be considered ‘Confidential’.  **Activity 2:** (20 mins) Using the [Case Study provided](http://www.nationalhealthexecutive.com/Health-Care-News/major-nhs-breach-means-150000-patients-had-confidential-data-used-without-consent):   1. list the potential consequence of these breaches for the NHS and individuals concerned 2. Recommend how these breaches could have been avoided   **Activity 3:** (20 mins) Produce a one page information handout that can be used by a business you have investigated, explaining the benefits of maintaining confidentiality and the consequences of poor management of information  **Homework:** Find a newspaper article or case study of a breach in confidentiality. Summarise the article and suggest the impact this breach could have on the organisation |
| Session 1.3 | | Business Documents: Legislation  **Knowledge**   * Define constraint   **Understanding**   * Describe the difference between a voluntary and legal constraint   **Skill**   * Explain how businesses and the law impose a constraint on document content   *Approximately 2 hours* | | **Unit Content:**  **1.3:** The constrains on document content, including:   * Voluntary * Legislation   This should also include a reference to the avoidance of plagiarism. This can be linked to good practice in coursework for future units.  **Activity 1:** (10 mins) Define the term constraint.  Now look up a definition of the word (online, on your phone or in dictionary). How close were you?  ***Extension:*** *How might a business’ use of documents need to be ‘constrained’?*  **Activity 2:** (30 mins) Research Task: (Put learners in pairs/groups). Each group has one law from the specification. In their groups, learners should research their given law and produce a revision PPT with a handout.  Activity 3: (15 minutes):  **Extension:** Use a business to provide a case study or example for your given law.  **Homework:** Create a ‘Good Practice’ document, outlining the need to avoid plagiarism in your business coursework and a set of consequences for those who break these rules.  **Useful Resources:**   * Flip cards for revision: <https://quizlet.com/459411109/13-constraints-on-document-content-cambridge-technicals-leaves-3-business-unit-2-flash-cards/> * Legislation summary (Tutor2u): <https://www.tutor2u.net/business/reference/business-legislation> * Legislation case study (can be adapted to suit current LO): <https://businesscasestudies.co.uk/legislation-2/> * Short video on copyright vs trademark: <https://www.youtube.com/watch?v=HsTi3vD_Usw> |
| Session 1.4 | | Business Documents: Checking  **Knowledge**   * Describe what document checking is and its role   **Application**   * Explain the checking protocol businesses should follow to avoid mistakes   **Skill**   * Assess the impact on a business of poor checking   *Approximately 2.5 hours* | | **Unit Content:**  **1.4:** The checking Protocols   * Checking documents * Checking arrangements * Implications of poor checking   Accuracy in communication about meetings, travel and accommodation also need to be checked to ensure that all necessary parties have been informed.  **Activity 1:** For this activity, some documents with errors need to be provided to learners. These could be letters, press releases or promotional materials.  Read through the document you have been given. Identify two errors only in the document. Swap documents with someone in the class, and find two more errors on the document you now have  **Extension:** Consider the impact of the errors you have identified on the business. What might a consequence be?  **Activity 2:** (20 minutes) The school uses a wide range of documents, from letters to parents to our newsletter that we send out. In pairs, design a protocol for the school for checking documents to ensure that mistakes and errors do not happen. Consider:   * How the error checking should be done * Who would be involved (job titles, rather than individual names) * Authorisation for sending documents and who can give it   **Useful Resource:**   * Consequences of poor document control (blog): <https://boardmanagement.com/blog/consequences-of-poor-document-management-within-your-board-of-directors/> * Short video on document formatting: <https://www.youtube.com/watch?v=vO2Mbyu4NSM> * Article on consequences of poor document control: <https://info.templafy.com/blog/3-ways-poor-document-management-could-be-hurting-your-business> |
