

Applied AS/A Level GCE

Teachers' Handbook

GCE in Applied Business

OCR Advanced Subsidiary GCE in Applied Business H026

OCR Advanced Subsidiary GCE in Applied Business (Double Award) H226

OCR Advanced GCE in Applied Business H426

OCR Advanced GCE in Applied Business (Double Award) H626

This handbook is designed to accompany the revised OCR GCE in Applied Business specification.

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Introduction

These specifications are designed to provide candidates with an introduction to Applied Business.

These specifications are set out in the form of units. Each teaching unit is assessed by its associated unit of assessment. Guidance notes are provided with these specifications to assist teachers in understanding the detail necessary for each unit.

It is important to make the point that the Teacher Support plays a secondary role to the Specification itself. The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this teacher support should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this Teacher Guide/Notes for Guidance is offered as guidance but will be subject to modifications by the individual teacher.

Unit F240: Creating a marketing proposal

Guidance on Delivery

Focus of unit

Marketing is usually an accessible and popular topic for candidates. This unit provides, through an investigation into a medium- to large-sized business, a deep and rounded understanding of the process involved in constructing a marketing proposal. Candidates need to ensure that an appropriate business is chosen at the outset of this unit to allow them to use the context of the marketing department within their business for their marketing proposal. As a minimum requirement, the business chosen must have a number of functional areas, including an accessible marketing department.

Candidates are expected to look at the current product-portfolio of their chosen business and to select an appropriate *new* product or service – ideas include the introduction of a product the selected business does not already sell, a new fitness machine or a new loyalty scheme to supplement current customer-care provision. It is not expected that candidates will simply choose an existing product or service the selected business currently markets. If the candidates choose to modify an existing product they are expected to change at least three parts of the marketing mix.

Delivery

It is important that you understand that this unit needs to be delivered in an *integrated way*. To allow candidates to produce a marketing proposal, it is important that a number of key themes are introduced at the start of the unit, including marketing objectives, the role functional areas can play in supporting marketing activity, and the marketing mix.

Delivery of this material can be done in a number of ways. For example, a marketing consultant could be invited into the centre to speak with candidates or an external link could be opened up with a local business. Case study examples may also be used to exemplify these key themes. What is important is that candidates become confident and assured with these unit themes before investigating their own particular business context.

You need to be aware that candidates, having received some initial teaching on the underpinning themes of this unit, may then demonstrate knowledge and understanding of marketing objectives, the supporting role of functional areas and the different parts of the marketing mix *at various points* within their marketing proposal. Some of this knowledge and understanding may be included in *overviews* of candidates' businesses, with further evidence of these themes provided in the course of candidates' *presentations*. Whichever approach is chosen, you need to ensure that, when assessing candidates' evidence, you look across the *whole* marketing proposal for evidence of knowledge and understanding. You need to make a holistic judgement on the mark band which best fits the level of knowledge and understanding demonstrated by a candidate. This holistic approach applies to all assessment objectives.

Candidates then need to choose an appropriate business context and *new* product or service to provide the framework for their subsequent investigation. They need to carry out market research and analyse the data they collect with a view to informing their new marketing proposal. It is

important that time is set aside for candidates to familiarise themselves with data-collection and analytical techniques before any research is undertaken.

You need to promote the principles of objective setting and the need for a careful planning stage before research is carried out. Too often, this preparation is ignored with the results not necessarily generating information that can be fed into the marketing proposal. Candidates need to be aware that, without clear objectives, a lot of time, money and other resources can be wasted.

When candidates are presenting findings from their market research, you need to encourage them to use tables, charts and diagrams. Candidates may also wish to make use of appendices when presenting their gathered data. They could then refer to these appendices within the main body of their evidence.

Once the research has been carried out and the data analysed, candidates are expected to present their marketing proposal to an *informed* audience in the form of an oral presentation. At the centrepiece of this presentation will be a marketing mix, but it should not form *all* of the evidence provided by the candidates. The informed audience needs to know how the candidate has arrived at their suggested marketing mix, how it fits within the framework of their chosen business context, whether it meets the objectives that the candidate laid down at the outset and how the functional areas of the chosen business will support the proposed mix. Materials to support the presentation need to be provided by candidates as evidence. Examples include OHTs, prompt cards, candidate notes, a hard copy of the PowerPoint presentation, a witness statement.

A generic witness statement has been provided. This is only a suggestion and can be adapted for centre use. It may be that your centre might wish to use a varied audience, consisting of candidates' fellow peers and an external marketing contact, if available, when assessing presentations. In this scenario additional witness-statements could be produced to assist in the assessment of presentations.

It must be acknowledged at this point that, for many candidates, presenting material to an informed audience, especially at this early point in the course, may appear a daunting prospect. It is therefore crucial that you set some time aside to discuss, with candidates, key issues to consider when delivering an effective presentation. It may be that candidates would benefit from a 'dry run' on a first draft of their material so that comments and advice can be taken on board before the presentation is delivered and assessed in front of an informed audience.

Finally, candidates are expected to make informed judgments on the likely success of their marketing proposal. It is important that, at this point, some time is set aside to prepare candidates for the demonstration of these higher-level skills. Some possible evaluative criteria are outlined in the section *How to judge potential success*. Candidates need to link their judgments to the business context, new product or service chosen, and the research and analysis that has been carried out.

It may be that candidates make informed judgments during the course of their presentation. This is an extremely valid approach and should be encouraged as it promotes the integrated approach that forms the centrepiece of this vocational course.

Evidence coverage

It is hoped that candidates will take an integrated approach to the layout of their marketing proposal. The diagram which follows indicates the sections that one might expect to see to fulfill the evidence requirements of this unit:



Guidance on Assessment

Each portfolio should be marked by you according to the assessment objectives and content requirements in *Appendix B: Coursework Assessment Evidence Grid*.

Resources

There are many resources that can be used to support learning about marketing, although choosing appropriate materials is more challenging. A number of companies have produced detailed materials outlining successful marketing proposals. Printed materials from companies, especially large ones, are often presented well for young people. These materials may be part of a marketing and public relations strategy, but are nonetheless useful in developing a critical understanding.

Visits to companies and/or presentations from their representatives will be useful. Local education/business partnerships can provide excellent support, and the demands on outside assistance can be minimised if centres collaborate in organising a marketing day.

Numerous commercially-produced videos and information packs about marketing are also available.

There is a wide range of textbooks aimed at Advanced Level Business candidates. These include materials published by schools, colleges and educational consortia, as well as major educational publishers. Published texts are good sources of strategies that have been less successful. *Mintel* and other organisations produce detailed analysis of individual markets.

The list below is not intended to be exhaustive nor does inclusion on the list constitute a recommendation of the suitability of the resource for the specification. The possibility exists that more up-to-date texts which have been prepared for GCE Applied Business specifications may become available. You will need to use your professional judgement in assessing the suitability of the material contained in this list.

Journals and periodicals

Business review (Phillip Allen Publishers) – **four** times per year by subscription
 Local and National Newspapers
 Ulster Business Magazine

ICT resources

Interactive Business Studies 1 – The Marketing Mix (Granada Learning)
 The Complete A-Z Business Studies CD-ROM (Hodder & Stoughton)

Text books

Ali M	<i>Marketing Effectively</i>	Dorling Kindersley	075 131 213 4
Burrows T	<i>Advanced Presentations</i>	Dorling Kindersley	075 132 900 2
Cannon T	<i>Basic Marketing</i>	Holt, Rinehart	003 916 039 X
Dransfield R & Needham D	<i>Marketing: Everybody's Business 2nd edition</i>	Heinemann	043 545 025 5
Dyer D	<i>Marketing</i>	Cambridge Business Studies	
Marcouse I et al	<i>Business Studies</i>	Hodder & Stoughton	034 070 462 X
Sutherland J & Canwell D	<i>Applied Business-Marketing</i>	Hodder & Stoughton	034 068 375 9

Websites

Some useful websites are listed below. These addresses are current at the time of writing. However, it needs to be recognised that new sites are being launched on the Internet on a regular basis and that older sites may change or disappear.

Advertising Standards Authority www.asa.org.uk
 Biz/Ed www.bized.ac.uk
 British Market Research Association www.bmra.org.uk

Videos

TV Choice Videos
TV Choice Ltd
22 Charing Cross Road
London
WC2H 0HR

Examples include:

What is Marketing?
The Marketing Mix at Cadburys
Marketing a Theme Park
What is Marketing Research?
The Marketing Mix in Action
Marketing in the Real World

Unit F241: Recruitment in the workplace

Guidance on Delivery

Focus of unit

Candidates usually find the topic of human resources accessible and interesting, finding job applications and other recruitment documentation particularly relevant to their lives.

Candidates need to choose, at the outset, an appropriate business to investigate. A medium- to large-sized business in the local area, with a functioning human-resource department, which is capable of advertising a number of different job roles at different levels would be an ideal choice. You need to take the lead in choosing the business, at the beginning of the unit, for candidates. It is *imperative* that you identify a number of job roles within the business you choose, before dividing up your class into groups and assigning each group a particular job role. By taking the initiative, you will ensure that groups within your class have a clear business-context for this unit, and candidates, becoming familiar with the needs and demands of a particular job role, will be able to apply for, and attend an interview for, this job role as advertised by others in their group.

Delivery

It is important that candidates do not launch immediately into producing recruitment documentation and holding an interview without understanding the key themes underpinning this unit. To get candidates thinking about the key concepts involved, it is recommended that you invite a speaker into the centre who can speak with candidates about human-resource issues. A visit to a local business could also be set up to provide candidates with direct first-hand experience of human-resource issues.

As well as external links, you also need to explore in class some of the issues surrounding human-resource activity. In terms of the recruitment process, for example, you may find it helpful to provide candidates with a series of job advertisements (simulated or real) which could then lead into a discussion on the documentation, looking at examples of good and bad practice. This exercise would also enable you to introduce the legal dimension in the way that recruitment advertisements are produced. This preparatory work in this area, and others, is vital if candidates are to go on to produce relevant and appropriate documentation for their own particular job role.

You need to be aware that candidates, having received some initial teaching on the underpinning themes of this unit, may then demonstrate knowledge and understanding of the human-resource process *at various points* within their portfolio evidence. It is important that you ensure that, when assessing candidates' evidence, you look across the *whole* portfolio for evidence of knowledge and understanding. You need to make a holistic judgement on the mark band which best fits the level of knowledge and understanding demonstrated by a candidate. This holistic approach applies to all assessment objectives.

Once the preparatory learning has been taken on board, candidates then need to apply this knowledge to their own vocational context – to a particular business and job role. Candidates need

to carry out wide-ranging research and analyse their gathered data to inform their own human-resource process.

When producing recruitment material, candidates need to research the different skills and competencies that would be required for their chosen job role. This could be done through a questionnaire targeted at an individual who already occupies this role in their chosen business. This form of primary research would provide candidates with key information that could inform directly the production of the job advertisement. In addition, candidates could research what is current business practice in a number of existing businesses. What is important is that candidates research a number of different approaches to allow them to produce recruitment material relevant to their chosen job role.

These techniques of researching existing business practices and then analysing the gathered data need to be used throughout this unit to enable candidates to produce a report which is fit for purpose. **One** way in which analytical techniques could be demonstrated is for candidates to place a number of recruitment documents side-by-side and to analyse the examples of good and bad practice contained within each one. These examples of good practice may then be used by candidates in the production of their own recruitment documentation.

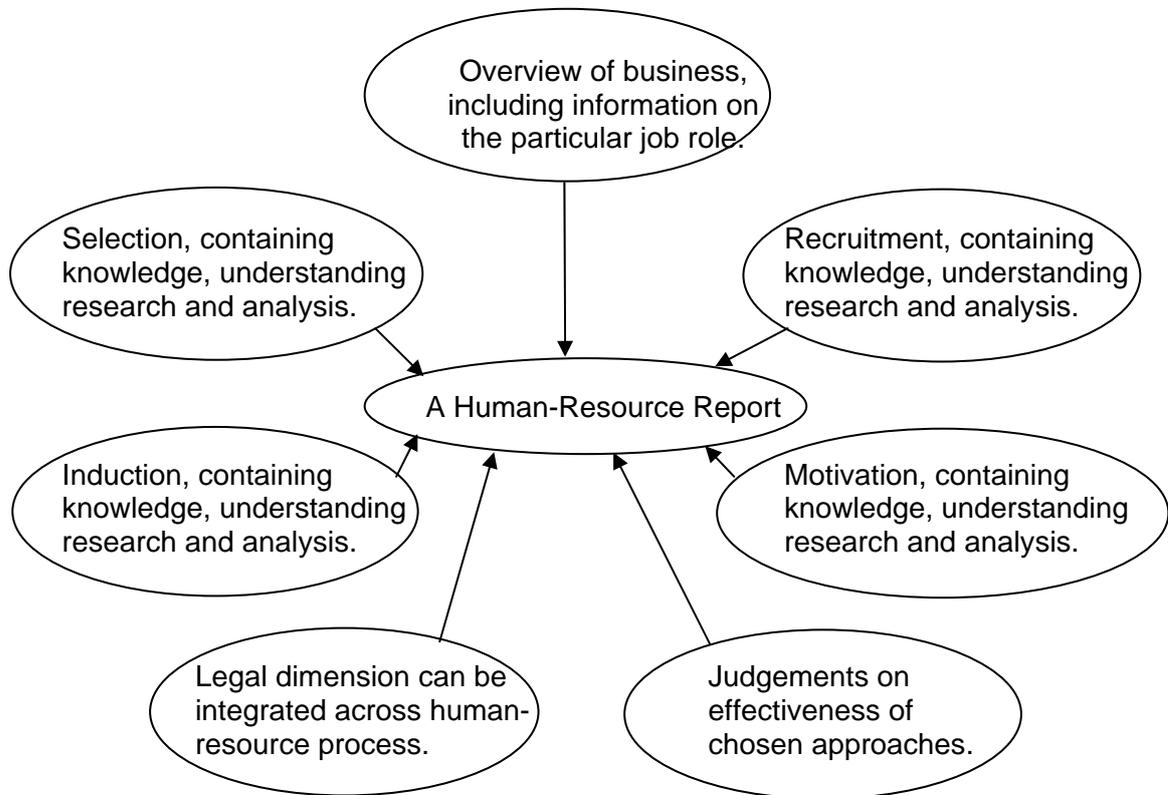
When looking at the process of selection, candidates need to look at how businesses prepare for this process and then carry out an interview. Candidates need to use their own research and subsequent analysis to prepare for, and deliver, an effective interview. A human-resource expert could be invited into your centre to offer guidance in this area and would also be a useful observer when the actual interviews take place. You may wish to encourage some of your more confident candidates to carry out their interview in front of a class audience to enhance the vocational experience. In the interviews, the prospective applicant(s) will be role-played by other group member(s). They will be familiar with the position advertised and should, having researched the needs and requirements of the position, be able to play a part in participating in effective interviews. At the end of the interview, the candidate (assuming the role of human-resource employee) needs to be in a position to make a decision on who they would appoint as the successful applicant for their advertised post.

For induction and employee motivation, it is important that candidates research and analyse existing business practices to inform their report for their particular job role. Again, this is another good opportunity for you to introduce the legal dimension as **one** of the areas that needs to be targeted in the induction programme. When looking at motivation, candidates need to understand how different motivation techniques are suitable in different circumstances, and must look to provide suitable, appropriate suggestions for their chosen job role. It is important that candidates' suggestions are targeted at the needs of the successful applicant and, as a result, some time needs to be set aside in the interview to gather this information. This action will enable candidates to produce an induction and motivational package which is appropriate to the needs of the chosen job role and successful applicant.

Finally, candidates are expected to make informed judgments on the effectiveness of their chosen approaches to human-resource activity. It is important that, at this point, some time is set aside in class to prepare candidates for the demonstration of these higher-level skills. Some possible evaluative criteria are outlined in the section *How to judge effectiveness*. Candidates need to link their judgments to their research and the analysis that they have carried out.

Evidence coverage

It is hoped that candidates will take an integrated approach to the layout of their report. The diagram which follows indicates the sections that one might expect to see to fulfill the evidence requirements of this unit:



Guidance on Assessment

Each portfolio should be marked by you according to the assessment objectives and content requirements in *Appendix B: Coursework Assessment Evidence Grid*.

