



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICALS IN BUSINESS

LEVEL 3 UNIT 1
THE BUSINESS ENVIRONMENT

DELIVERY GUIDE

AUGUST 2014



CONTENTS

Introduction	3
Unit 2 - The Business Environment	4
Learning Outcome 1 - Know the range of different businesses and their ownership	5
Learning Outcome 2 - Understand how businesses are organised to achieve their purposes	7
Learning Outcome 3 - Know the impact of the economic environment on business	9
Learning Outcome 4 - Know how political legal and social factors impact on business	11

To give us feedback on, or ideas feedback text the OCR resources you have used, email resourcesfeedback@ocr.org.uk

OCR Resources: the small print

OCR's resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources.

© OCR 2014 - This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content:

Maths, English and Work Experience icons: Air0ne/Shutterstock.com

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 opportunities.

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 opportunities.

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

The latest version of this Delivery Guide can be downloaded from the OCR website

<http://www.ocr.org.uk/qualifications/cambridge-technicals-it-level-3-certificate-introductory-diploma-diploma-subsidary-diploma-extended-diploma-05347-05349-05352-05355-05358/>

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 1 – THE BUSINESS ENVIRONMENT

Guided learning hours : 60

Credit value: 10

PURPOSE OF THE UNIT

This unit will help the learner to have an understanding of the range of different businesses that can exist in an economy. Learners will discover the different purposes that such organisations can have and the different forms of ownership that can exist. They will also be able to appreciate the role of the different stakeholders involved in such businesses.

Learners will have an understanding of the different ways in which businesses are organised to achieve their purposes and they will also be able to appreciate that businesses can have a variety of different aims.

This unit will also help the learner to have an understanding of the way in which the wider environment can impact on businesses in terms of both the economic environment and the political, legal and social framework in which businesses operate.

There are clear links between this unit and many of the other units.




Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Know the range of different businesses and their ownership	P1 Describe the type of business, purpose and ownership of two contrasting businesses	M1 Analyse the type of business, purpose and ownership of two contrasting businesses	D1 Evaluate the effect of a selected business changing its ownership status
	P2 Describe the different stakeholders who influence the purpose of two contrasting organisations		
2 Understand how businesses are organised to achieve their purposes	P3 Describe how two businesses are organised		
	P4 Explain how their style of organisation helps them to fulfil their purposes		
3 Know the impact of the economic environment on businesses	P5 Describe the influence of two contrasting economic environments on business activities within a selected organisation	M2 Analyse the impact of changes in demand and supply on a selected business	D2 Evaluate to what extent a selected business is likely to be affected by changes in the economic environment
4 Know how political, legal and social factors impact on business	P6 Describe how political, legal and social factors are impacting upon the business activities of the selected organisations and their stakeholders		







P = Pass, M = Merit, D = Distinction

LEARNING OUTCOME 1 - KNOW THE RANGE OF DIFFERENT BUSINESSES AND THEIR OWNERSHIP

Learning Outcome The learner will:	Assessment Criteria The learner can:	Merit	Distinction
1 Understand how organisations use business information	P1 Explain how organisations use information		
	P2 Discuss the characteristics of good information	M1 Assess the improvements which can be made to an identified organisation's business information systems	

P = Pass, M = Merit, D = Distinction




Suggested content	Suggested Activities	Suggested timing	Links to Assessment Criteria
1 Identify the range of different businesses and their purposes 	Learners could be provided with a template based on the card game "Top Trumps" that requires them to collect the following information about a business: purpose, area of activity, sector etc. For example, A local supermarket might be classed as being national, private sector, profit-making, tertiary. If each student completes between 5 and 10 templates, they could then form groups to create a pack of "Local Business Top Trumps". By deciding on the importance or weighting of each area of information they could then play the game in order to find out about the businesses that other students have looked at.	1 hour	
2 Different types of Ownership 	Learners could visit local business areas to record information about the different types of business that exist. If a physical visit is not possible the use of Streetview on Google Maps could be used instead. Working in pairs or small groups, learners could then produce display materials about one type of business ownership, referring to local examples. Each group could then present to the other groups so that they know about all the different types of business ownership.	2.5 hours	
3 Consolidation 	Using the information they have gained from the presentations and research, learners could produce a summary table that identifies one example of each type of business ownership, and summarises the purpose and range of each.	2 hours	P1 Describe the type of business, purpose and ownership of two contrasting businesses M1 Analyse the type of business, purpose and ownership of two contrasting businesses





