Oxford Cambridge and RSA

Cambridge Technicals (2016)

Business

Level 3 Cambridge Technical Business Certificate/Extended Certificate/Foundation Diploma/Diploma/Extended Diploma - **05834-05837, 05878 (2016 suite)**

OCR Report to Centres 2018

About this Examiner Report to Centres

This report on the 2018 Summer assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice for future examinations

It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our CPD programme

Reviews of results

If any of your students' results are not as expected you may wish to consider one of our Reviews of results services. For full information about the options available visit the OCR website. If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/

Grade boundaries

Grade boundaries for this, and all other assessments, can be found on the OCR website .

Further support from OCR

CPD Hub
Your route to OCR's teacher training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessors or drop in to an online Q&A session.

https://www.cpdhub.ocr.org.uk

CONTENTS

Cambridge Technicals (2016)

Level 3 Cambridge Technical Business Certificate/Extended Certificate/Foundation Diploma/Diploma/Extended Diploma - **05834-05837, 05878 (2016 suite)**

OCR REPORT TO CENTRES

Cambridge Technical Business Level 3 05834-05837, 05878 (2016 suite)

Overview:

This report covers the delivery, assessment and moderation of the centre-assessed units. Separate reports are published for the examined units in January and June and these are available from the qualification webpage on the OCR website.

The qualification is now in its third year and the number of centres offering the qualification continues to grow. Centres report that their learners find the units stimulating and engaging and the qualification offers a good opportunity to deepen their understanding of business organisations.

Centres are reminded of the two main documents that comprise the Cambridge Technicals in Business:

- The Centre Handbook which is the main reference point for course leaders and tutors (there is one version for the Certificate qualifications and one for the Diploma qualifications)
- The Admin Guide which is the main reference point for administering entries and maintaining quality assurance structures across the centre. This is a set of webpages on the Exams Officer section of the OCR website.

In addition, a guide to the Command Verbs has been published by OCR. It is strongly recommended that both tutors and learners familiarise themselves with the contents of this document.

Each unit specification contains a Guidance on Assessment section – it is important to note carefully the statements in this section, especially any requirements including 'must' as such instructions are mandatory.

Most units have Model Assignments. These are available to download from the qualification webpages. The purpose of these assignments is to provide a scenario and set of tasks that are typical of how industry practitioners might encounter the topics covered in the unit. The tasks will tutors to assess learners against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit. Detailed guidance on how to use each assignment, including how to adapt then, is given in the opening pages of each assignment.

Most centres have used the OCR Model Assignments and have used them appropriately. In a few instances centres have made modifications that could potentially result in excessive guidance being given to learners. Centres are reminded that the tasks in the assignment must not instruct learners how to complete a task or provide evidence. Centres can use OCR's assignment checking service (available via the CPD Hub) to have their own assignments checked by OCR Subject Experts. Learners who do not possess the understanding required to complete the assignment tasks can be deemed 'not ready' to complete the assignment and may be given additional time to learn the issues covered by the unit's teaching content.

It is a concern that some centres with registered candidates did not access the moderator visits last year and presumably are intending to wait until they have delivered all the internally assessed units before requesting a moderation visit. Centres are encouraged to access the two 'paid for' moderation visits per year. Whilst the moderator is not permitted to look at partially completed units, they can provide feedback on the completed units allowing learners to address any weaknesses or even improve their grades at a later date. Moderators can also provide guidance on the units that the centre is intending to offer.

Centre assessors are also reminded that they are required to complete a unit recording sheet for every unit for every individual learner and provide comments as to why they are accepting the evidence, ie feedback. The majority of assessors are using the forms correctly and providing some excellent feedback to their learners.

Centres are reminded to refer to Section 8 of the Centre Handbook which lays out the mandatory requirements for internal standardisation. A good number of centres are using the Guidance on Internal Standardisation booklet which contains detailed guidance as well as sample documentation – this is available in the Administration section of the subject webpage.

All centre claims are made on OCR Interchange and this system is then used by the visiting moderator to submit details of the sample required at moderation and then to process the moderation outcomes. It is important that centres ensure that any claims entered onto OCR Interchange are accurate. To help ensure this centres are reminded to:

1. Ensure that each assessor is declared on Interchange and then matched to each candidate when building the claim. Moderation cannot take place as planned if the relevant centre assessors for each candidate cannot be identified on the claim.
2. Check that the claim is free from error before submitting it. All claims can be saved, edited and re-saved before finally submitting it to the moderator, at which point it cannot be edited and may have to be withdrawn in case of errors.
3. Check the Centre Handbook and Administration Guide for full details of the processes and deadlines involved with submitting claims for moderation and for the visits themselves.

There have been a number of issues this year where learners have been missed off (and only noted after the moderation has taken place) and/or the incorrect grade uploaded. A moderator cannot withdraw individual learners and in some instances this has resulted in entire claims being withdrawn and having to be re-entered.