Resources

There is a wide range of textbooks aimed at Advanced Level Business candidates. These include materials published by schools, colleges and educational consortia, as well as major educational publishers.

The list below is not intended to be exhaustive nor does inclusion on the list constitute a recommendation of the suitability of the resource for the specification. The possibility exists that more up-to-date texts which have been prepared for GCE Applied Business specifications may become available. You will need to use your professional judgement in assessing the suitability of the material contained in this list.

Journals and periodicals

Local and National Newspapers

ICT resources

The Complete A-Z Business Studies CD-ROM (Hodder & Stoughton)

Text books

Beaumont P	<i>Human Resource Management: key concepts and skills</i>	Sage 1993	
Dyer D	<i>Human Resource Management</i>	Cambridge Business Studies Trust	
Graham HT	<i>Human Resources Management</i>	Pitman 1992	071 210 844 0
Handy C	<i>Understanding Organisations</i>	Penguin 1995	
Steers RM & Porter LW	<i>Motivation and Work Behaviour</i>	McGrow Hill 1987	
Weightman J	<i>Managing Human Resources</i>	IPM 1993	

Websites

Some useful websites are listed below. These addresses are current at the time of writing. However, it needs to be recognised that new sites are being launched on the Internet on a regular basis and that older sites may change or disappear.

www.alao.co.uk

www.bized.ac.uk

www.ft.com

www.tutor2u.net

Other resources

Centres should aim to draw on the following kinds of resources for their candidates:

- visits, work experience and part-time employment, providing opportunities for interviews and for collecting human-resource documentation and data;
- a talk by the regional agency responsible for training or an education/business partnership about human-resource issues;
- briefings on current legislation produced by trades unions, employer organisations, and other interested parties;
- case studies produced by the centre, from the Internet or a commercial source, e.g. a resource pack or video;
- role-play activities, especially relating to recruitment, appraisal and redundancy.

You need to make sure that candidates keep up-to-date with changes of government policy and initiatives. Chambers of commerce, regional department agencies, other agencies with responsibility for training, and trades unions are likely to produce useful and authoritative information.

Unit F242: Understanding the business environment

Guidance on Delivery

Business ownership

Candidates will become familiar with different forms of business ownership, and the opportunities and constraints that each form of ownership provides. It is vital that candidates use the stimulus material to focus on this particular area of content and relate their theory to business practice as provided in the stimulus material. It is important for candidates to understand how types of ownership affect business scale and the scope of the business's operations.

Sources of finance

Candidates need to know about a variety of sources of finance available to a company in the context of business decisions. It is important that candidates understand the advantages and disadvantages, and therefore the appropriateness, of different sources of finance in different circumstances, as dictated by business decisions and possible internal and external constraints on those decisions. Candidates are also expected to understand how the type of ownership influences businesses' decisions regarding raising finance and how these decisions might affect their monthly overheads and cash outflows directly.

Budgeting and budgetary control

Candidates need to calculate and interpret simple budgets from given data in the pre-release case study. It is important that candidates understand the reasons for differing approaches to budgeting, in terms of zero-based vs historical in different markets (unstable vs stable) and the importance of budgetary control within the budget period. You need to know the importance of *interpretations* of variances and impress this upon candidates in terms of positive and negative, or favourable and adverse, variances.

Break-even analysis

Candidates need to classify costs into *fixed* and *variable* and to represent these graphically alongside revenue in a break-even graph. Candidates will **not** be required to draw a break-even graph in an examination, but they may well be asked to add varying amounts of data and information to a graph which is provided and to use this to calculate profit/loss situations, margins of safety etc. The break-even equation may also be required. Candidates also need to appreciate the importance of accurate forecasting and marketing research in calculating and working out the break-even point.

Candidates should be prepared to link break-even data and information to relevant business decisions within the case-study scenario, e.g. locational changes, or to link the data to any

changes or trends in the external environment, e.g. changes in interest rates affecting bank loans which may be included in fixed costs. Candidates should also understand how businesses might need to alter their future marketing, production and human-resource approaches to be able to break even more quickly.

Cash-flow forecasts and statements

Candidates are **not** required to construct a cash-flow forecast or statement in an examination situation. However, they may be required to complete and interpret **one**. Candidates need to be prepared to analyse business decisions and their impact upon cash flow, understanding possible causes of cash-flow problems and possible methods of resolution.

Importance of accurate record keeping and technology

A useful basis of approach may be to analyse loosely any technological issues on the basis of cost-benefit analysis. Candidates need to know about the possible technologies available to assist with accurate and efficient record keeping and also to be aware that there may be some disadvantages of using technology, e.g. additional training costs etc.

Analysis of the current market position

Candidates will gain an in-depth insight into the internal and external aspects of the business and market, as described in the pre-release case study. Candidates are required to concentrate on SWOT, PEST and SLEPT analyses or any other appropriate marketing tool. It is vital that candidates use an approach which links both the external and internal issues together, for example, any economic data such as high interest rates (an external issue) need to be linked to the effect on loan capital of the business (an internal issue) within the case study. Candidates also need to appreciate the impact of these external factors on business efficiency and competitive advantages in the market place. More importantly, they need to realise how businesses respond to those factors by changing their marketing, production and human-resource approaches.

Economic and market conditions

Candidates need to be made aware of the economic and competitive changes which may occur in a market's structure. Candidates need to interpret basic economic conditions and their key indicators of interest rates, exchange rates, unemployment and inflation, as well as changes in competitive market structure (market size, market share, competition etc.) and the influence of these on the business and its decisions. Candidates may also be presented with 'one-off' external occurrences, which may have far-reaching effects on the market and its businesses, e.g. September 11th 2001.

Ethical, legal, social, political and environmental factors

Candidates do **not** need to have a full knowledge of the legal system and its acts for this sub-section. However, they will need to know about legal issues in employment and consumer law in moderate detail to allow them to distinguish between what is a *legal* requirement and what is *ethical* behaviour. The second requirement is that candidates need to know about general trends in social, political and environmental issues, and the positive and negative impacts business decisions may have in these areas, e.g. movement from labour- to capital-intensive and the social effects of local unemployment rises. Candidates need to learn and understand how ethical, legal and environmental factors might affect business costs, revenue, profit, efficiency and competitive advantages.

Stakeholders

Candidates need to understand how different internal and external stakeholders to a business can affect the decision-making process. It is vital that candidates use the stimulus material to focus on this particular area of content and relate their theory to business practice as provided in the stimulus material.

Resources

There is a wide range of textbooks aimed at Advanced Level Business candidates. These include materials published by schools, colleges and educational consortia, as well as major educational publishers.

The list is not intended to be exhaustive nor does inclusion on the list constitute a recommendation of the suitability of the resource for the specification. The possibility exists that more up-to-date texts which have been prepared for GCE Applied Business specifications may become available. You will need to use your professional judgement in assessing the suitability of the material contained in this list.

General texts

Barnes S	<i>Essential Business Studies</i>	Collins	000 322 264 0
Barratt M & Mottershead	<i>AS and A Level Business Studies</i>	Longman	058 240 547 5
Birchall J & Morris G	<i>Business Studies</i>	Nelson	017 448 219 1
Dearden C & Foster M	<i>Organisational Decision Making</i>	Longman	058 208 118 1
Dyer D	<i>Business Environment: A Text</i>	Cambridge Business Studies Trust	
Easton	<i>Learning from Case Studies</i>	Prentice	013 527 416 8
Howkins S	<i>The Organisation and its Environment 1</i>	OUP	019 833 531 8
Howkins S & Jones J	<i>The Organisation and its Environment 2</i>	OUP	019 833 535 X
Marcouse <i>et al</i>	<i>Business Studies</i>	Hodder & Stoughton	034 070 462 4
Poulter C	<i>Investigating Business</i>	Macmillan	033 366 488 4`
SurrIDGE M	<i>The Business Environment</i>	Collins Ed	000 327 480 2
Worthington	<i>The Business Environment</i>	Pitman	027 362 493 8

For the more financial element of this unit:

Dyson J	<i>Accounting for Non-Accounting Students</i>	Pitman	027 303 439 1
Kar B	<i>Essential Accountancy and Finance</i>	Collins	000 322 263 2
Parker	<i>Understanding Company Financial Statements</i>	Penguin	014 017 378 1
Surridge M	<i>Finance, Information and Business</i>	Collins	000 322 313 X

Websites

Some useful websites are listed below. These addresses are current at the time of writing. However, it needs to be recognised that new sites are being launched on the Internet on a regular basis and that older sites may change or disappear.

www.aloa.co.uk

www.ft.com

www.tutor2u.net

www.uk.finance.yahoo.com

BIZ/ed – business education on the Internet

This is a free information service on the Internet which provides a range of notes and worksheets. These include:

- key economic statistics;
- company information;
- case studies;
- outline assignments and study skills;
- curriculum updates.

Its address is www.bized.ac.uk or write to:

Institute of Learning and Research Technology
University of Bristol
8 Woodland Road
Bristol
BS8 1TN

Unit F243: The impact of customer service

This unit has been designed to provide candidates with a broad understanding of sales and customer service. The main objective of this unit is to understand how the performance of a business can be enhanced by a high standard of customer service. During the preparation for this unit, candidates could reflect on their own experiences with sales assistants, both as customers, or as sales assistants themselves during work experience, or in part-time employment. You should attempt to use examples taken from the experiences of your candidates in order to illustrate points arising within the unit.

It is important that this unit should not be treated as some theoretical or abstract exercise – the teaching of it should be based on as many practical ‘real-life’ scenarios as possible to enable candidates to prepare in the most effective way possible for the external examination. Case studies provided by you may be **one** way to draw candidates’ attention to current risk assessment/health and safety issues which may act as a good basis for class discussion. Newspaper/magazine articles and business journals could provide contemporary material.

Guidance on Delivery

Definition of a customer

Candidates need to have a clear understanding of what a customer is. The candidate will need to understand fully that customers may be internal to or external to an organisation and that they may not pay for the product or service received directly.

Discussions with candidates geared towards drawing out their experience as internal or external customers will be valuable.

Candidates may have part-time jobs and class discussion could revolve around their interaction with the different types of customer that they meet in the workplace. This would provide a good vocational background to the theoretical learning of this unit and could actually be tied in with any problem-scenarios that emerged and how candidates managed to overcome them.

Definition of customer service and its importance to any business

This can be achieved initially by drawing on candidates’ own experiences of customer service, both from the perspective of customers and as members of staff where candidates have part-time jobs. Group discussions are particularly useful for candidates to share ideas and identify those aspects of customer service that they feel are particularly important. Candidates need to be given ample opportunity to evaluate the effects of both excellent and poor service and make relevant recommendations on how the latter could be improved.

A high standard of customer service means considerably *exceeding* the needs and expectations of customers, rather than just meeting them. Candidates need to understand that the provision of a high standard of customer service is everyone’s responsibility within a business and extends to internal, as well as external, customers.

Customer needs and their potential power

This is best delivered through a simulated exercise where a newspaper article or case study serves as the material for class discussion. Candidates should look at scenarios where customers' needs have, or have not, been addressed. This would then allow discussion to move on to what action the customer could take if they felt their needs were not being met. You may wish to show candidates videos or consumer programmes; such as *Watchdog*. Such programmes will provide a wealth of resource material which can then be brought into class and inform group discussion. There are also opportunities for role plays and a demonstration of the communication skills required by staff for effective customer service.

How businesses gather information on customer needs and the issues surrounding the storing of this information

This may be introduced by asking candidates to brainstorm all of the ways in which staff look to gather information on customer needs and what information businesses may then keep on their customer database. Candidates may well have access to a variety of feedback documents through their part-time jobs which can be brought into class and serve as a basis for discussion. You need to understand the types of information that these feedback techniques provide, with a view to suggesting possible customer-service enhancements and improvements. It is important that the discussion then moves on to the various issues surrounding the storage of this information.

Impact that legal and ethical issues can have on the provision of customer service

It is important that candidates have an overarching understanding of the key laws that impact on the provision of customer service. In-depth detail on each law is **not** a requirement – rather an overarching understanding of how different laws fit into a business's wish to provide a high level of customer service. In terms of internal policies, it will help the delivery of this sub-section if candidates can bring examples of customer charters and Codes of Practice into class to inform discussion – maybe from their part-time jobs. When the discussion moves to ethical issues, it is important that candidates share their experiences in this area also, so that the two-way relationship between business and customer can be recognised. A visit to a local Trading Standards office could be arranged, and candidates could interview the local Trading Standards Officer regarding specific legislation and cases. Various leaflets stating consumers' rights are available from *Trading Standards* and *Citizens' Advice Bureaux*.

Implications for maintaining a high level of customer service on staff and senior management

A brainstorming exercise would prove a useful way into this part of the specification. It is important that candidates, who may have part-time jobs, share their experiences on how they work towards achieving a high level of customer service. It would be useful for candidates to talk about training schemes which they have participated in and how beneficial these were. This practical experience would complete the more theoretical teaching required when considering customer service at the level of senior management.

Assessing the quality and effectiveness of customer service

This is best delivered through a simulated exercise. Candidates will have already commented on the quality of customer-service provision earlier in this unit, but providing a case study will help in drawing many of the strands of content together. Use of the specimen case study is a good preliminary source with newspaper and magazine articles also highly recommended. Candidates could also be asked to research, and then talk about, the customer-service provision in their own

part-time jobs, and this will prove to be an equally valid approach. Many candidates will also have been on work-experience placements, and this could possibly coincide with this unit being taught. This will give candidates an excellent opportunity to gather information on that business's customer-service policy and to witness the customer-service function on a first-hand basis.

Resources

The books referred to over may prove useful in delivering the requirements of this unit.

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Dyer D	<i>Business Environment: A Text</i>	Cambridge Business Studies Trust	
Easton	<i>Learning from Case Studies</i>	Prentice	013 527 416 8
Howkins S	<i>The Organisation and its Environment 1</i>	OUP	019 833 531 8
Howkins S & Jones J	<i>The Organisation and its Environment 2</i>	OUP	019 833 535 X
Marcouse <i>et al</i>	<i>Business Studies</i>	Hodder & Stoughton	034 070 462 4
Poulter C	<i>Investigating Business</i>	Macmillan	033 366 488 4
Surridge M	<i>The Business Environment</i>	Collins Ed	000 327 480 2
Worthington	<i>The Business Environment</i>	Pitman	027 362 493 8

Websites of particular use are:

www.aloa.co.uk

www.bbc.co.uk/watchdog

www.ft.com

www.tradingstandards.gov.uk

www.tutor2u.net

www.uk.finance.yahoo.com

www.which.net

BIZ/ed – business education on the Internet

This is a free information service on the Internet which provides a range of notes and worksheets. This includes:

- key economic statistics;
- company information;
- case studies;
- outline assignments and study skills;
- curriculum updates.

Its address is <http://www.bized.ac.uk/>

Or write to:

Institute of Learning and Research Technology
University of Bristol
8 Woodland Road
Bristol
BS8 1TN

As this subject area is **not** the sort that can be provided easily by businesses, there has to be a strong practical investigative element to this unit. Research undertaken by candidates to compare and contrast different approaches to customer care can be useful. They can use work experience, part-time employment and shopping to collect information on different approaches to customer care.

Most textbooks on business can provide a broad overview of the subject area. Other specialised texts will also cover the area of customer service in considerable detail.

Newspapers and trade periodicals are also a valuable source of information.

Many businesses also have a presence on the Internet and often outline their customer-service objectives and policies.

Unit F244: ICT provision in a business

Guidance on Delivery

Focus of unit

Candidates need to ensure that an appropriate business is chosen at the beginning of this unit to provide a framework for their ICT proposal. A business that is about to start up with a number of different departments *or* a business that is looking to improve and update its current, **limited** ICT provision would be an ideal choice. Candidates need to get to grips with the needs of their business, interview employees of the business and look at the various activities and subsequent needs of different departments when producing their ICT proposal. They **must not** simply structure their ICT proposal around a business that already has excellent, comprehensive ICT provision.

Delivery

It is important that you understand that this unit needs to be delivered in an integrated way. To allow candidates to produce an ICT proposal, it is important that they understand the ways in which ICT can be used by businesses, the different forms ICT provision can take, the benefits and drawbacks of ICT provision and the need for contingency planning by businesses to minimise the negative impact that may arise from the introduction of ICT. An understanding of these key themes is required before candidates move on to investigate their own chosen business context.

