



Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICALS IN BUSINESS

LEVEL 2 UNIT 4 PEOPLE IN ORGANISATIONS DELIVERY GUIDE

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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 outcome 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.

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 4 - PEOPLE IN ORGANISATIONS

Guided learning hours : 30

Credit value: 5

PURPOSE OF THE UNIT

This unit will develop learners' career management skills (career development planning, application and interviewing techniques) whilst at the same time using the knowledge gained to place skills into context of organisational 'people resources' requirements (job roles, functions and structures). It will also include an insight into some of the documentation used to support the organisation and the individual in some of the processes outlined above. This will help the learner to understand how their employability skills translate into organisational resourcing requirements, as well as enabling them to consider their own employability.

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:
1 Know about job roles and their functions in organisations	P1 Describe the main job roles and functions in an organisation		
	P2 Identify different organisational structures used within business organisations		
2 Be able to produce documentation for specific job roles	P3 Produce a basic job description and person specification for a specific job		
	P4 Complete an application and interview for a specific job		
3 Be able to prepare for employment and plan career development	P5 Match current knowledge and skills to possible job opportunities using appropriate sources of information and advice	M1 Analyse how current knowledge and skills fit within a particular job or professional career of interest	D1 Evaluate the prospects of this job or career opportunity
	P6 Produce a personal career development plan	M2 Justify the decisions made in the career development plan	D2 Evaluate alternative career opportunities

P = Pass, M = Merit, D = Distinction

LEARNING OUTCOME 1 - KNOW ABOUT JOB ROLES AND THEIR FUNCTIONS IN ORGANISATIONS

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Know about job roles and their functions in organisations	P1 Describe the main job roles and functions in an organisation		
	P2 Identify different organisational structures used within business organisations		

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Introductory presentation	To introduce the unit to the learners, teachers could use the unit introductory presentation available on the OCR Cambridge Technicals for Business Level 2 website. Alternatively, the recruitment and selection presentation available on the teacher2u web linksite. Source web link: http://www.slideshare.net/teacher2u/hrm-recruitment-selection?ref=http://www.teacher2u.net/blog/index.php/business-studies/comments/revision-presentation-recruitment-selection	15 minutes	
2 Organisational structure 	Learners could complete the Organisational Structure Lesson Element available from the website. The teacher instructions and answer sheet can also be found on the website. The two tasks will help learners become aware of how an organisational chart assists in defining where job roles fit into the organisation, their level of authority and span of control.	30 minutes	P1 Describe the main job roles and functions in an organisation P2 Identify different organisational structures used within business organisations Unit 2 LO2
3 Different types of organisational structures 	Learners could work in small groups to identify four real businesses of different sizes whose structure is organised in different ways, ie flat, hierarchy, centralised and decentralised. Alternatively, the teacher could provide each group of learners with four differently organised businesses ranging from a small local business to a large national/international organisation. Learners could then identify the type of organisational structure of each business and consider the advantages and disadvantages of each, ie outline the impact the organisational structure of each business has on job roles and their functions. Each group could present their ideas and findings in a wall display.	1 hour	P1 Describe the main job roles and functions in an organisation P2 Identify different organisational structures used within business organisations

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
4 Core functions, job roles, authority and responsibility 	<p>Learners could work in groups and be given a case study for a large business organisation. They could identify what the main areas of responsibility are within each of the core functional areas of the business, ie Human Resources, Finance, Marketing, Administration etc and write these up on a wall chart. The learners could then investigate the main job roles and the level of authority and responsibility within three of the core functional areas and present their findings to the other groups. The case study could be produced by the teacher or selected from the many readily available online case studies, eg The Times 100 Business Case Studies website. Source: http://businesscasestudies.co.uk/case-studies/by-company/#axzz2DA7csk2A. Each group could then present their findings as a magazine/newspaper feature.</p>	2 hours	P1 Describe the main job roles and functions in an organisation Unit 2 LO1
5 Influences on organisational structures 	<p>Learners could be provided with organisational structure charts for a range of different organisations and asked to identify the differences in the roles and functions within each organisation. Learners could then participate in a teacher-led class discussion on why they may be different, ie due to the size, type and/or purpose of the business (ie providing products or services). Examples of different types of businesses which could be used: a small local insurance broker which may have one or two insurance brokers and an admin person whereas a large national insurance company may have a separate department for each type of insurance - House, Car, Holiday Insurance, HR etc; the school organised by faculty, ie Humanities Faculty, Science Faculty, Learning Support Faculty etc; a hospital by department, ie Physiotherapy, Orthopaedics, Paediatric, A&E etc,</p>	1 hour	P2 Identify different organisational structures used within business organisations
6 Progression 	<p>Learners could complete a question and answer activity prepared by the teacher on progression opportunities within different organisational structures. For example, the possible progression opportunities for a customer services advisor working in a small local double glazing company are likely to be limited whereas a customer services advisor within a branch of a large bank or building society may work their way up to become a customer services manager within the branch or director at regional level. Learners could then be guided and encouraged to come up with their own suggestions of possible progression opportunities.</p>	30 minutes	P1 Describe the main job roles and functions in an organisation
7 Consolidation 	<p>Using the learning from previous activities learners could, in groups, produce a mind map showing the factors which influences an organisation's structure, ie purpose of a business, type of product/service, size of organisation, job roles with possible progression opportunities/limitations. For each factor learners could give one example to show their understanding. Mind maps could be displayed in the classroom.</p>	30 minutes	P1 Describe the main job roles and functions in an organisation P2 Identify different organisational structures used within business organisations