| Session 1.5 | | Security Protocols  **Knowledge**   * Identify the protocols that govern the protection and use of information   **Application**   * Explain the ways in which businesses can protect information and prevent it’s misuse, using actual business examples to illustrate   **Skill**   * Evaluate the impact of failure to have appropriate protocols and protection in place   *Approximately 2 hours* | | **Unit Content:**  **1.5:** The IT security protocols, i.e.  • protection of information against unauthorised access  • inappropriate use of IT equipment and software  IT protocols are the measures a business can put in place to protect their information and prevent unauthorised access to information and inappropriate use of computer equipment and software  **Activity 1**: (5 mins) Create a mind map of the ways a business can protect information from unauthorised access  **Activity 2:** (30 mins) In groups, you are going to create & deliver a presentation to the management team at the local Golf Club on the GDPR and the changes that it has made to Data Protection law. The presentation must:   * Explain what the GDPR is and where it came from * Explain how it impacts the Golf Club specifically and what changes they will need to make * Explain the consequences of failing to meet the GDPR requirements * You must also include a one page handout on the GDPR and how changes may need to be made at the golf club   **NB:** *This presentation could be used to support evidence for P8 in Unit 4: Customers and Communication (A/507/8151),* Structure and deliver a verbal business communication so that its content and type of communication is appropriate for its audience and purpose  Useful resources:   * 10 ways to protect business data <https://www.quostar.com/blog/10-tips-to-help-prevent-a-data-leak/> * The need to protect customer information <https://www.fsb.org.uk/resources-page/why-is-data-protection-so-important.html#:~:text=Key%20pieces%20of%20information%20that,phishing%20scams%2C%20and%20identity%20theft.&text=Health%20information> * Summary of the GDPR and its impact on some businesses * <https://www.superoffice.com/blog/gdpr/> |
| Session 1.6 | | The Employee Protocols  **Knowledge**   * Identify the obligations of an organisation when dealing with employees   **Understanding**   * Explain the minimum standards of professional behaviour and responsibility concerning employees   **Skills**   * Explain the potential consequences and their impact on an organisation, of failing to meet these objectives   *Approximately 2 hours* | | **Unit content:**  **1.6** The employment protocols, i.e.   * health and safety legislation * equal opportunities legislation * contractual obligations as given contract of employment * minimum standards of professional behaviour,   Employment protocols are the measures a business put in place to make clear the expectations they have of their staff –how they dress and behave when representing the business and using business resources.  **Activity 1:** (10 mins) Give each student a profession/job role to consider. This should be from a wide spectrum of professions. Ask each student to recommend expected standards of professional behaviour.  *(Using both front facing and back of house job roles can provide students with different expectations on language, dress code, etc.)*  **Activity 2:** (5 mins) Students should share their suggestions with their table/teams, making sure to justify their choices.  **Activity 3:** (20 mins) Give each student an aspect of employment protocols (H&S, Contracts, professional standards, equal opportunities). Each student must create a one side ‘Fact Sheet’ that includes:   * *An outline of the concept/protocol* * *An applied example of how it works in their chosen/given business* * *Consequences of failing to follow protocol*   *Students should be given a business or context to apply this to.*  **Exam Style Question:**  (use case study from past paper, January, 2019)  *Explain two employment protocols that an organisation such as the Department of Health & Wellbeing could incorporate to comply with equal opportunity legislation*  **Useful Resources**   * OCR Paper, January 2019   <https://www.ocr.org.uk/Images/576028-examiners-report-working-in-business.pdf> |
| Session 2.1 | | Understanding factors that affect meeting arrangements  **Knowledge**   * Identify the factors that are involved in organising a meeting for a range of different business circumstances   **Understanding**   * Select appropriate options for a given scenario or specific meeting type   **Skills**   * Be able to select key factors of a meeting from a given case study   *Approximately 2.5 hours* | | **Unit Content:**  **2.1:** To include selection of suitable date/time for a meeting from diary/calendar entries. Costs should be a consideration. Different methods of meeting could be considered e.g. telephone conference, video conference, web conference, meeting at serviced offices.  Factors to consider include:   * Context of meeting * Personnel * Venue * Resource requirements (Info packs, handouts, etc.) * Costs   **Activity 1:** (5 mins) In a spider diagram, identify as many factors as you can think of that would need to be considered when organising a meeting for someone. Share this with your class  *Students should then be introduced to the unit content before the next activity*  **Activity 2:** (10 mins)The senior leadership team are holding a meeting to introduce the new members of staff to the school. Identify the factors that they would need to consider when organising this meeting  **Activity 3:** (15 mins) *Provide students with a range of meeting types,* In groups, you are going to organise a meeting for the case study business you have been given.  You must not only select the appropriate meeting particulars, but you must also explain why you have chosen each option. You must organise:   * *A date/time* * *A venue* * *Any resources that might be required by attendees on the day* * *A consideration to costs must be made (you are not expected to cost the meeting specifically).*   **Useful Resource:**  If students are investigating a specific business for this unit for context, then this business could be used as a case study for Activity 3.  If time allows, students could organise an actual SLT meeting, going through the process of organising venue, emailing invitations, setting an appropriate time and sourcing resource packs. |