You could deliver this preliminary material in different ways. A speaker from a local business where there is established ICT provision could be invited into the centre. An external link could also be created with a business and a centre visit subsequently arranged. Candidates could also be encouraged to bring their own practical experiences into class, e.g. they may have part-time jobs and could provide information to their class peers on the current ICT provision within those businesses. Discussions could then focus on how beneficial candidates believe ICT provision to be in their jobs and how it has helped them to perform more effectively in their roles.

You need to be aware that candidates, having received some initial teaching on the underpinning themes of this unit, may then demonstrate knowledge and understanding of ICT-related issues *at various points* within their ICT proposal. Some of this knowledge and understanding may be included in *overviews* of candidates' businesses, with further evidence of these themes provided in the course of candidates' *presentations*. Whichever approach is chosen, you need to ensure that, when assessing candidates' evidence, you look across the *whole* ICT proposal for evidence of knowledge and understanding. You need to make a holistic judgement on the mark band which best fits the level of knowledge and understanding demonstrated by a candidate. This holistic approach applies to all assessment objectives.

Once the preliminary learning is over, candidates, having chosen an appropriate business context, then need to carry out research into their chosen business and analyse the data they collect, with a view to informing their ICT proposal. It is important that time is set aside for candidates to familiarise themselves with data-collection and analytical techniques before any research is

undertaken. Candidates will already be familiar with forms of statistical analysis as developed in Unit F240: *Creating a marketing proposal*, and they may wish to adopt these techniques in this unit. A questionnaire could be given to employees within the chosen business with statistical techniques being used to analyse the data. This information could then be fed into the ICT proposal.

What is crucial at this stage is that the research is targeted and focused, aimed at finding out information on the needs of the business, the needs of particular departments within the business and the needs of the business's current workforce. Therefore, you need to promote the principles of objective-setting and the need for a careful planning stage before the research is carried out. Too often, this preparation is ignored, with the results not necessarily generating information that can be fed into the ICT proposal.

When candidates are presenting findings from their research, you need to encourage them to use appropriate tables, charts and diagrams. Candidates may also wish to make use of appendices when presenting their gathered data. They could then refer to these appendices within the main body of their evidence.

Once the research has been carried out and data analysed, candidates are expected to present their ICT proposal to their teacher and their peers in the form of an oral presentation. The presentation will need to include how the candidate has arrived at their ICT proposal, how it fits within the framework of their chosen business context and whether it meets the needs of the business and workforce. Materials to support the presentation need to be provided by candidates as evidence. Examples include OHTs, prompt cards, candidate notes, a hard copy of the PowerPoint presentation, a witness statement.

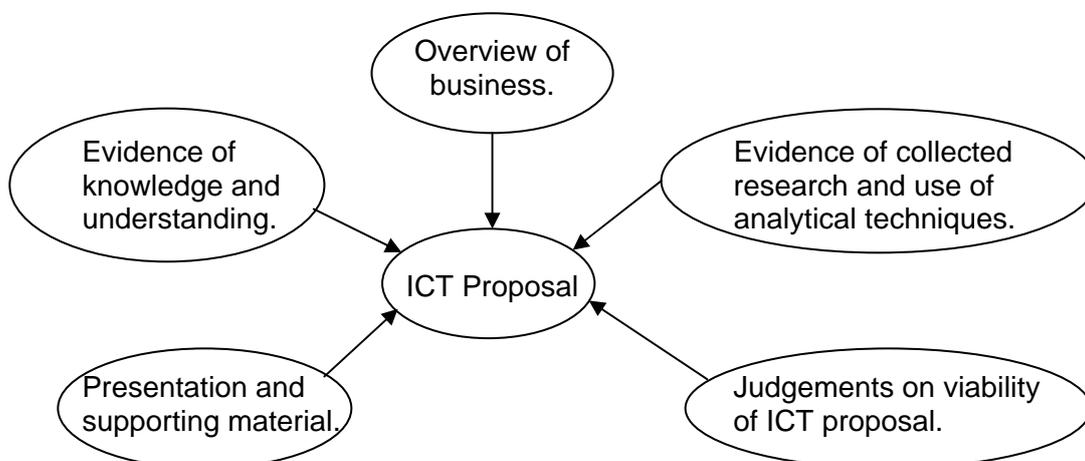
A *generic* witness statement has been provided. This is only a suggestion and can be adapted for centre use. It may be that the centre might wish to use a varied audience, consisting of fellow peers and an external ICT contact if available, when assessing the presentation. In this scenario additional witness statements could be produced to assist in the assessment of the presentation.

Finally, candidates are expected to make informed judgments on the viability of their ICT proposal. It is important that, at this point, some time is set aside in class to prepare candidates for the demonstration of these higher-level skills. Some possible evaluative criteria are outlined in the section *How to judge viability*. Candidates must link their judgments to the business context and the research and analysis that has been carried out.

It may be that candidates make informed judgments during the course of their presentation. This is an extremely valid approach and should be encouraged, as it promotes the integrated approach that forms the centrepiece of this vocational course.

Evidence coverage

It is hoped that candidates will take an integrated approach to the layout of their ICT proposal. The diagram below indicates the sections that one might expect to see to fulfill the evidence requirements of this unit:



Guidance on Assessment

Each portfolio should be marked by you according to the assessment objectives and content requirements in *Appendix B: Coursework Assessment Evidence Grids*.

Resources

Centres should aim to draw on the following kinds of resources for their candidates:

- visits to businesses and interviews with employees;
- talks given by a well-informed employee about the work of ICT in a business organisation;
- business materials;
- case studies;
- national and local newspapers;
- published magazines;
- Internet resources.

There is a wide range of textbooks aimed at Advanced Level Business candidates. The list below is not intended to be exhaustive nor does inclusion on the list constitute a recommendation of the suitability of the resource for the specification. The possibility exists that more up-to-date texts which have been prepared for GCE Applied Business specifications may become available. You will need to use your professional judgement in assessing the suitability of the material contained in this list.

Barnes S	<i>Essential Business Studies</i>	Collins	000 322 264 0
Barratt M & Mottershead	<i>AS and A level Business Studies</i>	Longman	058 240 547 5
Birchall J & Morris G	<i>Business Studies</i>	Nelson	017 448 219 1
Buckley M	<i>The Structure of Business</i>	Pitman	027 360 269 1
Dearden C & Foster M	<i>Organisational Decision Making</i>	Longman	058 208 118 1
Dorton I & Smith A	<i>A Student's Guide to Business Studies</i>	Hodder	034 053 927 5

Printed materials from companies, especially large ones, are often well presented for young people. Company reports can be used but, because of the complexity of technical language, edited sections might be more appropriate.

Consortia of schools and colleges can work together to produce common materials. Local education/business partnerships may facilitate such activity.

Unit F245: Running an enterprise activity

Guidance on Delivery

Choice of profit-making enterprise activity

Candidates need to consider carefully the *type* of profit-making enterprise activity that they intend to plan, organise and run. Candidates could organise and run an event for a whole college, e.g. a college disco. They could run a car-washing scheme with the idea of giving the surplus profits to charity. The list is endless, but you need to ensure that candidates' choice of a suitable activity enables them to meet fully the assessment objectives and content requirements of this unit. Candidates need to choose an event that will enable them to make a profit, so that monetary considerations can be brought into team discussions at various points in the planning and running of the enterprise. Candidates also need to understand that they will be working as part of a team, and need to play a major role in the chosen event. Therefore, the event needs to be large enough to achieve all the evidence requirements, but not so big that candidates lose control of its organisation. The main focus of this unit is in getting candidates to work together and interact, enabling them to identify the courses of action which are most appropriate, in order to make their activity successful. The planning and organisation of the activity, along with the dynamics of group working, is as important in terms of evidence produced as the actual running of the activity itself.

Delivery

Candidates need to begin by understanding the considerations that need to take place when running any kind of profit-making enterprise activity. Key considerations are contained within the sections and it is important that candidates understand these key themes before moving into organising and planning their own enterprise activity.

Delivery of this material can be done in a number of ways. For example, a speaker working for a business who has some experience in planning and running profit-making activities could be invited into the centre to speak with candidates. They would need to be informed of the key focuses of this unit to ensure that the material they presented would provide the appropriate focus for candidates. When looking at team interaction and group dynamics, you may wish to use theories expressed by the likes of Tuckman and Belbin, and use them to plan a number of class activities to enable candidates to start thinking about how their team will be structured and organised for their chosen profit-making enterprise activity. Past experiences and simulated case studies could also be used in class – if you have had groups doing similar activities in the past then these examples could be used as a point of discussion in class.

You need to be aware that candidates, having received some initial teaching on the underpinning themes of this unit, may then demonstrate knowledge and understanding *at various points* within their portfolio evidence. You need to ensure that, when assessing candidates' evidence, you look across the *whole* portfolio for evidence of knowledge and understanding. You need to make a holistic judgement on the mark band which best fits the level of knowledge and understanding demonstrated by a candidate. This holistic approach applies to all assessment objectives.

Candidates need to then play an active role in the organisation of their own profit-making enterprise activity. There will be a range of supporting material prepared and produced by candidates as they move through the planning and implementation phases of their event. This includes the objectives of the chosen activity, how the team was formed, how time was managed, how resources were used, meetings that took place and any constraints that had to be addressed throughout the process. Although it is appreciated that some generic documentation will be submitted by candidates based on decisions that the group has taken as a whole, candidates also need to show their own direct roles and responsibilities in the preparation and running of the event. Ways that candidates can demonstrate their direct involvement include promotional materials, allocation of personal time, booking of venues, interaction with various stakeholders, etc. This evidence needs to be applied directly to the requirements of a candidate's specific profit-making enterprise activity.

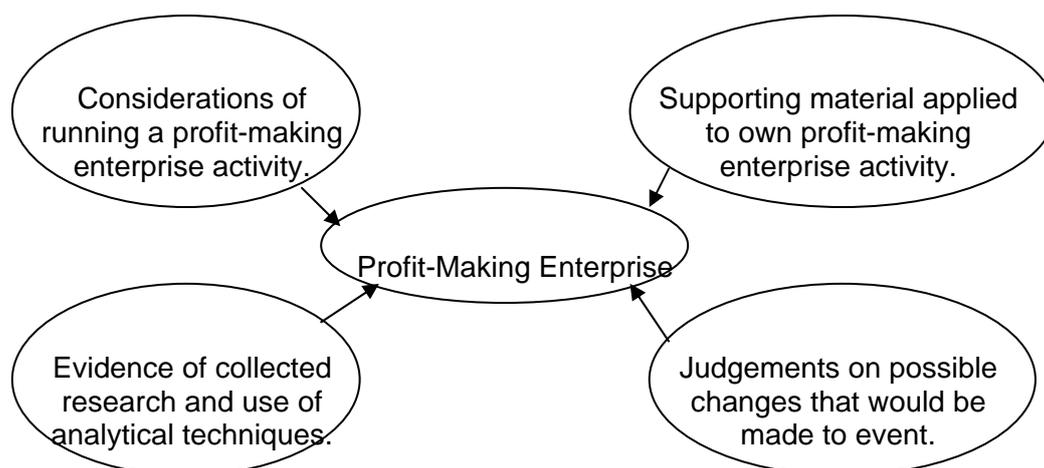
When deciding on team formation, it will probably be the case that the team undertaking this unit assessment will be decided prior to any other aspects of planning, as candidates will tend to form groups before tackling the assessment. You may wish to manipulate the formation of such teams, in order to give candidates the opportunity to work with people with whom they would not normally work, so as to enable them to gain a deeper understanding of how different group dynamics evolve.

Candidates are then expected to carry out research which will enable them to analyse the running of their event, focusing on stakeholder views, how the team worked as a whole and their own individual contribution. How candidates carry out their research is ultimately down to them to decide, but documentation such as stakeholder-evaluation sheets, questionnaires of group members and self-analysis of their own contribution are all ways that candidates can enhance their data-collection techniques. Again, statistical analytical techniques that were developed in Unit F240: *Creating a marketing proposal* can be used at this point.

Finally, candidates are expected to use their research and analysis to make reasoned judgments as they discuss changes that could be made to the enterprise activity to improve the performance of the group, and their own contribution, should the event be run a second time. It is important that, at this point, some time is set aside in class to prepare candidates for the demonstration of these higher-level skills. Some possible evaluative criteria are outlined in the section *Potential future changes to the enterprise activity*, to which candidates may wish to refer when making their informed judgements.

Evidence coverage

It is hoped that candidates will take an integrated approach to the layout of their plan for their profit-making enterprise. The diagram which follows indicates the sections that one might expect to see to fulfill the evidence requirements of this unit:



Guidance on Assessment

Each portfolio should be marked by you according to the assessment objectives and content requirements in *Appendix B: Coursework Assessment Evidence Grids*.

Resources

Candidates need to draw on the following kinds of resources:

- case study materials produced by government offices, financial institutions, supporting organisations and publishers;
- talks by local entrepreneurs about planning for business success;
- materials from banks, building societies, the FSA and other organisations, including those connected with enterprise activities;
- access to business-type activities such as Young Enterprise, The Prince's Trust, company schemes or challenges to young people;
- textbooks that have been written on group interaction and dynamics, including:

Textbooks

Belbin MR	<i>Team Roles at Work</i>	Heinemann1996	
Belbin MR	<i>Beyond the Team</i>	Heinemann2000	
Belbin MR	<i>Management Teams: Why They Succeed or Fail</i>	Heinemann2003	
Tuckman BW	<i>Developmental sequences in small groups</i>	Bulletin 63	384-399

Unit F246: Financial providers and products

Guidance on Delivery

Focus of unit

Financial services allow candidates to investigate the world of financial saving and borrowing. This unit provides a thorough introduction to personal and business finance and the wide range of products and providers that are now available. The list of providers and products is not meant to be prescriptive, but allows candidates to be aware of the range available. There are many financial-service providers who could give information. However, it is important that you take an unbiased, objective approach to explaining the range of services and providers.

For this unit, candidates need to use the vocational scenario provided by OCR, which gives them a clear focus. Each year, **one** scenario will be released on OCR's website which will provide an authentic vocational context for candidates' subsequent investigations. Once the specification has been in existence for a number of years, the candidate can also refer back to previous years' scenarios if the need arises. As a general point, each yearly scenario will portray particular circumstances for a given individual, both in terms of their financial situation and also the financial positioning of their business. It will demand different financial packages to be determined, depending on the nature of the customer, e.g. a couple opening a small business, a single individual looking to expand their business, which has been doing very well over a period of time. These scenarios will demand different financial packages and will demand the research and analysis of financial-service providers and products to be targeted in slightly different ways.

Delivery

It is important that you understand that this unit needs to be delivered in an integrated way. To allow candidates to produce an appropriate financial package, it is important that they understand the different financial needs of individuals and businesses, the financial providers and products that are available, and the constraints that can impact on the provision of financial services. An understanding of these key themes is required before candidates investigate the needs of their own individual and produce an appropriate financial package.

Delivery of this material can be done in a number of ways. For example, a financial consultant or a representative of **one** of the financial providers could be invited into the centre to speak with the candidates, and candidates could pre-prepare relevant questions. This speaker needs to talk about the types of providers and products that are currently available, as well as any changes that have taken place in the financial-services industry in recent years. Another way of introducing these key themes would be in class, through a series of small assignments/case studies. Maybe there is a local business that has just been established. You could find out some preliminary information on this business and then use it to form a class activity, whereby candidates start to think about the type of finance provision that this business may require. Family and older brothers/sisters could also be approached as another source of information which could then be used to inform class discussion from an individual perspective. What is essential is that candidates have some confidence with the key themes and concepts of this unit before they carry out their own investigation.

You need to be aware that candidates, having received some initial teaching on the underpinning themes of this unit, may then demonstrate knowledge and understanding *at various points* throughout the unit. You need to ensure that, when assessing candidates' evidence, you look across the *entire* unit for evidence of knowledge and understanding. You need to make a holistic judgement on the mark band which best fits the level of knowledge and understanding demonstrated by a candidate. This holistic approach applies to all assessment objectives.