LEARNING OUTCOME 2 - BE ABLE TO PRODUCE DOCUMENTATION FOR SPECIFIC JOB ROLES

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
2 Be able to produce documentation for specific job roles	P3 Produce a basic job description and person specification for a specific job		
	P4 Complete an application and interview for a specific job		

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Job analysis 	A visiting speaker from a recruitment agency or the Human Resources Department could give a talk to learners about how job analysis is undertaken when a vacancy is identified, (eg consider if there is a suitable applicant within the organisation, ask the current job holder to describe the tasks and responsibilities of their job role, identify the personal skills, experience and knowledge required to do the job. Learners could then produce a short instruction guide on the steps an organisation needs to undertake when a vacancy is identified.	45 minutes	P4 Complete an application and interview for a specific job
2 Job description, person specification 	In small groups the learners could create a list of tasks required before an advertisement can be produced for a specific job role: eg job analysis, job description, person specification; and identify the information that should be included in them. Each group could select a job advertisement from a small, a medium and a large business, and discuss the types of documentation that is included within the advert. A class discussion could be facilitated to highlight the importance of these documents to attract suitable applicants for a specific job role.	4 hours	P3 Produce a basic job description and person specification for a specific job

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
3 What businesses look for when recruiting 	Teachers could show learners a video clip giving a brief insight into what a group of leading business experts look for in a new employee and why organisations have recruitment policies. Source: BBC Learning Zone Broadband Class Clip - Web link: http://www.bbc.co.uk/learningzone/clips/how-can-recruitment-affect-a-business/10963.html . Learners could then participate in a teacher led discussion to consider the pitfalls job seekers need to avoid when searching for jobs, eg not applying for job roles for which they lack personal skills, experience, knowledge or required qualifications; carefully scrutinising the job advertisement job description and person specification. The teacher could write learners' ideas on the whiteboard.	Video clip - 3 minutes Discussion - 15-30 minutes	P4 Complete an application and interview for a specific job
4 Matching job roles and tasks 	In groups, learners could complete a card sorting activity prepared by the teacher. They could be provided with a number cards identifying different job roles and a number of cards defining skills which interviewees may be asked to demonstrate at interview as part of the screening process. For example, an Administrator card could be matched up a card which includes tasks such as 'desk exercises', 'carrying out filing tasks', 'using Word or Excel to produce documents'; a Customer Services card could be matched up with 'role play dealing with a difficult customer' etc. Learners could be given the opportunity to match up a variety of job roles with a range of tasks.	15 minutes	P4 Complete an application and interview for a specific job
5 CV, covering letter 	Learners could make a list of what should be included on a CV and a covering letter. Learners could use the tools on many recruitment websites to get advice on and create their CVs and covering letters online, for example, Reed, Monster or the direct.gov.uk Careers Advice.	1 hour	P4 Complete an application and interview for a specific job
6 Job applications and Interview 	Learners could complete the tasks set out the Lesson Element Job Applications and Interview. This Lesson Element provides sample job advertisements, job specifications, person specification and supporting documents to enable learners to practice applying for jobs and attending an interview.	4 hours	P4 Complete an application and interview for a specific job

LEARNING OUTCOME 3 - BE ABLE TO PREPARE FOR EMPLOYMENT AND PLAN CAREER DEVELOPMENT

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
3 Be able to prepare for employment and plan career development	P5 Match current knowledge and skills to possible job opportunities using appropriate sources of information and advice	M1 Analyse how current knowledge and skills fit within a particular job or professional career of interest	D1 Evaluate the prospects of this job or career opportunity
	P6 Produce a personal career development plan	M2 Justify the decisions made in the career development plan	D2 Evaluate alternative career opportunities