Claims must be submitted at least two weeks prior to the moderation visit. There have been instances this year where moderators have spent a lot of time chasing centres to upload their claims.

More centres are making use of software to check for plagiarism. It is also important that centres show learners how to reference their sources appropriately and that even when referenced, make it clear, they still need to show that they have the knowledge and understanding by describing, explaining and comparing, using their own words.

Centres are reminded that it is an OCR requirement that all candidate work has an OCR Unit Recording Sheet (URS) on the front. This sheet includes spaces to record whether the portfolio was used as part on an internal standardisation exercise. In addition to the URS all portfolios should have a Candidate Authentication Statement completed by the candidate. Centre authentication of the work submitted for moderation is given on Interchange before submitting the claim.

Overall, the administration and documentation from centres has been very good and moderators have been able to access the evidence with very little trouble. It is important that the evidence is well referenced and made fully available for the moderator. A moderator does not have the time to look through evidence in the hope that they may find what they are looking for. If the presentation of the evidence is too difficult to navigate, a moderator could stop the visit and arrange to come back at a later date.

General Comments

Centres have used a variety of resources to support their learners. A number of centres have adapted existing learner support materials or made use of materials designed for small and new business start-ups. An approach that has worked particularly well has been the use of local employers as case studies, often involving a mixture of visits to the business and/or hosting visiting speakers. Such local organisations are usually an ideal resource for learners when carrying out research for their assessment evidence.

Centres have understandably delivered whole units, typically one at a time. Most centres have delivered Unit 4 first then other mandatory units for their particular qualification. The most common units moderated in 2017-2018 were Units 4, 5 and 8.

Centres have used a variety of methods of evidencing learners' achievement of the assessment criteria. However most portfolios have consisted of a mixture of written reports and witness testimonies/video evidence.

A good range of organisations have been used to support assignments. In general small to medium-sized employers (SMEs) operating on a single site in the local area offer better contexts than large multinational or multi-branch organisations. Supermarket chains or franchise-based restaurants are often a poor choice because candidates seem to struggle with identifying exactly what the business is; for example with some fast-food organisations is the business I am studying the foreign-owned holding company, the wholly-owned UK-subsidiary or the franchised outlet in the town centre? The benefit with local SMEs is that it is usually possible to walk through and around the business in under twenty minutes and see several different functional areas operating. Such businesses make it far easier for a Level 3 learner to get a concrete understanding of the whole business and how the various parts (literally and figuratively) fit-together.

Most centres have recognised the importance of separating learning and assessment however, a number of issues have arisen which may be explained by these two aspects being confused. Candidate evidence has usually been well structured and organised although there has been a tendency from some centres to include evidence which is either irrelevant or does not fully address the relevant assessment criterion.

Very occasionally candidates have provided evidence in their portfolios which has been generated from tasks contained in OCR learner support materials or other similar resources. OCR has published a number of such materials – such as Delivery Guides and Lesson Elements but as is stated in the Delivery Guide for each unit: "The activities suggested in this Delivery Guide MUST NOT be used for assessment purposes."

In general centres have understood that candidates are expected to apply their understanding of the teaching content, developed through a teaching/learning phase, to generate their assessment evidence. In a few instances it was clear that learners had not been taught the teaching content before undertaking assignment work and this limited the extent to which evidence produced met the required standard. Centres must not guide learners on how to complete the assignment tasks. Instead, tutors should emphasise to learners that when completing assignments the learner should aim to identify and then apply only the teaching content relevant to meeting the requirements of the particular task and its business context. The extent to which learners have chosen relevant content and their ability to apply it accurately are key considerations for the assessor when deciding whether or not an assessment criterion has been met.

On rare occasions the extent of guidance and support given to learners during assessment work has been too great. As a rule learners should be taught all that they need to be taught in order to take them to the point where the tutor is confident that they are ready to complete an assessment tasks; but the task itself should not provide support that would mean that the candidate has been unable to demonstrate that they alone are able to use their understanding to meet the assessment criterion.

Where centres have used witness statements the quality and level of detail has been variable. Witness statements must provide a full description of what the witness observed the learner do. This should be in sufficient detail to enable a third-party (eg the assessor, internal moderator or visiting moderator) to read the statement and be able to form a judgement as to whether or not the observed activities did or did not demonstrate competence. In general, where an assessment criterion is likely to be evidenced through an activity such as a talk or discussion then the teaching content will contain a list of relevant competencies and these should be the focus of the descriptions in the witness statement. It is unlikely that a witness statement on its own will contain sufficient detail to enable such activities to be fully evidenced and centres should consider alternative forms of evidence such as audio/video recordings.

Learners have generally tried successfully to provide original and authentic evidence. Malpractice in the form of plagiarism or collusion (whether intentional or unintentional) is much less likely to occur when:

1. Learners produce their evidence on their own and not, for example, as part of a group. As a general principle, group work is not recommended when undertaking any assessment activity unless specifically required.
2. Learners demonstrate their understanding of sources quoted, for example by paraphrasing or showing how the quote can help to illustrate the point being made.
3. Learners do not include classroom-based learning materials, which are likely to have been produced under close guidance from the tutor and are therefore likely to be very similar to materials produced by other learners.