Suggested content	Suggested Activities	Suggested timing	Links to Assessment Criteria
4 Impact of different types of ownership 	Learners could be asked to participate in a role-play where they take the part of a Business Advisor for a local bank. They will need to be presented with a range of different scenarios where businesses are considering changes to their ownership type. For each scenario learners should outline how any change in ownership would impact on the business concerned.	1 hour	
5 Consolidation 	Learners could be asked to write a report on one of the local businesses that they have studied. The report should outline whether the learner believes that the type of business ownership is suitable for the given business. If so, they should explain what makes it suitable, and if not they should explain which type of business ownership might be more suitable with justifications.	1 hour	M1 Analyse the type of business, purpose and ownership of two contrasting businesses D1 Evaluate the effect of a selected business changing its ownership status
6 Stakeholders 	Learners could be presented with a suitable topical scenario - using real news articles and video clips where possible. For example, a local business announcing the closure of a factory. Learners could be split into groups, with each group being asked to look at the scenario from the viewpoint of a particular stakeholder group. Learners could then prepare to take part in a debate that tries to outline the best way forward.	1 hour	
7 Consolidation 	Learners could write a short newspaper article which outlines how the interest of different stakeholders in a business (eg Premiership Football club) conflict. Learners could represent the likely views of the main stakeholder groups without bias, and then indicate which stakeholder group is likely to have most influence.	1 hour	P2 Describe the different stakeholders who influence the purpose of two contrasting organisations
8 Theories of Communication 	Learners could be placed in groups and given one theoretical communication approach to research. Learners could outline the main ideas and processes. Learners could present this information to their colleagues and demonstrate the communication process with and without the use of the theory to develop the understanding of their colleagues. The learners could discuss the usefulness of the use of the theory within the context of health and social care environments.	2 hours	
9 Consolidation 	Learners could consolidate the information from the previous lesson by developing a report in which they discuss the theories of communication and assess the usefulness of these theories in health and social care environments. Learners may refer to examples from both health and social care environments to exemplify their examples and demonstrate their knowledge. Learners could include evaluative conclusions.	2 hours	P2 Describe the different stakeholders who influence the purpose of two contrasting organisations

LEARNING OUTCOME 2 - UNDERSTAND HOW BUSINESSES ARE ORGANISED TO ACHIEVE THEIR PURPOSES

Learning Outcome The learner will:	Assessment Criteria The learner can:	Merit	Distinction
2 Understand how businesses are organised to achieve their purposes	P3 Describe how two businesses are organised		
	P4 Explain how their style of organisation helps them to fulfil their purposes		

P = Pass, M = Merit, D = Distinction





Suggested content	Suggested Activities	Suggested timing	Links to Assessment Criteria
1 Organisational structures 	Learners could be given a job title, which tutors should ensure is part of an organisation structure. For example one learner may be the Managing Director, whilst three learners are Finance Assistants. Learners could be given a few minutes to physically stand in positions that represent a logical structure, with the Managing Director at the front of the room and the job roles perceived to be at the bottom of the structure at the back of the room. The use of a large space (eg a hall, or perhaps outside) may help. Depending upon the structure devised, this could be used as a discussion about both the positive and negative aspects of their structure, and other structures they could have formed. The idea of a chain of command could be illustrated using a game of Chinese Whispers. For example, the Managing Director may pass on a message such as "The business is going to be re-organised, and you will all be given different jobs", and see what the message has become by the time it reaches the person at the bottom of the structure at the back of the room).	30 minutes	
2 Consolidation 	Learners could work in groups to prepare a handout on one type of structure as allocated by the tutor, eg matrix. Ideally using a real example, the notes should explain the purpose, the type and include a diagrammatic representation of the structure, whilst also commenting upon the span of control and chain of command. Each group should then provide a copy of their handout to the other groups so that each learner has a complete set of notes.	1.5 hours	P3 Describe how two businesses are organised
3 Functional areas 	Working in small groups, learners could complete a card-sorting activity prepared by the tutor which contains a card for each of the functional areas, and a number of typical daily tasks that must be completed by a business. Learners should allocate each task to a particular functional area, and identify whether the task will require input from other functional areas. Each group could then feed back, explaining their decisions. Any differences of opinion could be discussed.	30 minutes	