Once the preliminary learning has taken place, candidates need to select a range of financial providers for their subsequent investigation, based on the given vocational scenario. It is important that time is set aside for candidates to familiarise themselves with data-collection and analytical techniques before any research is undertaken. Once candidates have understood the needs of their chosen individual, they need to ensure that their research is targeted and focused to ensure that an appropriate financial package can be created.

Within their analysis of a range of financial providers and products candidates may wish to use some common criteria through which to analyse the different types of financial products available, e.g. different types of mortgages. Throughout their analysis they should make reference to the section *Constraints affecting the provision of financial services*. A points-ratings system could be used, with statistical techniques being employed to analyse the gathered data.

The research that is carried out will, no doubt, involve leaflets, booklets, advisory brochures, websites, surveys, questionnaires and other useful information. Candidates may wish to make use of appendices when presenting their gathered data. They could then refer to these appendices within the main body of their evidence.

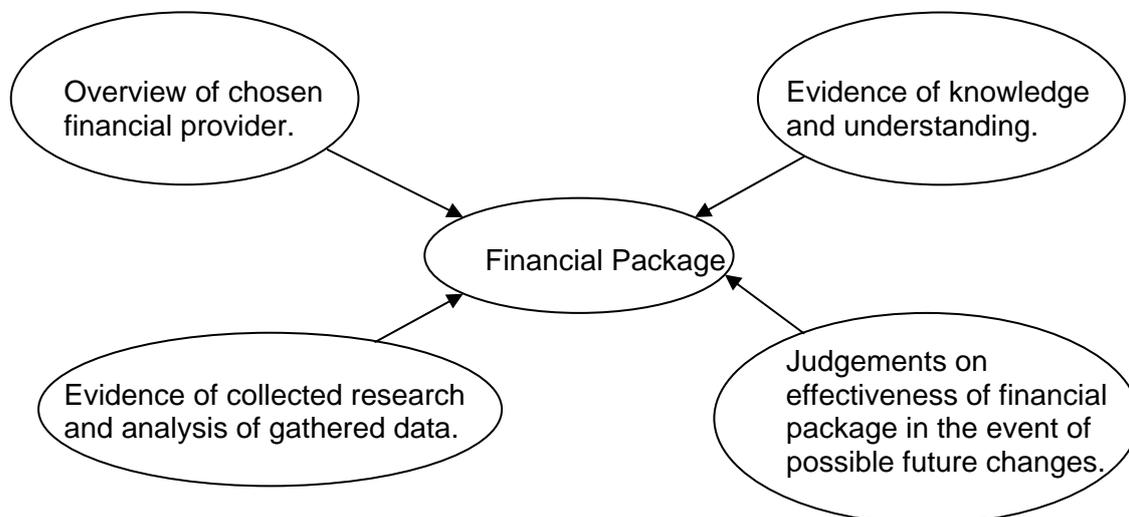
Once the research and analysis has been carried out and candidates have produced a financial package which is applied directly to the needs of their chosen individual, they then need to discuss the effectiveness of the financial package in the event of a future change in circumstances for their individual. **At this point you, as the teacher, will provide this extra information to candidates** for both the individual and the business.

Evaluative skills are essential here for a candidate if they are to access the higher marks and you need to set some time aside for the development of these higher-level skills. Some examples of possible changes in circumstances have been provided for you in the section *Potential effect of future changes to customer circumstances*.

One final point to make is that this area is constantly changing and there is a need for both you and candidates to keep up-to-date on developments. Recent years have seen a number of changes, such as nationalisation of banks, special legislation allowing banks to merge, demutualisation of a number of organisations and the rise of telephone/Internet-based services. Candidates need to know about these changes and likely future changes, such as an even greater use of the Internet.

Evidence coverage

It is hoped that candidates will be able to take an integrated approach to this unit. The diagram which follows indicates the sections that one might expect to see to fulfill the evidence requirements of this unit:



Guidance on Assessment

Each portfolio should be marked by you according to the assessment objectives and content requirements in *Appendix B: Coursework Assessment Evidence Grids*.

Resources

OCR will provide a scenario for candidates on a session-by-session basis.

Centres need to draw on the following kinds of resources for their candidates:

- visits to businesses and interviews with employees who work within the financial-services sector;
- talks given by a well-informed employee about the work of financial-services providers;
- business materials, such as financial brochures and product-information leaflets;
- case studies produced by the centre;
- national and local newspapers.

There is a wide range of textbooks aimed at Advanced Level Business candidates. These include materials published by schools, colleges and educational consortia, as well as major educational publishers.

Candidates need to be encouraged to develop their own planning and information-seeking skills through this unit, ensuring that they are aware of the full range of providers and the products they offer. Information can be obtained from a variety of sources, including books, newspapers,

magazines, CD-ROMs and on-line sources. Candidates need to be aware of these sources rather than having access to all of them. Visits to organisations should be encouraged.

Consortia of schools and colleges can work together to produce common materials. Local education/business partnerships may facilitate such activity and also provide opportunities for you to spend time with local companies to produce case studies.

Unit F247: Understanding production in business

Guidance on Delivery

Candidates need to ensure that an appropriate business is chosen at the onset of this unit to provide a framework for their business report. A business which has a number of functioning departments, with an accessible production department, and one which produces a portfolio of products would be an ideal choice. A large business, such as a car manufacturer, may **not** be suitable, given the complexity of this functional area, as it may prevent candidates from accessing the information that they will require to fulfill the evidence requirements for this unit.

Delivery

It is important that you understand that this unit should be delivered in an integrated way. To allow candidates to produce an appropriate visual and written report, it is important that a number of key themes are introduced at the start of the unit, including the role of the production functional area, its interaction with other departments and different aspects relating to its production process.

You can deliver this material in a number of different ways. For example, an industry spokesman who has expertise in the area of production could be invited into your centre to speak with candidates about production, for which candidates could pre-prepare a series of questions beforehand. Case studies could also be used, as well as a number of textbooks and Internet sites, to deepen candidates' understanding of key production issues. Ultimately, candidates need to become confident and assured with this initial material, which can, at times, be quite complex, before they move into researching their own business context.

You need to be aware that candidates, having received some initial teaching on the underpinning themes of this unit, may then demonstrate knowledge and understanding *at various points* within their report. You need to ensure that, when assessing candidates' evidence, you look across the *whole* report for evidence of knowledge and understanding. You need to make a holistic judgement on the mark band which best fits the level of knowledge and understanding demonstrated by a candidate. This holistic approach applies to all assessment objectives.

Candidates then need to choose an appropriate product for their subsequent investigation. This is really a choice that can be made by the candidate, but whichever product they opt for, they must ensure that they can access adequate production information to meet this unit's requirements.

Candidates then need to carry out research into their chosen business to inform the development of their report. It is important that time is set aside for candidates to familiarise themselves with data-collection techniques before any research is undertaken.

You must promote the principles of objective-setting and the need for a careful planning stage before the research is carried out. Too often, this preparation is ignored, with the results not

necessarily generating information that can be fed into the report. Candidates need to be aware that, without clear objectives, a lot of time, money and other resources can be wasted.

When presenting findings from their research, candidates need to make use of an appendix. They can then refer to the appendix within the main body of the assignment when analysing the information they have collected.

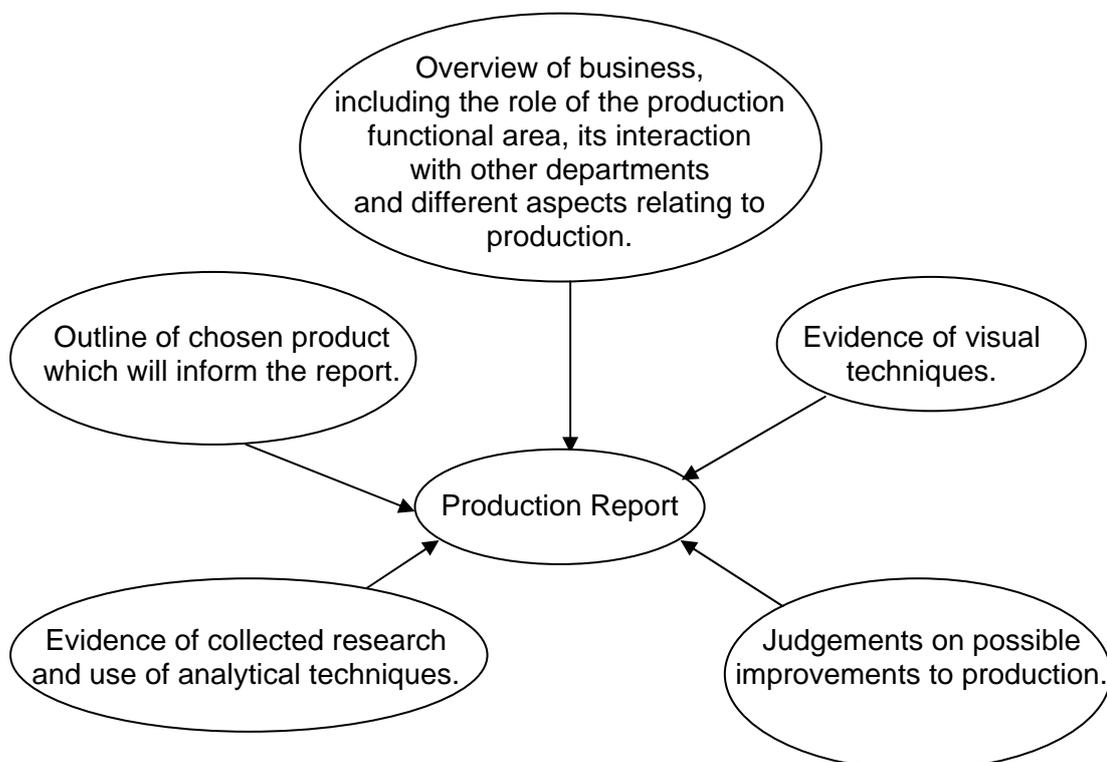
Candidates also need to make use of *visual* material, as well as a *written* commentary. Photographs or flow diagrams, supplemented by written text, will all enhance the report and will help candidates with their understanding of what can be quite a complex process.

Candidates then need to analyse the data they collect from the perspective of the strengths and weaknesses of the business's production process in its present form. Efficiency calculations, statistical techniques and written comments can all help with this analytical process.

Finally, candidates are expected to make informed judgments on possible improvements that they would make to how their item is produced. It is important that, at this point, some time is set aside in class to prepare candidates for the demonstration of these higher-level skills. Some possible evaluative criteria are outlined in the section *Potential production improvements* and candidates need to ensure they link their judgments to the business context and the research and analysis that they have carried out.

Evidence coverage

It is hoped that candidates will take an integrated approach to the layout of their report. The diagram below indicates the sections that one might expect to see to fulfill the evidence requirements of this unit:



Guidance on Assessment

Each portfolio should be marked by you according to the assessment objectives and content requirements in *Appendix B: Coursework Assessment Evidence Grids*.

Resources

Centres need to draw on the following kinds of resources for their candidates:

- visits to manufacturing businesses and interviews with employees;
- talks given by a well-informed employee about the production process;
- business materials;
- case studies produced by centres;
- national and local newspapers – The Times newspaper also produces a series of 100 case studies; many of the case studies look at issues and problems of a production nature and would be useful to inform class discussion; recently, Nestle also produced support material on production which is available from the company for a small charge;
- the Internet.

Text books

There is a wide range of textbooks aimed at Advanced Level Business candidates. These include materials published by schools, colleges and educational consortia, as well as major educational publishers.

Many textbooks will have *sections* on production-related issues.

Harrison, Swift & Gillespie	<i>Operations Management</i>	Hodder & Stoughton
Vidler C	<i>Operations Management</i>	Heinemann

Websites

Some useful websites are listed below. These addresses are current at the time of writing. However, it needs to be recognised that new sites are being launched on the Internet on a regular basis and that older sites may change or disappear.

It is a good idea for teachers to check for new websites frequently. Typing in 'production' into an advanced search engine such as *Google* will yield many potential areas that can be investigated.

www.britannica.com/bcom/eb/article/2/0,5716,109272+3,00
types of production systems;

www.geocities.com/TimesSquare/1848/japan21
Kanban production system from Japan;

www.members.tripod.com.tejc/jit for Just-in-Time production methods;

www.smthacker.co.uk/capacity_management
introduction to capacity management;

www.tutor2u.net has an extensive area on business studies and there is a link for production related issues;

All of these sites can be accessed through www.learn.co.uk.

Unit F248: Strategic decision-making

Guidance on Delivery

This unit gives candidates the opportunity to focus on corporate strategy in business and the internal and external factors that influence it. As with Unit F242: *Understanding the business environment*, candidates are expected to have a well-rounded understanding of all aspects that accompany any change of strategic direction, business start-up or downsizing activity. Candidates are expected to recognise the links between the strategic direction of a business in the long-term and decision-making in the short-term. Candidates are expected to make evaluative judgements and to make recommendations based upon the stimulus material they are given.

Candidates need to adopt a holistic approach to this unit as this is the nature of the external assessment. Internal and external factors need to be considered across all aspects of planning as previously covered in this unit.

Resources

There is a wide range of textbooks aimed at Advanced Level Business candidates. These include materials published by schools, colleges and educational consortia, as well as major educational publishers.

The list is not intended to be exhaustive nor does inclusion on the list constitute a recommendation of the suitability of the resource for the specification. The possibility exists that more up-to-date texts which have been prepared for GCE Applied Business specifications may become available. You need to use your professional judgement in assessing the suitability of the material contained in this list.

General Texts

Barnes S	<i>Essential Business Studies</i>	Collins	000 322 264 0
Barratt M & Mottershead A	<i>AS and A Level Business Studies</i>	Longman	058 240 547 5
Birchall J & Morris G	<i>Business Studies</i>	Nelson	017 448 219 1
Dearden C & Foster M	<i>Organisational Decision Making</i>	Longman	058 208 118 1
Easton	<i>Learning from Case Studies</i>	Prentice	013 527 416 8
Howkins S	<i>The Organisation and its Environment 1</i>	OUP	019 833 531 8
Marcouse et al	<i>Business Studies</i>	Hodder & Stoughton	034 070 462 4
Poulter C	<i>Investigating Business</i>	Macmillan	033 366 488 4
Surridge M	<i>The Business Environment</i>	Collins Ed	000 327 480 2
Worthington	<i>The Business Environment</i>	Pitman	027 362 493 8
Dransfield R, Needham D, Richards C, Richards N.	<i>A2 GCE in Applied Business for OCR</i>	Heinemann	9780435352912

For the more financial element of this unit:

Dyson J	<i>Accounting for Non-Accounting Students</i>	Pitman	027 303 439 1
Kar B	<i>Essential Accountancy and Finance</i>	Collins	000 322 263 2
Parker	<i>Understanding Company Financial Statements</i>	Penguin	014 017 378 1

Websites of particular use are:

www.ft.com

www.tutor2u.net

www.bized.ac.uk

www.mindtools.com

www.busesseye.co.uk

www.uk.finance.yahoo.com

Unit F249: A business plan for the entrepreneur

Guidance on Delivery

Focus of unit

This unit relies heavily on planning, research and analytical techniques that candidates need to have developed during the AS specification. Objective setting, research methodology, statistical analysis and the use of marketing models to analyse the wider business environment are all key themes that candidates covered in the course of the AS specification, which they will now need to draw on when constructing their own business plan for this A2 unit.

You may find it helpful to get candidates to consider ideas for this unit well in advance of working on it. Candidates consider different ideas as they work within the concepts of marketing, human resources and finance in other units. Some of the evidence or preparatory work for these units could be adapted and built on for this business plan.

When choosing a business enterprise, candidates need to ensure that the one chosen is suitable to meet the evidence requirements for this unit. Candidates must be careful that the project they choose is not so large that it becomes unmanageable and prevents them from producing a realistic, appropriate business plan. A gardening business, ironing service, or a dog walking service would all be realistic choices.

Delivery

It is important that you understand that this unit should be delivered in an integrated way. To allow candidates to produce a business report, it is important that key themes are delivered at the start of the unit before they can begin their own investigation.