| 2.2 | | Organising Travel & Accommodation  **Knowledge**   * Identify the factors a business would need to consider when organising business travel & accommodation   **Understanding**   * Research appropriate options for business travel and accommodation   **Skills**   * Select appropriate sources of transport and accommodation for a given brief/business case study   *Approximately 3 hours* | | **Unit Content**  2.2 the factors that influence business travel arrangements  Learners need to be able to interpret timetables and schedules to determine if a mode of transport (e.g. train/plane/bus) is available/suitable  2.3 the factors that influence business accommodation arrangements  To include practical considerations such as payment arrangements, car parking, and transport links  *2.2 and 2.3 could be combined to create a case study based activity, where students have to plan out and organise the travel and accommodation for a business meeting or event.*  **Activity 1:** (30 mins) Your boss has to go to Birmingham for a sales conference. The conference will last 2 days, so she will need accommodation. She has asked that you also attend, meaning you are going to have to consider the travel and accommodation arrangements for two people.  Your boss is a little picky, and has asked you to make sure the following considerations are made:   * You do not have unlimited budget. Make sure you stay within a £500 budget for travel and accommodation * The venue is in the centre of the city, so the hotel needs to be close by * She is afraid of flying, so no flights for this trip * The hotel must have internet access and a restaurant, because she does not want to spend time looking for somewhere to eat.   Each decision you have made should be justified  **Activity 2:** (30 mins) Present your travel plans to your table or class. This can be in the form of a presentation or handout. Justify each decision you made (outline the options you had available to you and justify the decisions made)  **Exam Style Question**  Evaluate likely factors which should be taken into account when choosing  accommodation in London for Sam and Deborah [12 Marks]  *Case study and question found in May 2018 Unit past paper*  **Useful Resources**   * Unit 2, May 2018 Paper   <https://www.ocr.org.uk/Images/529918-question-paper-working-in-business.pdf>   * Unit 2, May 2018 Mark Scheme   <https://www.ocr.org.uk/Images/529838-mark-scheme-working-in-business.pdf>   * Feedback on paper (for guidance)   <https://www.ocr.org.uk/Images/573974-combined-feedback-working-in-business.pdf>   * Global Edulink – Online resource outlining travel & accommodation factors   <https://www.globaledulink.co.uk/wp-content/uploads/2015/11/2-4_Arranging-Business-Travel-and-Accomodation.pdf>   * ‘Proctor & Son’ case study exercise from OCR’s Cambridge Technicals Level 3 Business text book (Pg54), ISBN 981-1-471-87479-6 |
| Session 3.1 | | Purpose, interpretation and completion of business documents  **Knowledge**   * State the components and uses of business documents and be able to identify appropriate documentation for a given task   **Understanding**   * Explain the need for accurate documentation in business   **Skills**   * Calculate and interpret the contents of given business documents   *Approximately 2.5 hours* | | **Unit Content**  **3.1** Documents may be paper-based or electronic. Learners should be able to interpret and use the contents of documents, Understand terms and abbreviations used on documents such as E&OE (Errors and Omissions excepted), T&C, COD, Terms 30 Days. Travel expense claim form to include mileage and cost calculations.  **3.2** Calculations required (absolute and in percentage terms) when interpreting a budget variance report. Learners should use the terms ‘favourable’ and ‘adverse’ when referring to budget variance.  **Activity 1:** (10 mins)Consider the business travel you have just organised in the last section. What documents might be involved when organising transport, accommodation and meals when on a business trip?  *(Students should be encouraged to discuss the different documents and the information each one would require)*  **Activity 2:** (5 mins) Internal Vs External. Students should be given a list of business documents (invoice, expenses claims, stock requisition, etc.) and asked to identify which is internal and external  **Activity 3:** (5 mins) Short discussion: *Why is it important to keep accurate records?