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Personality types	Learners could, in groups, describe their ideal work scenario and discuss whether this is linked to their personality type. They could research and complete a personality survey, for example, the Myers Briggs type indicator (MBTI) and compare their results with their ideal work scenario and career choice. The teacher could collate the results for the whole class and discuss if the survey results match with learners' career choices and what, if any, impact this may have on their career choices/opportunities decisions. Source/web link: http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6265281 . Additional resources including a career planner template can be found in the OCR Cambridge Technicals Resources Link pdf file on the website - see career planner template link - source: http://www.businessballs.com/career-planner-template.htm	30 minutes	M2 Justify the decisions made in the career development plan D2 Evaluate alternative career opportunities
2 Sources of information advice and guidance, resources for job searches	A careers advisor could be invited to talk to the learners about the service they provide, the types of careers information that is available, offer advice and guidance on careers and resources, and the services provided by other organisations such as Job Centre Plus. In small groups the learners could research a range of job roles/careers/advice agencies and identify suitable resources that could be used to help prepare a career development plan. The learners could record their findings on a two column worksheet. The left hand column should identify a number of job roles/careers/advice agencies; such as cabin crew, travel agent, teacher, web designer, sports development officer, armed forces, local authority jobs, central Government, Apprenticeships, advice on career choices. In the right hand column learners should identify suitable resources for each entry in the left hand column.	1 hour	P5 Match current knowledge and skills to possible job opportunities using appropriate sources of information and advice

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
<p>3 Different types of skills</p> 	<p>Learners could use a range of methods to help them complete their own personal skills and knowledge audit. This could include using electronic skills analysis, self assessment questionnaires, computer packages and employment websites, etc. Learners could then write down their own skills, strengths, weaknesses and careers of interest and use this information to identify possible career areas and job roles. They could reproduce their findings on an A3 wall chart with the personal audit results on one half of the chart and possible career areas/job roles which match on the other half. Or learners could compare their findings in pairs.</p>	<p>2 hours</p>	<p>P5 Match current knowledge and skills to possible job opportunities using appropriate sources of information and advice</p> <p>M1 Analyse how current knowledge and skills fit within a particular job or professional career of interest</p> <p>D1 Evaluate the prospects of this job or career opportunity</p>
<p>4 Practicalities and logistics of work, ranking</p> 	<p>Learners could be given a variety of job advertisements. - these could be the advertisements used in the activity 'Job description, person specification' or 'Job Applications and Interview' above. Working in groups, they could rank each job role in terms of its practicalities and logistics,(ie office based or mobile/home-based, working hours, type of employment [full/part time], contract, temporary, voluntary etc), remuneration, progression opportunities. Groups could then discuss their decisions and note differences.</p>	<p>1 hour</p>	<p>M2 Justify the decisions made in the career development plan</p> <p>D2 Evaluate alternative career opportunities</p>
<p>5 Differences between jobs and professional career and impact of training/professional development, labour market information</p> 	<p>Learners could select a specific career role, with teacher guidance, and write a career guidance booklet for someone who is interested in pursuing a career in the selected profession (eg Administration, Law, Finance ,Leisure Industry etc). The careers guidance booklet could be written in two parts. In Part 1 learners could investigate the labour market trends for the selected profession and describe the trends at a local, regional and national level. The inclusion of up to date Labour Market Information (LMI) statistical data, tables/charts will enhance the information provided by the learners in the career guidance booklet. In Part 2 learners could then identify the advantages and disadvantages for someone choosing to pursue a career in the selected profession based on the employment trends. Learners could then consider the impact on progression within the selected career. Source for up to date Labour Market Information (LMI): Nomisweb, website link: www.nomisweb.co.uk</p>	<p>2 hours</p>	<p>D1 Evaluate the prospects of this job or career opportunity</p>

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
6 Career development plan, time span, SMART objectives 	The learners could prepare a list of questions they need to ask themselves about what they need to do to reach their career goal. The learners could present their research as a series of objectives, written as SMART short and long term objectives. Learners could then research the skills and experience required for their chosen career and provide details of how they could develop their personal skills, experience and knowledge to meet their objectives. They need to include the qualifications they will need to achieved, which college/university courses they plan to attend and the duration of each course. This could be set within a 5 year career development plan.	1 hour	P6 Produce a personal career development plan M2 Justify the decisions made in the career development plan
7 Updating the career development plan 	Learners could, working in pairs, produce a list of at least three events/developments which may impact on the SMART objectives set in their career development plans. For example, if they decide to take a year out to go travelling, are made redundant, what changes will they need to make to their career development plan.	30 minutes	D1 Evaluate the prospects of this job or career opportunity



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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