There are many ways to deliver this material to familiarise candidates with the key themes relating to business planning. A representative, for example, from a bank or small business advisory service could be invited into the centre to talk about appropriate formats for business plans, taking questions on presentation and content-related issues. You could supplement this presentation by downloading some templates of business plans from the Internet to then use as the basis for class group discussion of elements of good and bad practice. Understanding what information needs to go into a business plan will also require some teacher-led discussions and learning exercises at the start of the unit. For example, candidates will need to understand how to construct cash-flow forecasts, break-even graphs and profit and loss accounts (building on the understanding of these financial techniques from the AS units) to then allow them to produce their own financial documentation for their chosen new business enterprise.

You need to be aware that candidates, having received some initial teaching on the underpinning themes of this unit, may then demonstrate knowledge and understanding *at various points* within their business plan. You need to ensure that, when assessing candidates' evidence, you look

across the *whole* business plan for evidence of knowledge and understanding. You need to make a holistic judgement on the mark band which best fits the level of knowledge and understanding demonstrated by a candidate. This holistic approach applies to all assessment objectives.

Once the preliminary learning has been undertaken, candidates must then begin their own research and analysis into their own business enterprise to construct an appropriate and realistic business plan. At this stage of the course, candidates will be familiar with the need to plan their research and different forms of data collection. They need to draw on this understanding as they set about researching the business environment. All kinds of information on the business environment will be collected by candidates, including the present state of the market, customer profiles, competitor activities, sales levels from comparable businesses, external factors such as interest rates, local labour force etc. It is important that this research is presented in an appropriate format, preferably in a series of appendices which the candidate can then refer to when they subsequently analyse their gathered data.

You also need to be mindful that the central component of the plan is the *financial plan*. This is a substantial amount of work and is dependent on many other components of the plan being decided upon. Therefore, you need to guide candidates and monitor progress in the early stages of their research to ensure sufficient time is allowed for the production of the financial plan.

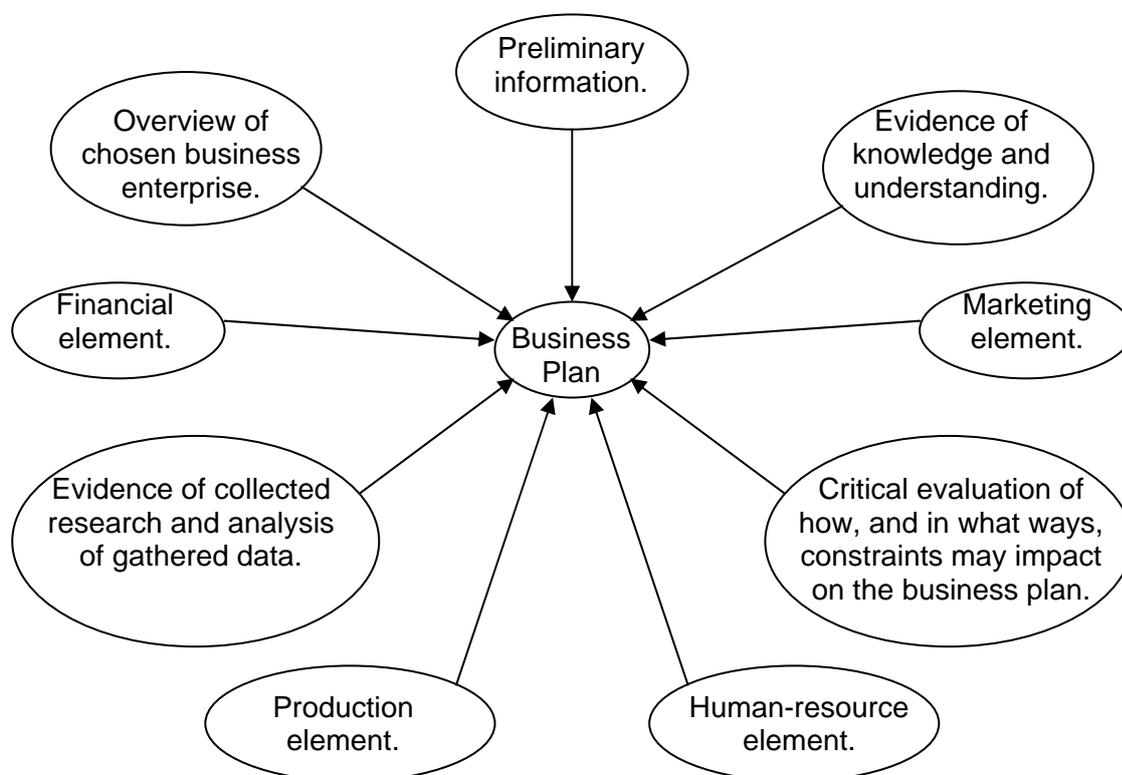
Analysis of the gathered data is another skill that candidates should have acquired during the course of the AS specification. Statistical techniques and the use of marketing models, including more sophisticated models such as the Ansoff and Boston matrices, are all forms of analysis upon which candidates should be drawing when interpreting the data they have collected. At this stage of the course, candidates are expected to demonstrate more strategic thought processes. They should be looking, wherever possible, to turn their collected data into evidence to inform the development of a particular strategy – in this unit, a business plan. This emphasis on formulating a particular strategy will form the approach for the A2 specification.

The research and subsequent analysis which candidates undertake will result in the construction of a business plan. At this point, candidates need to be looking to bring some professionalism to their work and to adopt business practices in terms of presenting information as clearly as possible. Although not assessed, if you do have access to the resources, it may be appropriate for a bank manager or informed employee to visit your centre and role play an interview situation with candidates, where they present their plan to the visitor. This will allow candidates to gain a real vocational experience and will provide them with crucial feedback. This is important as the business plan needs to be applied to the requirements of the chosen enterprise, as well as be presented in an appropriate format which is fit for purpose.

Finally, candidates need to evaluate critically how, and in what ways, constraints may impact on the successful implementation of the business plan. Evaluative skills are essential for a candidate if they are to access the higher marks and you should set some time aside for the teaching/development of these higher-level skills. Some suggestions of possible constraints on a business plan have been provided for you in the section *Constraints that impact on implementation*.

Evidence coverage

It is hoped that candidates will be able take an integrated approach to this unit. The diagram below indicates the sections that one might expect to see to fulfill the evidence requirements of this unit:



Guidance on Assessment

Each portfolio should be marked by you according to the assessment objectives and content requirements in *Appendix B: Coursework Assessment Evidence Grids*.

Resources

Centres need to draw on the following kinds of resources for their candidates:

- sample plans for each component and/or the overall plan;
- a talk given by a finance professional about their expectations of a business plan – needs to be geared towards the needs and level of understanding of candidates;
- planning software and assistance in using it;
- materials from banks, building societies, the FSA and other organizations, including those connected with enterprise activities;
- access to business-type activities such as Young Enterprise, The Prince's Trust, company schemes or challenges to young people;
- websites, case studies, newspaper articles and journals.

There is a wide range of textbooks aimed at Advanced Level Business candidates. These include materials published by schools, colleges and educational consortia, as well as major educational publishers.

Many Advanced Level Business text books have sections targeted at finance, human resources, marketing and production. Please refer to Section 15 (Generic Resources) in Part A of these specifications. Candidates also need to be provided with exercises on constructing financial documentation such as cash-flows and break-even charts which again can be found in abundance in general business texts.

Unit F250: Managerial and supervisory roles

Guidance on Delivery

Focus of unit

Management/supervision is an area that candidates will come across at some point during their careers. Whether it is through the supervision of a workforce within a particular department, or actually working for a line-manager in an office environment, candidates will come across different management/supervisory approaches. This unit provides candidates with invaluable experience in this area.

When choosing an appropriate context for this unit, it is important that candidates choose an appropriate business – preferably one that has an accessible manager/supervisor with whom candidates can engage as part of their primary research. If candidates are to produce an effective report, they need to get into the business and get to grips with the types of tasks carried out by a manager/supervisor. It may help candidates to actually spend a day with a manager/supervisor in their chosen business. They can then gain a valuable insight at first-hand into the manager/supervisor's responsibilities, relationships with workers and approach to their daily duties. This form of work-shadowing, along with subsequent discussions, will provide candidates with an overview of the key roles and responsibilities connected with a supervisory/managerial role.

Delivery

It is important that you understand that this unit needs to be delivered in an integrated way. It is important that, for these A2 optional units, candidates are confident and assured in more integrated thinking. You need to use some class time to discuss what is involved in constructing an appropriate and effective report, such as the need for a planning stage and the need to take in as many different perspectives as possible.

To introduce this unit, you may wish to invite a manager/supervisor into your centre to discuss their approach to management/supervision and the issues that can impact on effective management/supervision in the workplace, for which the candidates could pre-prepare relevant questions. A series of small case studies could also be used to introduce the key themes of management/supervision to inform discussion. Candidates could also be encouraged to bring their own direct experiences into discussions. Some of them may have experiences through their part-time jobs that they wish to recount, giving their thoughts regarding their manager/supervisor and her/his approach to their needs as employees.

You need to be aware that candidates, having received some initial teaching on the underpinning themes of this unit, may then demonstrate knowledge and understanding *at various points* within their report. You need to ensure that, when assessing candidates' evidence, you look across the *whole* report for evidence of knowledge and understanding. You need to make a holistic judgement on the mark band which best fits the level of knowledge and understanding demonstrated by a candidate. This holistic approach applies to all assessment objectives.

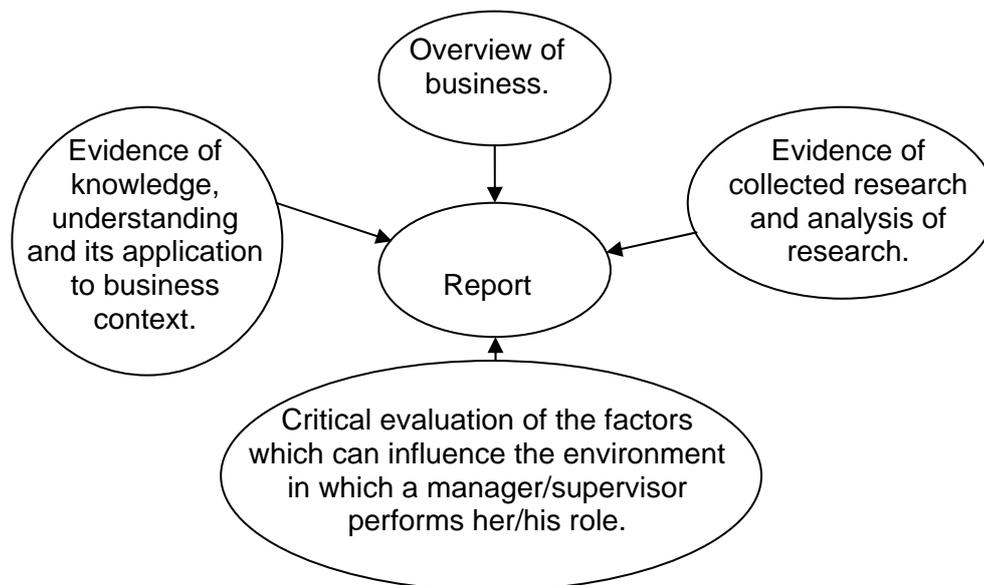
Once the preliminary learning is over, candidates need to choose an appropriate business and managerial/supervisory role for their subsequent investigation. It is important that candidates visit their chosen business and speak to their chosen individual to gain an idea of how they approach their managerial/supervisory role. This contact is especially important as candidates need to comment on their chosen individual's approach and so the more appropriate and relevant information they can gather and subsequently use, the better.

Candidates' research and analysis must be targeted at their chosen business and other secondary information on management/supervisory techniques. It is important that candidates make use of as many of the research techniques as they can when investigating the role they have chosen. There will be a wealth of information available to candidates – interviews with the manager/supervisor him/herself, chats with staff on what makes for effective management/supervision, text book research, management theorists, training needs of managers/supervisors and factors which can influence the environment in which a manager/supervisor performs her/his role. It is important that candidates collect and then select out the most appropriate information for their report within their chosen business context. Candidates need to use the context of their business to support their evidence and use real examples from the business wherever possible to support their report.

Finally, candidates are required, as part of their report, to evaluate the factors which can influence the environment in which a manager/supervisor performs her/his role. Evaluative skills are essential for candidates if they are to access the higher marks and you should set some teaching hours aside for the development of these higher-level skills. Some suggestions of possible issues to consider have been provided for candidates in the section *Evaluation of the factors which can influence the environment in which a manager/supervisor performs her/his role*.

Evidence coverage

It is hoped that candidates will be able to take an integrated approach to this unit. The diagram below indicates the sections that one might expect to see to fulfill the evidence requirements of this unit:



Guidance on Assessment

Each portfolio should be marked by you according to the assessment objectives and content requirements in *Appendix B: Coursework Assessment Evidence Grids*.

Resources

There are many resources that can be used to support learning about the various methods used to ascertain an individual's personal profile.

The Careers Office within your centre is an essential resource.

Visits to companies and/or presentations by their representatives are useful. Local education/business partnerships and schools' careers officers can provide excellent support.

There is a wide range of textbooks and websites that will provide guidance and practical exercises for candidates to use.

Textbooks

Appleby RC	<i>Modern Business Administration</i>	Pitman	027 360 282 9
Armstrong A	<i>Handbook of Management Techniques</i>	Kogan Page	185 091 480 X
Barnes S	<i>Essential Business Studies</i>	Collins	000 322 264 0
Barratt M & Mottershead A	<i>AS and A level Business Studies</i>	Longman	058 240 547 5
Birchall J & Morris G	<i>Business Studies</i>	Nelson	017 448 219 1
Dorton I & Smith A	<i>A Student's Guide to Business Studies</i>	Hodder	034 053 927 5
DuBose	<i>Readings in Management</i>	Prentice-Hall	013 755 166 5
Dyer D & Chambers I	<i>Business Studies - An Introduction</i>	Longman	058 235 603 2
Easton	<i>Learning from Case Studies</i>	Prentice	013 527 416 8
Hall D <i>et al</i>	<i>Business Studies – 2nd Edition</i>	Causeway	187 392 990 9
Hammond S	<i>Business Studies</i>	Longman	058 205 705 1
Handy CB	<i>Understanding Organisations</i>	Penguin	014 015 603 8
Lawrence P	<i>Insight into Management</i>	OUP	019 856 153 9

Marcou�� et a	<i>Business Studies</i>	Hodder & Stoughton	034 070 462 4
Marcou�� I & Lines D	<i>Business Case Studies</i>	Longman	058 224 481 1
Martin E	<i>An Introduction to Business Studies and Management</i>	Portland Press	185 821 078 X
Needham D & Dransfield R	<i>Business Studies in Practice</i>	Stanley Thornes	007 707 292 8
Pascale	<i>The Art of Japanese Management</i>	Penguin	014 009 115 7
Plant	<i>Managing Change</i>	Fontana	000 636 873 5
Surridge M et al	<i>People, Marketing and Business</i>	Collins	000 322 312 4
Wilkinson R (ed)	<i>Business Studies</i>	<i>Business Studies</i>	043 545 554 0

Unit F251: Launching a business on-line

Guidance on Delivery

You need to be aware how easy it is to access unsuitable content via the Internet. Care needs to be exercised in the selection of example websites and Internet sessions need to be as well-supervised as is practical. Software is now available to limit access to dubious content. It is recommended that this software be used where possible.

Candidates do not actually have to *design* a website, unless of course they have the expertise and know-how, but having a working knowledge of the world-wide web is highly recommended for this unit.

You need to be aware that this field is continually changing and you need to incorporate information about ongoing developments in your delivery of this unit.

When choosing an appropriate context for this unit, it is important that candidates have the flexibility to choose a business which markets products and/or services which are areas of interest to them. For example, they may decide to choose a music company, a travel company or a book company – really, whatever they find the most interesting topic to research. Candidates need to choose a project which involves some kind of sales transactions taking place, such as buying certain products on-line. This is because, when candidates come to evaluate the back-end of their website, they need to consider security issues which will, of course, revolve around how customers will pay for their products etc. If candidates select an information-only site this must be developed so that the business is able to sell directly on line. Candidates should not select a business which already has e-commerce provision from which they are already selling on-line – candidates would then simply be describing an existing website which is **not** suitable to meet the demands of this unit.

Delivery

It is important that you understand that this unit should be delivered in an integrated way. It is important for all A2 optional units that candidates are confident and assured in strategy design. Guidance on constructing an appropriate strategy has been provided in the section *Devising a strategy* but you should use some class time to discuss what is involved in constructing an appropriate and effective strategy, such as the need for a planning stage and the need to take in as many different perspectives as possible before a course of action is decided.