*  **Activity 4:** (30 mins) *Students can use the scenario they were given in 2.3, or can be given a new scenario.*  You have been asked to organise a business trip for your boss, to include three nights in a hotel, transport and meals. You have been given a budget of £600, but the manager is willing to consider more if needed.  *Students can use this activity to recognise the needs for budgets and any students who don’t meet the £600 limit, can help start a discussion on favourable and adverse budgets*  **Useful Resources**   * Global Edulink – Online resource outlining travel & accommodation factors   <https://www.globaledulink.co.uk/wp-content/uploads/2015/11/2-4_Arranging-Business-Travel-and-Accomodation.pdf>   * Budget Variances   <https://smallbusiness.chron.com/examples-budget-variances-24973.html>   * Budgets   <https://www.youtube.com/watch?v=rO8wiYjG_F4&ab_channel=LindaSheridan>   * Discussion opportunity on budgeting   <https://www.youtube.com/watch?v=HC0a2uIpqs4&ab_channel=SkyNews> |
| Session 3.2 | | Payment Methods in business  **Knowledge**   * Identify the methods of payment used by businesses   **Understanding**   * Assess the benefits and limitations of each payment method   **Skills**   * Be able to allocate the appropriate payment method for a given business transaction   *Approximately 2.5 hours* | | **Unit Content:**  3.3: how to make payments and the advantages and disadvantages of each payment method  **Activity 1:** (5 mins) List the different ways you can pay for your shopping, bills, or other purchases  **Activity 2:** (20 mins) *Students should be provided with a table, listing the key business payment methods. Example below:*   |  |  |  | | --- | --- | --- | | Company Credit Card | Adv to Payer | Disadv to Payer | |  |  | | Adv to Payee | Disadv to Payee | |  |  |   Complete the table on your handout, using research in either your text books or online, explaining the methods of payment businesses use.  **Activity 3:** (10 mins) For the scenario you have been following for organising a business trip, suggest the appropriate payment methods for each component.  ***Extension:*** *Consider what documentation might accompany each payment made (invoices, credit card receipts, etc.)*  **Useful Resources:**   * Payment methods (Pros and cons)   <http://connectability.ca/2013/01/18/different-ways-to-buy-things-like-goods-and-services/> |
| Session 3.3 | | The purpose, completion and checking of meeting documentation  **Knowledge**   * Identify the methods of payment used by businesses   **Understanding**   * Assess the benefits and limitations of each payment method   **Skills**  Be able to allocate the appropriate payment method for a given business transaction  *Approximately 2 hours* | | **Unit Content**  **3.4:** To include the benefits of meeting documentation and the importance of checking  **Activity 1:** (5 mins) *Short discussion:* When organising and taking part in a meeting, what documents do you think might be needed? *Students will likely need to be guided to agenda, minutes, information packs, etc.*  **Activity 2:** (10 mins) As part of the business trip, your manager is hosting a meeting to discuss his own business strategy for the branch. She has asked you to prepare the meeting documents and provide a template for the minutes to be taken while the meeting is taking place.  *NB: This task can be linked with Unit 20: Managing a Business Event.*  **Useful Resources**   * Website outlining meeting protocols   <http://pa-prive.com/documents-that-are-commonly-used-in-meetings/>   * Writing effective minutes of meetings   <https://www.wildapricot.com/articles/how-to-write-meeting-minutes> |
| Session 4.1 | | Prioritising business Tasks and factors affecting priorities  **Knowledge**   * Identify the reasons for businesses to prioritise their activities   **Understanding**   * Explain how priorities can be impacted by a range of factors   **Skills**   * Evaluate the impact different factors can have on business activities.   *Approximately 3 hours* | | **Unit Content**  **4.1:** To include that some deadlines are more important than others. Also, the impacts of missing deadlines on other business areas and business reputation.  **4.2:** Learners need to be encouraged to think practically about prioritisation.  Does a piece of correspondence warrant an urgent response or can it wait? Is it possible to attend two events on one day or do their locations make this impossible? Could someone else be asked to deal with a particular task? Is it wise to keep your departmental manager waiting for the figures requested?  **Activity 1:** (10 mins) What homework do you have due for next week? List all of the tasks you have to complete for school between now and the end of next week (include any revision, notes to copy up, etc.)  List them in order of importance, to you.  *Student can then be encouraged to explain one or two of their priorities to a partner, explaining why some tasks are more important than others.