Suggested content	Suggested Activities	Suggested timing	Links to Assessment Criteria
4 Consolidation 	Learners could be presented with a copy of an organisational chart containing functional areas for a large well-known business, and asked to comment on how suitable they think the structure is, and whether it contains all of the traditional functional areas	1.5 hours	P3 Describe how two businesses are organised
5 Strategic planning (Mission Statements) and different aims of businesses 	Learners could be provided with a number of mission statements and/or objectives provided by the tutor, and asked to try and identify which business they think it came from. Ideally the tutor could provide some that have been made up (online generators are available) to see if the learners are able to identify them. This could be used as a basis for a discussion about the usefulness of mission statements. Learners could then be asked to identify the most likely aims of each of the businesses whose mission statements they have been given.	30 minutes	
6 Strategic planning and Factors that can impact on the organisation 	Learners could undertake detailed research on an organisation whose mission statement or objectives they can obtain. They could write a report that outlines the likely aims and objectives of the business and what might need to go into their business plan if they are to move towards achieving their aims and objectives. They should also identify the possible factors that might help or hinder the business in meeting their aims and objectives.	2 hours	
7 Consolidation 	Learners could produce a table that compares two similar organisations (eg two clothes retailers) in terms of their: structure, functional areas, mission, aims and objectives. They could also identify whether the factors that impact on them are the same.	1 hour	P4 Explain how their style of organisation helps them to fulfil their purposes

LEARNING OUTCOME 3 - KNOW THE IMPACT OF THE ECONOMIC ENVIRONMENT ON BUSINESS

Learning Outcome The learner will:	Assessment Criteria The learner can:	Merit	Distinction
3 Know the impact of the economic environment on businesses	P5 Describe the influence of two contrasting economic environments on business activities within a selected organisation	M2 Analyse the impact of changes in demand and supply on a selected business	D2 Evaluate to what extent a selected business is likely to be affected by changes in the economic environment







P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timing	Links to Assessment Criteria
1 Supply and demand 	The tutor could facilitate a simple buying and selling activity whereby learners are required to buy and sell some simple products (eg individually wrapped sweets) using “play money”. Learners should be informed that the idea of the activity is to make as much money as possible. Initially they must trade with the tutor, so prices should be high, but they can then trade with each other, at which point the tutor should lower prices. After the activity learners should discuss how their behaviour was affected according to whether they were buying or selling, and also the prices that were being charged.	45 minutes	
2 Elasticity of Supply and Demand 	Learners could work in small groups to research and produce a wall chart which shows evidence and a commentary about the relationship between the price and demand or supply of a particular product. The tutor may want to guide students towards suitable products or industries to research (eg demand for university places or supply of new houses).	45 minutes	
3 Consolidation 	Learners could invite the canteen manager to come and talk to them about what affects how much food they sell. Learners could then undertake research for the school/ college canteen by questioning a range of the canteen users about their buying behaviour at different price levels. They could then present their recommendations to the canteen manager.	2.5 hours	M2 Analyse the impact of changes in demand and supply on a selected business
4 The Economic Environment 	Learners could work in small groups to research and present a short 5 minute news report that explains one aspect of the economic environment, using data where relevant. The aspects that need to be covered include the trade cycle, inflation and unemployment, fiscal policy, monetary policy and supply-side measures. All the reports should be presented to the other groups.	1.5 hours	

LEARNING OUTCOME 4 - KNOW HOW POLITICAL LEGAL AND SOCIAL FACTORS IMPACT ON BUSINESS

Learning Outcome The learner will:	Assessment Criteria The learner can:	Merit	Distinction
4 Know how political, legal and social factors impact on business	P6 Describe how political, legal and social factors are impacting upon the business activities of the selected organisations and their stakeholders		

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timing	Links to Assessment Criteria
1 Political 	Working in small groups, learners could research the political changes and initiatives that have taken place over the previous decade and produce a timeline. Each group could then be asked to present their timeline by outlining the impact that each event has had on a particular business.	2 hours	
2 Legal 	Working individually learners could produce a legal guide for new staff in a business. The handout should be visually appealing, and should cover the legal framework, consumer protection, employee protection, competition law, remuneration as well as relevant EU legislation.	1.5 hours	
3 Social  	Learners could use census data and national statistics to identify whether there have been any changes in the social factors of their local area. This could be reinforced through individual questionnaires, with a summary document produced to highlight their findings.	2 hours	
4 Consolidation  	Learners could use the information that has been collected to identify how one local business has been affected by political, legal and social changes	1 hour	P6 Describe how political, legal and social factors are impacting upon the business activities of the selected organisations and their stakeholders



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.

Telephone 02476 851509

Email cambridgetechnicals@ocr.org.uk

www.ocr.org.uk