To introduce this unit, you may wish to invite a web designer into your centre to speak with candidates about some of the issues involved in what customers are looking for in website design. Their presentation needs to be geared to the needs of the candidates and should be given in a business context.

You need to be aware that candidates, having received some initial teaching on the underpinning themes of this unit, may then demonstrate knowledge and understanding *at various points* within their e-commerce strategy. You need to ensure that, when assessing candidates' evidence, you look across the *whole* report for evidence of knowledge and understanding. You need to make a

holistic judgement on the mark band which best fits the level of knowledge and understanding demonstrated by a candidate. This holistic approach applies to all assessment objectives.

Once candidates have chosen a business and product/service, they will be in a position to begin their research and analysis. When candidates come to researching the potential customer market for their site, you need to promote the principle of objective-setting before any market research is undertaken. Too often the research is stated by the candidate without reference to the objectives of that research, and the resultant answers do not always generate the necessary information which can be fed directly into the e-commerce strategy.

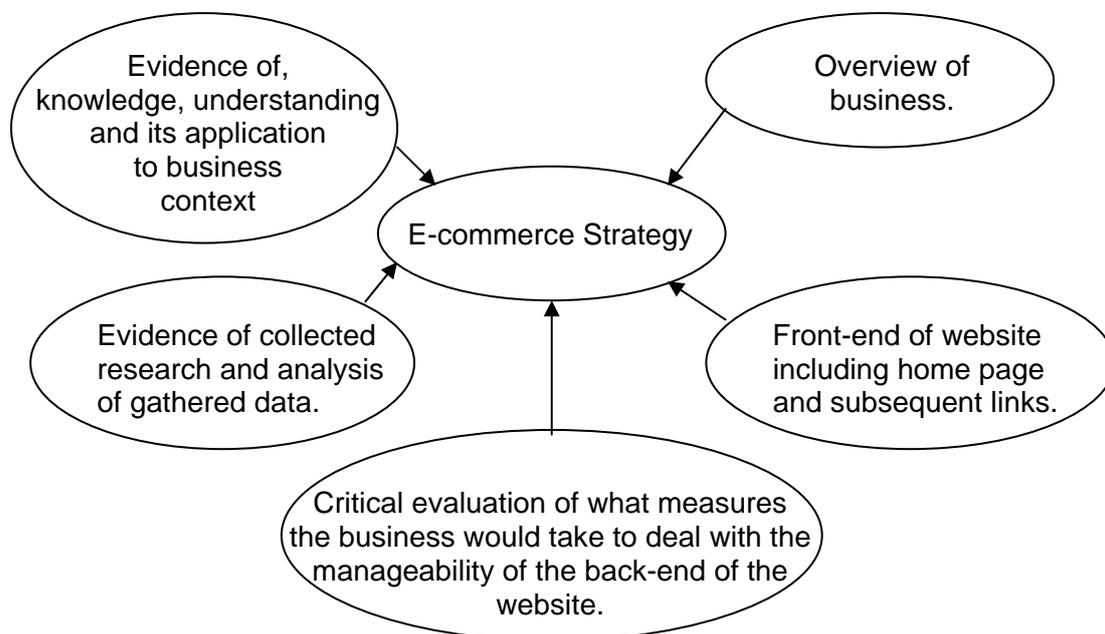
At this stage, candidates will be carrying out **two** distinctive types of research. Firstly, candidates will be carrying out *primary* research to attempt to discover customer buying habits, opinions of different websites, what attracts customers to buy on-line and previous experiences of buying on-line. Secondly, candidates will be looking into competitors' websites that market similar products and/or services to their chosen business to allow them to analyse examples of good and bad practice. It is important that, at this point, research is presented in an appropriate format, preferably in a series of appendices which the candidate can then refer to when they subsequently analyse the gathered data. This will include results of market research and print outs/screen dumps of similar websites.

Analysis of the gathered data is another skill that candidates need to have acquired during the course of the AS specification. Candidates may wish to adopt some kind of points-ratings system to analyse the quality of websites with a view to using examples of good practice in their own e-commerce strategy. This must be clearly explained. Candidates should be using analysis of their research to construct the front-end of their website and have some flexibility in the approach that they may wish to take. Some candidates may wish to produce an e-commerce concept board with a series of slides containing a homepage and relevant links. The process should cover from selection to payment. Others, who may be more adventurous, may wish actually to design a website for their chosen e-commerce venture, but this is **not** compulsory. However, candidates do need to use their research to fashion their e-commerce strategy and need to show that they have attempted to take into account potential-customer views and the needs of the business when deciding on their particular strategy.

Finally, candidates need to evaluate critically what measures the business would need to take to deal with the manageability of the back-end of the website. Evaluative skills are essential for a candidate if they are to access the higher marks and you should set some teaching hours aside for the development of these higher-level skills. Some suggestions of possible issues to consider have been provided for candidates in the section *Evaluation of the manageability of the back-end of the website*.

Evidence coverage

It is hoped that candidates will be able take an integrated approach to this unit. The diagram below indicates the sections that one might expect to see to fulfill the evidence requirements of this unit:



Guidance on Assessment

Each portfolio should be marked by you according to the assessment objectives and content requirements in *Appendix B: Coursework Assessment Evidence Grids*.

Resources

Centres should aim to draw on the following kinds of resources for their candidates:

- the Internet for company homepages;
- visits to businesses, e.g. a local supermarket offering ordering via the Internet, and interviews with employees;
- marketing materials issued by companies;
- national newspapers;
- ICT specialist magazines;
- Chartered Institute of Purchasing and Supply.

The range of textbooks on this area is limited and liable to date rapidly. You may need to search for more specialist publications that are suitable for use at this level. A large amount of information can be found about e-commerce by using any of the popular Internet search engines such as *Yahoo* and *Google*.

Printed materials from companies, especially larger ones, are often presented well for young people. These materials may be part of a marketing and public relations strategy.

Consortia of schools and colleges can work together to produce common materials. Local education/business partnerships may facilitate such activity and also provide opportunities for you to spend time with local companies to produce case studies.

Unit F252: Promotion in action

Guidance on Delivery

Focus of unit

Promotion is usually an accessible and popular topic for candidates. This unit aims to develop a deep understanding of the process involved in developing and planning a promotional strategy.

Centres may find it helpful to get candidates to consider ideas for this unit well in advance of working on it. Candidates consider different ideas as they work within the concept of marketing in other units. Some of the evidence or preparatory work for these units could be adapted and built on for this promotional strategy. For example, the new product or service that candidates chose in Unit F240: *Creating a marketing proposal* could be the new product they use for the promotional strategy. However, they must not only use their research conducted in Unit F240. Primary research for this unit must focus on promotional media rather than a demand for the new product or service.

When choosing an appropriate context for this unit, it is important that candidates choose a business which currently undertakes some form of promotional activity. Although candidates are not expected to simply describe an existing promotional strategy, it may help them to look at how current products and services are promoted within the business to inform strategy development for their chosen new product or service. It would help if the product or service chosen allowed candidates to demonstrate creative skills by coming up with an **original idea**, as otherwise candidates will be tempted to stick too closely to current promotional activity used by their chosen business. Candidates need to choose a business with an already varied product portfolio, allowing them to suggest a new product to add. This may, for example, be a new chocolate bar for a company such as *Cadbury*. Candidates also need to choose a business with at least **one** major competitor so that they can compare and contrast methods already used by their chosen business and at least **one** other.

Delivery

It is important that you understand that this unit should be delivered in an integrated way. It is important that for all the A2 optional units candidates are confident and assured in strategy design. Guidance on constructing an appropriate strategy has been provided in the unit, but you need to use some class time to discuss what is involved in constructing an appropriate and effective strategy, such as the need for a planning stage and the need to take in as many different perspectives as possible before a course of action is decided upon.

To introduce this unit, you may wish to invite a marketing consultant into your centre to speak with candidates about some of the issues that are involved in creating a promotional strategy. Their presentation needs to be geared to the needs of the candidates.

Candidates need to be confident and assured with some key themes before they go on to formulate their promotional strategy. The various forms promotional activity can take, including an understanding of how and when each is used, as well as the internal and external factors that can

hinder promotional activity, could be introduced to candidates through a series of class activities. Examples could be drawn from magazines, newspapers and the Internet to enable candidates to understand the different types of promotional activity that are available to them before they create a strategy in their chosen context.

You need to be aware that candidates, having received some initial teaching on the underpinning themes of this unit, may then demonstrate knowledge and understanding *at various points* within their marketing proposal. You need to ensure that, when assessing candidates' evidence, you look across the *whole* promotional strategy for evidence of knowledge and understanding. You need to make a holistic judgement on the mark band which best fits the level of knowledge and understanding demonstrated by a candidate. This holistic approach applies to all assessment objectives.

Once the preliminary learning is over, candidates need to then choose a business and new product or service of their own. Candidates might begin by explaining the current promotional activity that takes place within their chosen business. This approach would provide a context for their subsequent research, analysis and strategy design. A visit to the chosen company to speak with a marketing consultant may enable candidates to start to get a real feeling for their chosen context to enable them to produce an appropriate and relevant series of promotional activities.

Candidates then need to research the business environment to help inform their strategy development. At this stage of the course, candidates will be familiar with the need to plan the research and the different forms of data collection available as they carry out **two** distinctive forms of research. Firstly, candidates will carry out primary research to gather information on customer opinions. These will not only be existing customers of the business but also potential new customers who, through an effective promotional strategy, may move across from competitors to buy into the business's product or service. Secondly, candidates need to be encouraged to examine strategies used by competitors. They can examine market positions of current products and make judgements about the levels of success obtained from various strategies.

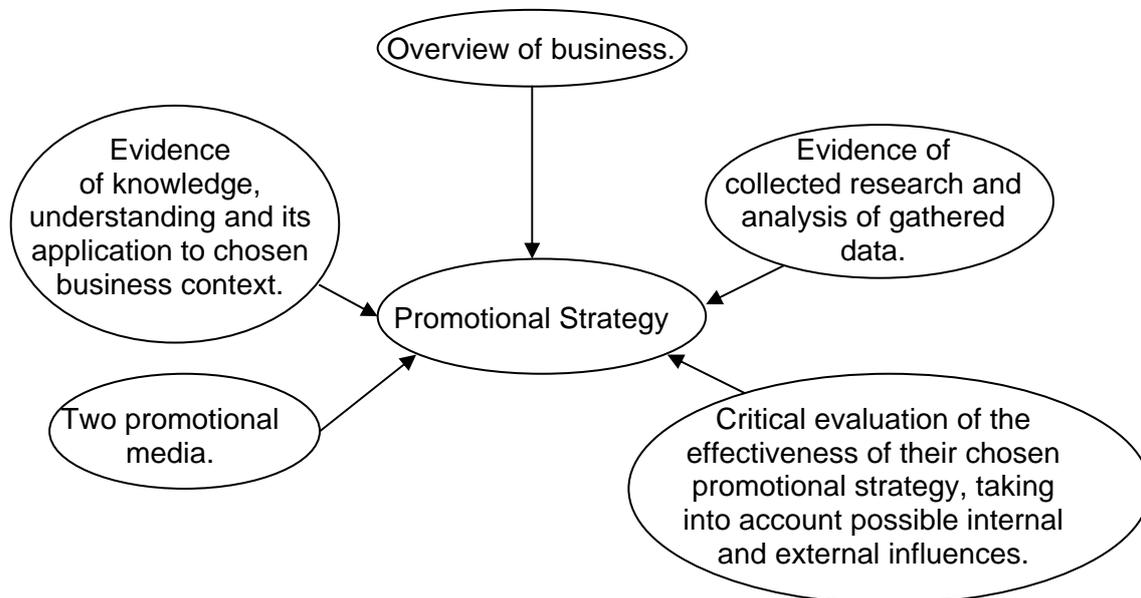
Analysis of the gathered data is another skill that candidates need to have acquired during the course of the AS specification. Candidates may wish to adopt some kind of points-rating system to analyse the quality of other promotional activities, with a view to using examples of good practice in their own promotional strategy. This must be clearly explained. It is important that, at this point, research is presented in an appropriate format, preferably in a series of appendices which the candidate can then refer to when they subsequently analyse their gathered data. This will include results of market research and promotional documentation.

When producing the **two** promotional media, candidates need to include their **two** finished concepts – whether these are posters, advertisements, a storyboard or a newspaper advertisement. There should be clear evidence of how the candidate has arrived at these **two** forms of promotional activity, drawing information from the candidate's research and analysis.

Finally, candidates are required to evaluate critically the effectiveness of their chosen promotional strategy, taking into account possible internal and external influences. Evaluative skills are essential for candidates if they are to access the higher marks and you should set some teaching hours aside for the development of these higher-level skills. Some suggestions of possible external issues to consider have been provided for candidates in section *Internal and external influences on promotional activity*.

Evidence coverage

It is hoped that candidates will be able to take an integrated approach to this unit. The diagram below indicates the sections that one might expect to see to fulfill the evidence requirements of this unit:



Guidance on Assessment

Each portfolio should be marked by you according to the assessment objectives and content requirements in *Appendix B: Coursework Assessment Evidence Grids*.

Resources

There are many other resources that can be used to support learning about promotion, although choosing appropriate materials is more challenging. A number of companies have produced detailed materials outlining successful marketing strategies. Printed materials from companies, especially large ones, are often presented well for young people. These materials may be part of a marketing and public relations strategy, but are nonetheless useful in developing a critical understanding.

Visits to companies and/or presentations from their representatives will be useful. Local education/business partnerships can provide excellent support and the demands on outside assistance can be minimised if centres collaborate.

Numerous commercially-produced videos and information packs about marketing are also available, the promotion sections of these can be a good grounding in the basic principles.

There is a wide range of textbooks aimed at Advanced Level Business candidates. These include materials published by schools, colleges and educational consortia, as well as major educational

publishers. Published texts are good sources of strategies that have been less successful. Mintel and other organisations produce detailed analysis of individual markets.

Journals and periodicals

Business Review (Phillip Allen Publishers) – **four** times per year by subscription; local and national newspapers.

ICT resources

Interactive Business Studies 1 – The Marketing Mix (Granada Learning);
The Complete A-Z Business Studies CD-ROM (Hodder & Stoughton).

Textbooks

Ali M	<i>Marketing Effectively</i>	Dorling Kindersley	075 131 213 4
Burrows T	<i>Advanced Presentations</i>	Dorling Kindersley	075 132 900 2
Dransfield R & Needham D	<i>Marketing: Everybody's business, 2nd Edition</i>	Heinemann	043 545 025 5
Dyer D	<i>Marketing</i>	Cambridge Business Studies	
Marcouse <i>et al</i>	<i>Business Studies</i>	Hodder & Stoughton	034 070 462 X
McDonald M & Morris P	<i>The Marketing Plan – a Pictorial Guide for Managers</i>	Butterworth. Heinemann	075 064 790
Sutherland J & Canwell D	<i>Applied Business – Marketing</i>	Hodder & Stoughton	034 068 375 9
Surrige, Bushell & Gunn	<i>People, marketing and business</i>	Collins	000 322 312 4

Websites

Some useful websites are listed below. These addresses are current at the time of writing. However, it needs to be recognised that new sites are being launched on the Internet on a regular basis and that older sites may change or disappear.

Advertising Standards Authority (www.asa.org.uk);
British Market Research Association (www.bmra.org.uk);
Company websites;
Tutor2u (www.tutor2u.com).

BIZ/ed – business education on the Internet

This is a free information service on the Internet which provides a range of notes and worksheets. This includes:

- key economic statistics;
- company information;
- case studies;
- outline assignments and study skills;
- curriculum updates.

Its address is <http://www.bized.ac.uk/> or write to:

Institute of Learning and Research Technology
University of Bristol
8 Woodland Road
Bristol
BS8 1TN

Videos

TV Choice Videos
TV Choice Ltd
22 Charing Cross Road
London
WC2H 0HR

Examples include:

- Marketing a Theme Park
- Marketing in the Real World
- The Marketing Mix at Cadburys
- The Marketing Mix in Action
- What is Marketing?

