



OCR LEVEL 2 CAMBRIDGE TECHNICALS IN BUSINESS

LEVEL 2 UNIT 2 BUSINESS ORGANISATIONS DELIVERY GUIDE

VERSION 1 SEPTEMBER 2012



INDEX

Introduction	Page 3
Unit 2 - Business Organisations	Page 4
Learning Outcome 1 - Be able to set business aims and objectives	Page 5
Learning Outcome 2 - Understand the main functional areas in business organisations	Page 8

INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning objective so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resourcesfeedback@ocr.org.uk.

PLEASE NOTE

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. (This includes the Consolidation suggested activities).

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

The Wolf Review of Vocational Education recommended that all learners studying post-16 qualifications have the opportunity to further develop their English and maths skills, with the aims of:

- achieving a GCSE in English and/or maths at grade A*-C if they have not already done so or
- making significant progress towards GCSE entry and success if this is some way off for the individual.

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

OPPORTUNITIES FOR WORK EXPERIENCE

The Wolf Report also recommended that learners have the opportunity to apply their skills and extend their learning outside the classroom through work experience, part time jobs, work shadowing and work placements. There are lots of opportunities within these qualifications to take some of the teaching and learning outside of the classroom and into a work environment. We are working to provide you with resources to support you in achieving this, please visit www.ocr.org.uk shortly for more information.

KEY



English



Maths



Work experience

UNIT 2 - BUSINESS ORGANISATIONS

Guided learning hours : 30

Credit value: 5

PURPOSE OF THE UNIT

The aim of this unit is to enable learners to have an understanding of the various aims and objectives that business organisations have, distinguishing between the short-term and long-term, and how they are organised into different functional areas to effectively meet these.

This unit will help learners to understand the different aims and objectives of business organisations in different sectors of the economy, including the private, public/government/state and voluntary/charity/not-for-profit sectors.

Learners will also gain an understanding of the main functional areas in business organisations and of the links between these organisations and external agencies. A particular value to learners is that there will be a particular focus on businesses in the local context with which they will be familiar.

Learning Outcome (LO)	Pass The assessment criteria are the pass requirements for this unit The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
The learner will:			
1 Be able to set business aims and objectives	P1 Define aims and objectives		
	P2 Describe the purpose for a business in setting aims and objectives	M1 Analyse the advantages and disadvantages to a business of setting clear aims and objectives	D1 Evaluate the possible consequences of a business failing to meet its aims and objectives
	P3 Write aims and objectives for a selected business		
2 Understand the main functional areas in business organisations	P4 Describe the functional areas in two contrasting business organisations		
	P5 Explain how these functional areas link in one of these organisations		

P = Pass, M = Merit, D = Distinction

LEARNING OUTCOME 1 - BE ABLE TO SET BUSINESS AIMS AND OBJECTIVES

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Be able to set business aims and objectives	P1 Define aims and objectives		
	P2 Describe the purpose for a business in setting aims and objectives	M1 Analyse the advantages and disadvantages to a business of setting clear aims and objectives	D1 Evaluate the possible consequences of a business failing to meet its aims and objectives
	P3 Write aims and objectives for a selected business		

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Interpreting mission statements 	Learners could be provided with a number of mission statements, along with the list of the businesses they were obtained from, and asked to match the mission statement to the business. For each mission statement they could then explain what they think it means in their own words.	15 minutes	
2 Writing mission statements 	Learners could be asked, in small groups, to come up with an idea for a new business of their own. They should then write a suitable mission statement that outlines the vision they have for their business that all members of the group agree with.	30 minutes	
3 Aims	Learners could be provided with a number of general business aims and mission statements, and asked to identify which aims relate to each of the mission statements.	15 minutes	P1 Define aims and objectives
4 Writing aims 	Learners could write suitable aims for their own business idea, given the mission statement that they wrote, explaining why aims need to be set.	30 minutes	P2 Describe the purpose for a business in setting aims and objectives P3 Write aims and objectives for a selected business M1 Analyse the advantages and disadvantages to a business of setting clear aims and objectives

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
5 Working with others to achieve aims 	The teacher could provide a scenario, for example a local supermarket extends its opening hours to 24 hours a day. Learners could then identify all of the possible reasons (aims) the business might have for taking that decision. Different learners could then be asked to role play different stakeholders affected by this decision and how they might be affected. They should also consider what might motivate others to help the business achieve its aims.	1 hour	
6 From aims to objectives	Working in small groups, learners could complete a card-sorting activity prepared by the teacher. They could be provided with 10 statements that describe an aim and 10 statements that describe an objective. Learners could then match each of the stated objectives to a corresponding aim.	15 minutes	
7 SMART objectives 	Teachers could provide ten statements that outline possible objectives that a business might have. Some of these should already be SMART, whilst others should not be SMART. Learners could then be asked to identify which ones are SMART and which ones are not. Each objective that is identified as not being SMART could then be re-written so that it is SMART.	30 minutes	
8 Writing SMART objectives 	Learners could write three suitable SMART objectives for their own business idea, given the mission statement and aims that they wrote, and explain why setting objectives might help their business.	30 minutes	P2 Describe the purpose for a business in setting aims and objectives P3 Write aims and objectives for a selected business M1 Analyse the advantages and disadvantages to a business of setting clear aims and objectives
9 Failing to meet objectives 	Learners could be asked to present their business idea, along with the mission statement, aims and objectives that they have written for it. They could also outline what they think might happen if one, two or all three of their objectives are not met.	1 hour	D1 Evaluate the possible consequences of a business failing to meet its aims and objectives
10 Types of business	Learners could be shown images that represent a range of organisations, and asked to record whether each is classified as being public, private, or not-for-profit. They could then be provided with a number of objectives and asked to identify which organisation it is most likely to be associated with. This could then be used as a basis for a discussion about how the aims and objectives may differ according to the type of business.	15 minutes	

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
11 Consolidation 	Learners could be asked to write a personal mission statement (or goal) and then identify the personal aims and objectives that they might need in order to fulfil their own mission statement, ensuring that their objectives are SMART. They should also outline what they might do if they are unable to meet the objectives that they have set.	30 minutes	

LEARNING OUTCOME 2 - UNDERSTAND THE MAIN FUNCTIONAL AREAS IN BUSINESS ORGANISATIONS

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
2 Understand the main functional areas in business organisations	P4 Describe the functional areas in two contrasting business organisations		
	P5 Explain how these functional areas link in one of these organisations		

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Functional areas 	Working in small groups, learners could choose a large business organisation, and produce a wall display that outlines the functional areas that exist within their chosen business organisation. If a visit can be arranged they could illustrate their display using real images from within the business. The display could also outline what each functional area does, the roles that fall within the functional area, along with an explanation of how and when each functional area is required to work with other areas within the business, and how this is done.	4 hours	P4 Describe the functional areas in two contrasting business organisations P5 Explain how these functional areas link in one of these organisations
2 Roles within functional areas	Learners could be presented with a list of 10 job roles that exist within an organisation, and then decide which functional area the job role would be part of, explaining their decisions.	15 minutes	
3 Consolidation	Learners could be provided with a list of tasks that need to be completed within a business, along with a list of the functional areas. They could then allocate each task to a particular functional area, and identify whether the task will require input from other functional areas. Any differences of opinion could be discussed.	15 minutes	



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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