*  **Activity 2:** (5 mins) You have just been informed of a clerical error in your CTEC business classes. Your teacher forgot to tell you about an actual exam that is due to take place next Monday. Go back to your list and make adjustments to your tasks/homework, now that you have revision.  Discuss how this change impacted your list.  **Activity 3:** (15 mins) In groups, decide on a scenario that would impact business priorities (natural disaster, new competitors in the market, Covid-19. Etc.). Using business examples, explain how these factors cause priorities to change.  **Useful Resource:**   * Figure 2.5: Factors that influence task prioritisation, OCR’s Cambridge Technicals Level 3 Business text book (Pg61), ISBN 981-1-471-87479-6 * Setting business priorities   <https://backlog.com/blog/how-to-prioritize-when-every-issue-is-top-priority/>   * Unit 2, May 2018 Paper   <https://www.ocr.org.uk/Images/529918-question-paper-working-in-business.pdf>   * Unit 2, May 2018 Mark Scheme   <https://www.ocr.org.uk/Images/529838-mark-scheme-working-in-business.pdf>   * Feedback on paper (for guidance)   <https://www.ocr.org.uk/Images/573974-combined-feedback-working-in-business.pdf>  **Exam Style Question:**  Sam is scheduled to meet a potential client in Bristol today. However, today is also the delivery day of a program for an important client who has been using *Vortech Ltd* for a number of years.  Which task should Sam prioritise today? Justify your answer.  (Taken from May, 2018 past paper) |
| Session 4.2 | | Using information to inform prioritisation and assigning priority  **Knowledge**   * Consider the different information sources used to allocate priorities   **Understanding**   * Explain the data sources and how they support allocation or priority   **Skills**   * Suggest the causes of changing priorities when necessary   *Approximately 3 hours* | | **Unit Content**  **4.3**: Changes in the economy such as changes in exchange rates/interest rates. The use of data sources to include pie charts, spreadsheets, charts, tables and graphs, for example, results from customer satisfaction surveys, sales trends, costings  **4.4:** To assign a priority as high, medium or low (or comment on a priority that has been assigned). Learners need to be able to express reasons for the prioritisation with the aim of persuading others to accept the assigned priority and agree to the actions to be taken.  **4.5:** Learners need to understand that sometimes priorities must be changed.  **Activity 1:** (10 mins)As we have been discussing across this course, businesses have both internal and external factors that govern their activities. In pairs, discuss the different factors that might impact or change business priorities. One partner should consider internal and the other external factors.  **Activity 2:** (10 mins) Still with your partner, discuss where the business could get the information on each of these factors that direct change.  **Activity 3:** (20 mins) *Students can be provided with a table of business activities that can be allocated a priority, with a justification. Example can be found in the OCR Cambridge Technicals Level 3 Business text book (Pg62).*  ***Extension:*** *Once they have allocated priorities, an ‘unexpected event’ could take place (recession, Covid-20, economic improvement) and students could review their decisions and make changes, justifying any changes they suggest.*  **Useful Resources**   * Table 2.2: Assigning priorities to tasks, OCR’s Cambridge Technicals Level 3 Business text book (Pg61), ISBN 981-1-471-87479-6 * In tray exercises to help with prioritising tasks   <https://www.assessmentday.co.uk/in-tray-exercise.htm>   * The importance of prioritising   <https://www.mindtools.com/pages/article/newHTE_05.htm> |
| Session 5.1 | | Characteristics of business communication design & resources  **Knowledge**   * Identify the characteristics of business communication   **Understanding**   * Describe how these characteristics can impact on the design of communication and the use of resources   **Skills**   * Plan business communications, taking in to consideration these factors   *Approximately 3 hours* | | **Unit Content**  **5.1:** Learners need to consider the design of documentation used by businesses  **5.2:** Appropriate use of resources to be considered, such as costs, IT, reprographics, printing, waste, and environmental issues  *Clear and informative communication is key to business success. Learners must be aware of factors such as audience, purpose, content and the business function each communication serves. Further, they need to be aware of the required resources for such communications, such as print copies, consumables and associated costs.*  **Activity 1:** (20 mins) Apple distributed a [press release for their new iPad Air](https://finance.yahoo.com/news/apple-unveils-ipad-air-a14-180100916.html). Students should read the release and explain:   * Who the intended audience is * The purpose of the press release. What is the intended outcome here? * Evaluate its success. Does it meet the intended needs?   *A class/table discussion can be used to share results and commentaries*  **Activity 2:** (30 mins) Find three press releases with contrasting purposes (sales, recalls, apologies, retractions, etc.). For each:   * Summarise the press release * Identify the intended audience * What was the purpose of the press release? * How does it meet the needs of the intended audience * Recommend an improvement to the release   **Extension:***Suggest how it could be adapted to meet the needs of a separate audience*  **Activity 3:** (30 minutes) For each of the following business communications, consider how they would be produced (colour, paper, card, digital, etc):   * Employee survey * Application form * Customer brochure * Contract with supplier * Accounts   **Extension:** *Suggest one other form of business communication and recommend how it should be produced*  **Useful Resources**   * Apple press release   <https://finance.yahoo.com/news/apple-unveils-ipad-air-a14-180100916.html>   * Effective communication top 5   <http://techgenix.com/effective-business-communication/> |
| Session 5.2 | | How & when to use communication types  **Knowledge**   * State the types of communication and situations in which they are used   **Understanding**   * Explain how the intended audience will inform the design of communications   **Skills**   * Create a business communication for an intended audience   *Approximately 3 hours* | | **Unit Content**  **5.3:** To include appropriateness of different types of communication in different situation, including such considerations as recipients/audience, message content, resource efficiency, speed, clarity, effectiveness.  **Activity 1:** (10 minutes) Create a spider diagram of the formal communications in businesses. Examples can be drawn from the work done far in this unit.  Students should discuss the different official communications businesses take part in, including internal and external communications. Examples should be shared with the group/class  **Activity 2:** (20 minutes) Students can work individually or in pairs to research one of the following types of communication in business, to create a presentation on how and when these should each be used:   * Formal Communication * Verbal communication * Electronic communication * Marketing documentation * Recruitment documentation   **Extension:** *Students could find actual examples of such communication types as illustrations*  **Activity 3:** (30 mins) *Students should be given a case study to respond to or scenario in which communication needs to be produced*  Create a business communication for the given case study and consider:   * Purpose * Intended audience * Appropriate method/medium * Formal vs informal   This task can be used to create the business communication for ***Unit 4: Customers and Communication (A/507/8151), P9 Structure a written business communication so that its content and type of communication is appropriate for its audience and purpose***  **Useful Resources**   * Types of business communication   <https://smallbusiness.chron.com/types-business-communications-697.html>   * Article on business communication types   <https://www.businessmanagementideas.com/communication/types-of-communication/different-types-of-communication-business-management/18316>   * Memo structure guide   <https://www.dummies.com/careers/business-communication/business-writing/how-to-format-a-business-memorandum/> |
|  | | Reviewing business communications  **Knowledge**   * Identify the criteria for reviewing business communication   **Understanding**   * Explain the need for effective review process of business communications   **Skills**   * Review a given business communication and your own business communication examples   *Approximately 2 hours* | | **Unit Content**  **5.2:** Communications should be fit for their intended purpose and audience. Learners need to review work, not only for errors, but also for improvements.  **Activity 1:** (10 mins) *Students should be given a simple business communication (letter, press release, etc.) The same communications they researched can in Session 5.1, Activity 2, can be used*  Review the business communication you have just been given, considering:   * Audience & purpose * Tone * Layout/Design * Relevance of information   **Activity 2:** (20 mins) Share the business communication you made earlier (Session 5.2, Activity 3) with someone else in your group/class. They should provide a PENS analysis:   * Positives (what is good about the documents * Errors (where mistakes have been made, including spelling, layout, usefulness of information, etc.) * Next Steps (How they could improve their documents)   *Students could use the peer reviews in support of their* ***Unit 4: Customers and Communication (A/507/8151), M3 Review own use of verbal and written skills when communicating business messages and recommend improvements***  **Useful Resources**   * The essentials of business communication   <https://smallbusiness.chron.com/essentials-effective-business-communication-5094.html> |

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