There are also numerous activity packs available with a marketing theme, produced by companies such as *Nestle*, *Cadbury Schweppes*, *Walkers Crisps* and the *Meat Marketing Board*. Companies such as *Jaguar* and *Toyota* have also produced DVD and video promotion campaigns.

Unit F253: Constructing a financial strategy

Guidance on Delivery

Focus of the unit

Financial accounting is often a difficult topic for candidates to grasp. This unit provides a thorough introduction into the fundamentals of financial record-keeping and an understanding of the processes involved in producing the final accounts of a business and how this financial information can be used for future financial planning and decision making. Candidates will require a thorough understanding of the key themes and processes involved with constructing financial accounts and the use of financial ratios before they move into their own subsequent investigation.

To meet the evidence requirements for this unit, candidates need to follow the clear structure given. They need to use the case study which will be provided by OCR to meet these requirements. This case study will be issued on an annual basis and will be available via OCR's website. It will provide a vocational context/scenario which candidates need to use as their focus for this unit. Candidates are required to use the current 'live' stimulus material.

Your role is also critical in this unit, especially when candidates come to working out a set of final accounts. It is important for you to monitor candidates' progress but the feedback you provide needs to be geared towards focusing on certain issues involved in the construction of the final account, rather than commenting on problems with the figures themselves. Due to the nature of this unit, candidates will have many opportunities to revisit the figures and you need to ensure that, in the end, candidates' work *is their own*. Therefore, it may be that you supervise the second strand of this unit (AO2 Row 2 of the *Assessment Evidence Grid*) under supervised class conditions to ensure that candidates produce individual, authentic evidence when working out the financial accounts.

Delivery

Candidates are required to understand the financial accounting theory which underpins this unit. Whether candidates are dealing with the process of double entry or the role of the trial balance, they need to be allocated sufficient time for practice exercises to reinforce their understanding. If care is taken at this stage, then the preparation of final accounts will be much more straightforward. It is important that some practical exercises are introduced to candidates at the start of the unit so that they can become confident and assured with financial techniques and processes before they move into their own investigation.

You need to be aware that candidates, having received some initial teaching on the underpinning themes of this unit, may then demonstrate knowledge and understanding *at various points* within their proposal. You need to ensure that, when assessing candidates' evidence, you look across the *whole* strategy for evidence of knowledge and understanding. You need to make a holistic judgement on the mark band which best fits the level of knowledge and understanding demonstrated by a candidate. This holistic approach applies to all assessment objectives.

Candidates are then required to apply their knowledge and understanding to given financial data to record the transactions of a business through various stages, with the intention of producing its final accounts. This work needs to be completed on a candidate-by-candidate basis and, as it is **not** an externally-tested unit, candidates are allowed to refer back to notes and their theoretical understanding when producing the final accounts. Candidates need to include adjustments where appropriate as they work with the financial information and need to be reminded of the need for good presentation and accuracy when producing their evidence. In terms of the presentation of the financial information, it may help for you to make it clear to candidates that the preparation of final accounts falls within certain legislative requirements and these need to be applied, where possible, to the specimen case study. It might be helpful for you to have a variety of annual reports available to candidates so that standard formats become familiar to them as used by other businesses. A talk from (or visit to speak with) a finance officer in a small- to medium-sized business would also be useful so that candidates become familiar with the types of issues and potential pitfalls when they come to constructing their own final accounts.

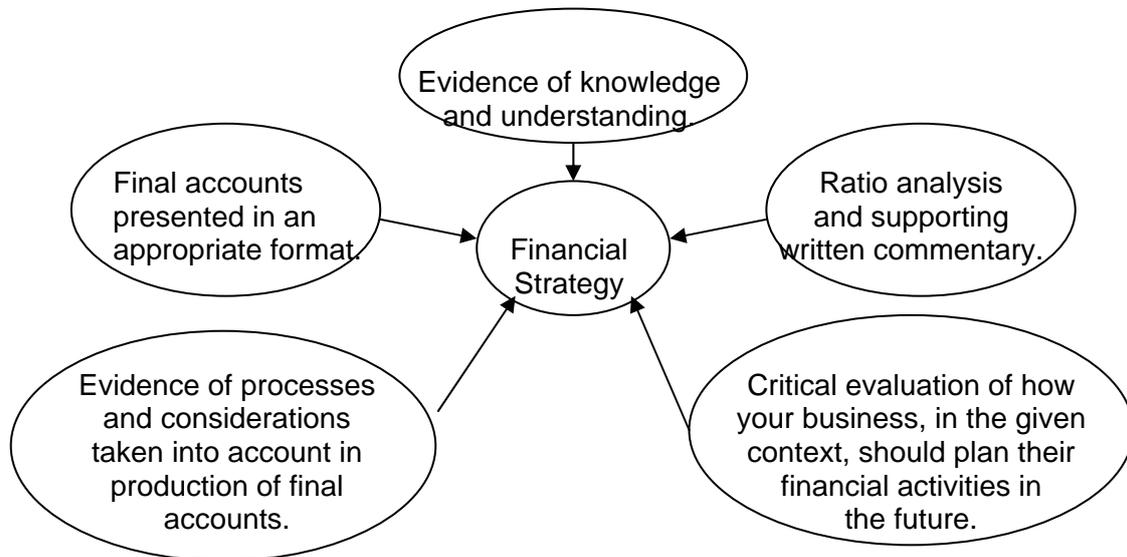
Candidates are then required to analyse the financial accounts that have been produced, to comment on the financial viability of the business. Suitable ratios need to be selected by candidates to analyse the performance of the business with individual and authentic comments being made. The case study will also contain some year-on-year information so that candidates can make a series of analytical comments on how the financial performance of the business has changed over a period of time.

Finally, candidates are required to evaluate critically how the business, in the given context, should plan its financial activities in the future. Evaluative skills are essential here for candidates, if they are to access the higher marks, and need to be closely linked to candidates' analysis. You should set some teaching hours aside for the development of these higher-level skills. The candidate will be provided with a number of possible options available to the business in terms of financial planning for the future and they need to critically evaluate which option (or combination of options) would be most suitable for the business to pursue. Some possible issues to consider have been provided in the section *Evaluation and recommendations*, but it is important that candidates' evaluation is based on the final accounts they have constructed and analytical comments that have been made.

This subject area is constantly changing and there is a need for both you and your candidates to keep up-to-date on developments. This will have an impact on the way that the final accounts are presented and any new legislation that may come in to impact on the role of an accountant.

Evidence coverage

It is hoped that candidates will be able to take an integrated approach to this unit. The diagram below indicates the sections that one might expect to see to fulfill the evidence requirements of this unit:



Guidance on Assessment

Each portfolio should be marked by you according to the assessment objectives and content requirements in *Appendix B: Coursework Assessment Evidence Grids*.

Resources

All accounting textbooks will contain the teaching information and practice exercises needed to develop the skills required for this unit. Most of the professional accountancy bodies produce texts for their examinations and these are an excellent source of information.

Reports also need to be studied so that candidates can see the type of layout and format that different companies use in publishing their accounts. Unfortunately, most of those available will be from public limited companies (PLCs) rather than limited companies (LTDs) and may be too complex for clear understanding. Accounting for groups of companies and subsidiaries is outside the scope of this unit as the accounts are rather complex.

The following bodies could be contacted for details of their publications:

- Association of Chartered Certified Accountants (ACCA);
- Chartered Institute of Management Accountants (CIMA);
- Chartered Institute of Public Finance and Accountancy (CIPFA);
- Institute of Chartered Accountants in England and Wales (ICAEW);
- Institute of Chartered Accountants in Ireland (ICAI);
- Institute of Chartered Accountants in Scotland (ICAS).

Texts

Izhar R	<i>Accounting, Costing and Management</i>	OUP
Randall H	<i>A Level Accounting, 3rd Ed</i>	Letts
Wood F & Sangster A	<i>Business Accounting 1, 8th Ed</i>	FT/Pitman
Wood F	<i>A Level Accounting</i>	FT/Pitman

For reference:

Blackwood T	<i>Accounting for Business</i>	Business Education Publishers
Blake	<i>Accounting Standards</i>	
Glautier MWE & Underdown B	<i>Accounting: Theory and Practice 1997 Ed</i>	Pitman
Herbert M	<i>Management Accounting</i>	Longman
Stevens & Kriefman	<i>A Level Accounting</i>	MacMillan

Other resources:

Bank of England website: <http://www.bankofengland.co.uk/euro.htm>

Business Education website

FT On Line website

The Chartered Institute of Management Accountants website: <http://www.cima.org.uk> Institute of

Chartered Accountants in England and Wales website: <http://www.icaew.co.uk/euro.htm>

Unit F254: Launching a new product or service in Europe

Guidance on Delivery

Focus of unit

This unit aims to give candidates an understanding of content which is rather complicated, within a practical, vocationally-related activity. Due to the fast-changing nature of this unit, it is important that candidates are informed of current developments – the European market will inevitably increase and change in nature over time, and this obviously will impact on the development of an appropriate and relevant strategy.

When choosing an appropriate business, candidates need to try to select one with which they have good, close links. They need access to all the necessary information to fulfill the evidence requirements for this unit, such as information on the business's functional areas, its modes of distribution, the skills of the workforce, how logistics are dealt with and ICT support, etc. It may help candidates to imagine that the business they choose is thinking of expansion, even if that is not necessarily the case. This would mean that candidates have a lot of information that they could draw out of their business immediately, e.g. staff levels, financial position, number of functional areas etc. and how these issues would have to be reconsidered in light of a more expansionist business plan. **Suggesting that a business simply sets itself up on-line from their UK base to operate in European markets is not a suitable approach and is unlikely to allow candidates to fulfill the evidence requirements for this unit.**

Candidates also need to choose a new product or service that could be launched in European markets for the first time. This product or service can already be marketed in the UK, but candidates need to consider how the launch of this product or service in Europe would bring with it new considerations, such as promotional methods, issues of language and culture and any other relevant issues.

Delivery

It is important that you understand that this unit needs to be delivered in an integrated way. It is important that, for these A2 optional units, candidates are confident and assured in strategy design. Guidance on constructing an appropriate strategy has been provided in this unit, but you need to use some class time to discuss what is involved in constructing an appropriate and effective strategy, such as the need for a planning stage and the need to take in as many different perspectives as possible before a course of action is decided.

To introduce this unit, you may wish to invite a representative of a business that already operates in European markets to come into your centre to speak with candidates on the kinds of issues businesses need to consider when looking to expand. You could also approach European institutions to gather leaflets and brochures offering advice to businesses that are thinking of expansion and use these to form the basis of class discussion. You could also provide a number of small case studies providing some key features of a number of businesses and then split your candidates into groups to discuss the possible issues that need to be considered if these businesses looked to expand into European markets. Candidates also need to draw out key information from the learning they have already carried out in the specification up to this point. In Unit F240: *Creating a marketing proposal*, for example, candidates may have already created a marketing proposal for a new product or service. They may now build on their marketing knowledge to inform their strategy development of how their new product or service could be marketed within a European context.

You need to be aware that candidates, having received some initial teaching on the underpinning themes of this unit, may then demonstrate knowledge and understanding *at various points* within their strategy. You need to ensure that, when assessing candidates' evidence, you look across the *whole* strategy for evidence of knowledge and understanding. You need to make a holistic judgement on the mark band which best fits the level of knowledge and understanding demonstrated by a candidate. This holistic approach applies to all assessment objectives.

Once the preliminary learning is over, candidates then need to choose a business and new product or service of their own. Candidates might begin by providing an overview of the key features of their business in areas such as production, level of ICT, workforce, distribution policy and functional areas. This approach would provide a context for their subsequent research, analysis and strategy design. Candidates could then look at these issues through their research and analysis of how they would have to be reconsidered should a new product or service be launched in European markets, e.g. candidates might take the theme of *the workforce*, explaining their current skills, competencies and responsibilities. Once a new product or service was launched in Europe, would this workforce remain in the UK, would teams be sent to an outsourced base in a European country to help with the launch of the new product or service, would they need any additional training and would local labour be taken on to help meet the demand for the new product or service? These are the types of questions that candidates need to ask themselves throughout this unit as they carry out their research and analysis in relation to the themes, as detailed in the unit.

Candidates' research needs to take in as many different perspectives as possible, using a wide variety of data-collection techniques. It needs to be apparent from candidates' research that they have really *got inside* their business, and tried to think about the impact on the business of moving into European markets. Information from within the business, as well as the external environment, will add real depth to the candidates' thought processes.

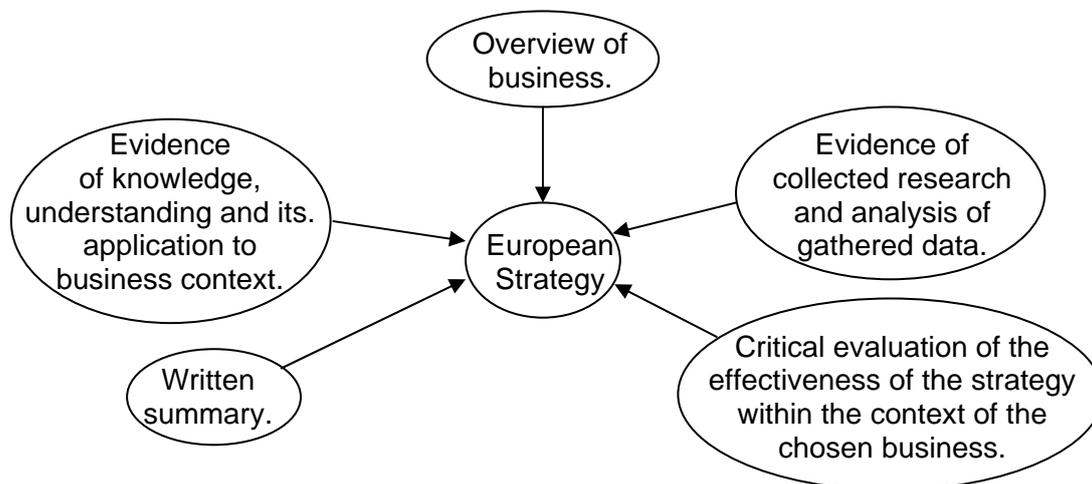
Candidates need to use their research and analysis to produce a written summary showing how their business will deal with the many issues it need to consider when launching a new product or service in European markets. You may want to encourage candidates to structure their summary along the lines of a range of key themes. Candidates could draw out an excellent contrast between the situation in the business now and what new considerations/issues would have to be taken on board, should the product or service be introduced into European markets. It is important that the summary must link clearly into the research and analysis that the candidate has carried out.

Finally, candidates are required to critically evaluate the effectiveness of their strategy within the context of their chosen business. Evaluative skills are essential for candidates if they are to access the higher marks and you should set some teaching time aside for the development of

these higher-level skills. Some suggestions of possible issues to consider have been provided for candidates in the section *Evaluating the strategy*.

Evidence coverage

It is hoped that candidates will be able to take an integrated approach to this unit. The diagram below indicates the sections that one might expect to see to fulfill the evidence requirements of this unit:



Guidance on Assessment

Each portfolio should be marked by you according to the assessment objectives and content requirements in *Appendix B: Coursework Assessment Evidence Grids*.

Resources

Data relating to the member states of the EU is readily available in textbooks and from the European Commission itself. Many public libraries act as Public Information Relays (PIRs) for the EU institutions.

Local Education Business Partnerships (LEBPs) can often arrange contacts for candidates conducting business investigations.

The Department of Trade and Industry has numerous publications relating to trade with EU and non-EU countries and useful information is available on their website.

Company profiles available on the Biz-Ed website of the Economics and Business Education Association (EBEA) may be helpful where suitable businesses for investigation are difficult to access.

Many textbooks outline the key arguments for and against EMU. Newspaper articles could be collected for class discussion to introduce the key issues.

Texts

Artis MJ & Lee N	<i>The Economics of the European Union (2nd Ed) 1997 Policy and Analysis</i>	OUP	019 977 560 1
Dyker DA	<i>The European Economy (2nd Ed) 1999</i>	Longman	058 229 803 2
Healey NM (ed.)	<i>The Economics of the New Europe 1995</i>	Routledge	041 510 875 6
Hill B	<i>The European Union (4th Ed) 2001</i>	Heinemann	043 533 214 7
Welford R & Prescott K	<i>European Business 1998</i>	Pitman	027 361 989 6

Unit F255: Training and development

Guidance on Delivery

Focus of unit

This unit aims to develop a deeper understanding of the process involved in formulating a training and development strategy.

The material within the unit needs to be delivered in an integrated way. Themes relating to training should not be thought of in an isolated fashion and you need to ensure that candidates are aware of the interdependencies that are apparent in this subject area. For example, an effective training and development strategy may make the workforce more productive in certain aspects of their work. This will have a knock-on effect on departmental objectives where targets may be met more quickly. The overall business may then set more ambitious growth targets due to the increase in efficiency and productivity within a certain department. Candidates need to gain experience of this integrated thought process and be confident with these interdependencies before they move into their own structured investigation.

When choosing an appropriate context for this unit, it is important that candidates choose a medium- to large-sized business which has a number of functional areas. Candidates need to have access to their business, especially the two functional areas that they are using for this unit. Staff who are willing to take part in a survey or questionnaire are essential if the candidate is to carry out an effective skills-gap analysis. Candidates must not simply describe existing training methods and initiatives used by the business. They can investigate current practices but must be able to show that they can use their own research and analysis of their gathered data to form their own original training and development strategy.

Delivery

It is important that you understand that this unit needs to be delivered in an integrated way. It is important that, for these A2 optional units, candidates are confident and assured in strategy design. Guidance on constructing an appropriate strategy has been provided in section 3.16 but you need to use some class time to discuss what is involved in constructing an appropriate and effective strategy, such as the need for a planning stage and the need to take in as many different perspectives as possible before a course of action is decided.

To introduce this unit, you may wish to invite a training consultant into your centre to discuss some of the issues that are involved in creating a training and development strategy. You may also wish to encourage candidates to bring their own experiences into class and to discuss what training they have attended in the course of their employment. Sample case studies can also be used at this early stage, based on a number of real business scenarios. Candidates need to start thinking early on about the interdependency between training and aims and objectives, at both departmental and corporate level. They need to be confident with key themes, such as the reasons why businesses train staff and the different types of training methods and training initiatives, before they carry out their subsequent investigation into their own business.

You need to be aware that candidates, having received some initial teaching on the underpinning themes of this unit, may then demonstrate knowledge and understanding *at various points* within their strategy. You need to ensure that, when assessing candidates' evidence, you look across the *whole* strategy for evidence of knowledge and understanding. You need to make a holistic judgement on the mark band which best fits the level of knowledge and understanding demonstrated by a candidate. This holistic approach applies to all assessment objectives.

Once the preliminary learning is over, candidates need to choose a business and two functional areas. Candidates might begin by explaining the current training provision within their business. This will familiarise them with different forms of training initiatives and programmes. A visit to the chosen company would also enable candidates to start to get a '*real*' feeling for their chosen context.

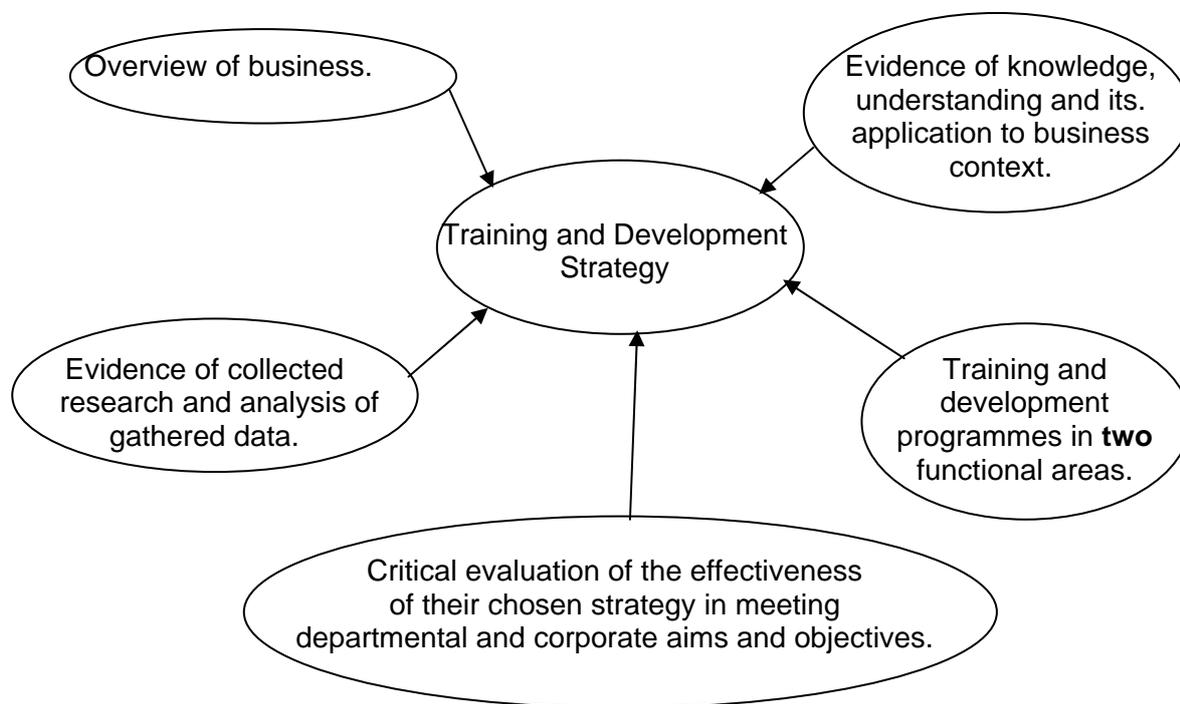
Candidates then need to research their chosen business, and the wider environment, to help inform their strategy development. Staff surveys, interviews with department managers, discussions with training providers and an appreciation of other training initiatives used by businesses are all excellent ways that candidates can gather useful information to inform their strategy development. Research into the business's aims and objectives, as well as departmental aims and objectives, is also required to ensure that an appropriate and relevant training and development strategy is formed.

To be able to produce a strategy which is targeted to the specific needs of the workforce, candidates need to carry out a skills-gap analysis. This analysis needs to identify the training needs of the workforce to achieve the necessary skills and competencies required by the business and will be drawn from candidates' research into their chosen business. Candidates must then use their research, analysis and knowledge of the aims and objectives of their business to produce appropriate training and development programmes for their two chosen functional areas. These training programmes must be provided at the point of moderation and need to include an outline of both the training programmes and the types of workshops that would be covered during the course of the training initiatives.

Finally, candidates are required to evaluate critically the effectiveness of their chosen strategy in meeting departmental and corporate aims and objectives. Evaluative skills are essential for candidates if they are to access the higher marks and you should set some teaching time aside for the development of these higher-level skills. Some suggestions of possible issues to consider have been provided for candidates in the section *Evaluation of effectiveness*.

Evidence coverage

It is hoped that candidates will be able take an integrated approach to this unit. The diagram below indicates the sections that one might expect to see to fulfill the evidence requirements of this unit:



Guidance on Assessment

Each portfolio should be marked by you according to the assessment objectives and content requirements in *Appendix B: Coursework Assessment Evidence Grids*.

Resources

It is essential that candidates visit, or have access to, a business of their choice in order to gain information on training and development. The local Chamber of Commerce or Business Partnership may be an excellent source of support in obtaining these contacts, if candidates do not have any of their own.

Outside speakers could also be used to help deliver some of the content, especially from the *Learning and Skills Development Agency (LSDA)* and other training agencies, along with *Connexions*.

There is a wide range of textbooks aimed at Advanced Level Business candidates. These include materials published by schools, colleges and educational consortia, as well as major educational publishers.

The list below is not intended to be exhaustive nor does inclusion on the list constitute a recommendation of the suitability of the resource for the specification. The possibility exists that more up-to-date texts which have been prepared for GCE Applied Business specifications may become available. You will need to use your professional judgement in assessing the suitability of the material contained in this list.

Journals and periodicals

Business Review (Phillip Allen Publishers);
Local and national newspapers;
The Times 100 – Case Studies.

Text books

Brayton J & Gold J	<i>Human Resource Management</i>	Macmillan	033 358 877 0
Graham HT & Bennett R	<i>Human Resource Management</i>	M&E Handbooks	071 211 051 8
Hall D, Jones R & Raffo C	<i>Business Studies</i>		190 279 640 3
Marcouse <i>et al</i>	<i>Business Studies</i>	Hodder & Stoughton	034 070 462 4
Sivewright C	<i>25 Key Topics in Human Resources</i>	Oxford School of Learning	
Smith N & Vigor H	<i>People in Organisations</i>	OUP	019 832 752 8

Websites of particular use:

Definitions – (www.projectalevel.co.uk/business);
Department of Trade and Industry – (www.dti.gov.uk);
Employees – (www.tuc.org.uk);
The Times 100 – (www.thetimes100.co.uk).

BIZ/ed – business education on the Internet

This is a free information service on the Internet which provides a range of notes and worksheets. These include:

- key economic statistics;
- company information;
- case studies;
- outline assignments and study skills;
- curriculum updates.

Its address is <http://www.bized.ac.uk/>

Or write to:

Institute of Learning and Research Technology
University of Bristol
8 Woodland Road
Bristol
BS8 1TN

Unit F256: Business law

Guidance on Delivery

This unit gives candidates the opportunity to focus upon sources of law and a range of legislation which affects businesses. In particular, candidates are required to consider laws relating to the setting up of a business, contracts, recruitment and employment, health and safety, consumer protection, intellectual property rights and the dissolution of a business.

Candidates need to adopt a problem-solving approach in this unit, as this is the nature of the external assessment. Candidates are **not** expected to know the details of each Act in depth, but rather to apply principles to given scenarios, analysing the factors involved and drawing appropriate conclusions. They need to consider how businesses are affected by the scope of legislation and actions that they, and consumers, can take in different circumstances. They may also be expected to comment on a logical sequence of actions in the event of a cessation in trading, justifying appropriate actions in given circumstances.

In terms of teaching strategies, you may wish to develop candidates' knowledge by applying principles to set scenarios. You may wish to set a larger number of small scenarios, allowing a more limited range of legislation and concepts to be dealt with at a time. Candidates will benefit from practice in using these techniques. The externally-set examination paper will focus on an understanding of the principles of Acts, often in relation to scenarios. Real case law would undoubtedly reinforce a candidate's understanding of the legal principles, although particular case law knowledge is not required.

The scenarios, contexts or case studies used to frame questions to assess attainment in this unit will consist of business situations affected by legislation. Candidates achieving higher marks will show that they have knowledge across the breadth of the unit content, as well as the ability to analyse and evaluate the key concepts involved. Candidates need to focus on these higher-level skills as much as possible when preparing for the examination.

Resources

There is a wide range of textbooks aimed at Advanced Level Business candidates. These include materials published by schools, colleges and educational consortia, as well as major educational publishers.

Consortia of schools and colleges can work together to produce common materials. Local education/business partnerships may facilitate such activity and also provide opportunities for you to spend time with local companies to produce case studies.

The books listed on the following page may prove useful in delivering the requirements of this unit. The list is not intended to be exhaustive nor does inclusion on the list constitute a recommendation

of the suitability of the resource for the specifications. The possibility exists that more up-to-date texts which have been prepared for GCE Applied Business may become available. You need to use your professional judgement in assessing the suitability of the material contained in this list.

General Texts

Adams A	<i>Law for Business Students</i>	Longman	058 242 331 7
Birchall J & Morris G	<i>Business Studies</i>	Nelson	017 448 219 1
Dearden C & Foster M	<i>Organisational Decision Making</i>	Longman	058 208 118 1
MacIntyre E	<i>AVCE Business Law</i>	Porchester Publishing	095 400 470 1
Marsh Soulsby	<i>Business Law 8th edition</i>	Nelson Thornes	074 876 647 2
Dranfield R, Needham D, Richards C, Richards N.	<i>A2 GCE in Applied Business for OCR</i>	Heinemann	9780435352912

Websites of particular use are:

www.tutor2u.net
www.uk.finance.yahoo.com
www.bized.ac.uk
www.ft.com
www.guardian.co.uk
www.ico.gov.uk (Data Protection)
www.oft.gov.uk
www.acas.org.uk
www.hmrc.gov.uk
www.direct.gov.uk/en/employment/index.htm
www.smallbusiness.co.uk/channels/legal-advice
www.ipa.gov.uk

Other resources

Information can be obtained through a variety of sources such as books, newspapers, legal journals, the Internet, educational CD-ROM packages, and European Commission publications (paper-based and multimedia). Trades Unions or organisations such as ACAS may also offer useful information.

Centres should aim to draw on the following kinds of resources for their candidates:

- visits to businesses and The Houses of Parliament;
- Internet sites – especially those for the Lord Chancellor’s Department, the Home Office, Parliament, House of Lords judgements and Court of Appeal judgements;
- talks given by well-informed employees about legislation that affects businesses;
- business materials, such as details of relevant Acts;
- case studies produced by your centre or by a commercial source, e.g. a resource pack or video;
- national and local newspapers, especially business and legal sections.

Unit F257: Managing risk in the workplace

Guidance on Delivery

The teaching of this unit needs to be based on as many practical 'real-life' scenarios as possible, to enable candidates to prepare for the external examination in the most effective way.

There is a particular emphasis in this unit on demonstrating the ability to apply knowledge and understanding to various scenarios, and the ability to analyse and evaluate causes, consequences and solutions relating to risk in the workplace.

One way for candidates to begin to acquire appropriate knowledge and understanding of information relevant to this unit could be by getting them to acquaint themselves with your centre's health and safety policies and procedures. This would enable them to understand the importance of these, the mechanisms by which they are formulated, operated and monitored, and the underlying rationale behind them, all within the context of an educational institution. In addition, it would be useful for candidates to receive some form of input from the person(s) responsible for managing risk in other working environments including health and safety representatives and trade union officials.

Delivery of this unit may be more interesting with reference to actual case studies/legal cases reported in newspapers/business journals. Wherever possible, you need to challenge your candidates to both *use* and *apply* knowledge, as it is the effective *application* of knowledge within the given scenarios that is the main focus of this unit, together with appropriate analysis and evaluation of the options available.

Resources

There is a wide range of textbooks aimed at Advanced Level Business candidates. These include materials published by schools, colleges and educational consortia, as well as major educational publishers.

The list is not intended to be exhaustive nor does inclusion on the list constitute a recommendation of the suitability of the resource for the specification. The possibility exists that more up-to-date texts which have been prepared for GCE in Applied Business may become available. You need to use your professional judgement in assessing the suitability of the material contained in this list.

General Texts

Barnes S	<i>Essential Business Studies</i>	Collins	000 322 264 0
Barratt M & Mottershead A	<i>AS and A Level Business Studies</i>	Longman	058 240 547 5

Birchall J & Morris G	<i>Business Studies</i>	Nelson	017 448 219 1
Dearden C & Foster M	<i>Organisational Decision Making</i>	Longman	058 208 118 1
Howkins S	<i>The Organisation and its Environment 1</i>	OUP	019 833 531 8
Marcouse et al	<i>Business Studies</i>	Hodder & Stoughton	034 070 462 4
Poulter C	<i>Investigating Business</i>	Macmillan	033 366 488 4
Surrige M	<i>The Business Environment</i>	Collins Ed	000 327 480 2
Worthington	<i>The Business Environment</i>	Pitman	027 362 493 8
Dranfield R, Needham D, Richards C, Richards N.	<i>A2 GCE in Applied Business for OCR</i>	Heinemann	9780435352912

Specific workplace-related texts

Five Steps to Risk Assessment: Case Studies HSE Books 1998
HSG183 071 761 580 4

Management of Health and Safety at Work HSE Books 2000 071 762 488 9
Management of health and safety at work, Regulations 1999
Approved code of practice and guidance L21 (2nd edition)

Whose Risk is it anyway? HSE Books 1992 071 761 942 7
Hazard and Risk Assessment in a Small Firm
video

Websites of particular use are:

www.ft.com
www.guardian.co.uk
www.tutor2u.net
www.uk.finance.yahoo.com
www.hse.gov.uk
www.bized.ac.uk
www.busesseye.co.uk
www.business.edp.24.co.uk
www.unison.co.uk
www.mindtools.co.uk

Consortia of schools and colleges can work together to produce common materials. Local education/business partnerships may facilitate such activity and also provide opportunities for you to spend time with local companies to produce case studies.