Centres are encouraged to make use of the Guide to Command Verbs document and use it with their learners to develop their understanding of the requirements of each assessment criterion. In addition, the following comments about particular command words should be noted:

If a criterion asks learners to analyse the implications of an issue (eg Unit 4 M1: Analyse the benefits to a specific business and to its customers of maintaining and developing customer service) then learners should seek to develop chains of argument linking cause (improved customer service) with effect (eg the impact on customer satisfaction, retention, spending, business costs, revenues and profitability).

If a criterion asks learners to recommend and justify actions (eg Unit 1 D1 Recommend and justify changes to the customer service provided by a specific business in order to improve the customer experience) then learners should aim to ensure that their justification makes a sound case for how and why the recommendation will have a positive impact – the expectation is that learners will not only discuss benefits that result from the changes but also make a 'business case' ie demonstrate how the performance of the business will improve.

Most centres have shown a secure grasp of the required standards and have made accurate assessment decisions. Where not, it has often been because of a misreading of the assessment criteria or a failure to provide valid evidence or a misunderstanding over the requirements of the Command Verbs. Most of these issues have been addressed in the evidence section above.

Centres are entitled to two paid for moderation visits each year. Most centres have taken advantage of this, whether they are delivering a one-year or a two-year learning programme. All centres are encouraged to make full use of their entitlement as any unused visits in one academic year cannot be carried over into the next.

Centres are required to have in place suitable systems to ensure that all evidence in the centre is assessed to the same standard. Such systems are required regardless of the number of assessors in the centre however a centre which only has one assessor is not expected to use the same internal standardisation methods as a centre with several assessors.

Where there was only one assessor it was usually the case that a colleague (typically with relevant vocational-assessment experience if not relevant subject experience) sampled the portfolios. In most centres where there was more than one assessor then it was usual practice for one assessor to take the lead in standardising assessment however it was not always clear from the documentation provided how the various assessors were brought into agreement in the event of any disagreements between them.

Comments on Individual Units

The following comments relate to the most commonly moderated units. Centres with questions concerning other units are advised to ask them via the OCR Customer Contact Centre.

Unit 4

This unit is optional for the certificate (05834) and mandatory for all other qualifications in the suite. Most centres have used the OCR Model Assignment. Many centres have successfully adapted the context to a local business, for example a hotel or leisure centre and have visited the organisation to help their learners gather information about the business. Many centres have a good understanding of the requirements of this unit, but some potential areas of difficulty for assessors and learners include:

For P3 some learners explain services offered by the business (eg membership services or golf equipment supplied) rather than customer services (eg how the organisation adapts its standard provision to meet the specific requirements of individual customers).

For P4 some centres have provided learners with examples of business communications that include examples of good and poor examples of form, content and layout. This is good practice and has enabled learners to more effectively assess each document.

For P5 some learners have struggled to understand the difference between corporate standards and the corporate profile. One way to understand this difference is that corporate standards are the means by which the organisation attempts to ensure that the messages it transmits reflect a single corporate image. The resulting 'view' of the company that the customer receives from these communications is the resulting corporate profile. Hence, M2 can be understood as the means by which the business attempts to control what customers think about the business by the way it manages its media (eg social media) activity.

For P6 and P8 most centres are now choosing to respond to the Guidance on Assessment by providing video recordings of learners. Some centres are continuing to rely on witness statements only and whilst this is acceptable it does require the statements to contain very detailed descriptions of what the learner did and said. It is important that assessors use this evidence to assess learners and not, for example, their opinion at the time of seeing the original performance. Documents that only record a summary of the assessor's judgement are not a witness statement because they do not describe what the witness observed. Moderators can only moderate using the same evidence base as was available to the centre's assessor hence either video/audio or a detailed witness statement is needed.

For D2 learners do not need to create an amended communication, they do however need to justify any changes that should be made to one to make it suitable for a different audience.

Unit 5

Most centres have a good understanding of the requirements of this unit however some issues arise particularly with Learning Outcomes 3 and 4. This is often because a key premise of these two Learning Outcomes is that learners need to conduct market research in order to 'test' an existing marketing proposal. Some centres have adapted the OCR Model Assignment, or used their own, and in so doing have required learners to conduct the research in order to identify a marketing proposal – this approach makes it difficult if not impossible to achieve P5 and P7. Learners need to be given an existing marketing proposal (eg a business wishes to introduce a new version of an existing product or wishes to change an existing product's packaging) and then conduct research designed to judge whether or not the proposal should be implemented. In order to achieve P7 learners must assess the extent to which the market research findings they obtain are valid (ie learners should judge the extent to which their research has given them sufficient evidence in order to make a recommendation as to whether the proposal should be implemented). Learners should consider the extent to which their questions and their sampling strategy have achieved this. For example, if the product is targeted at office workers then a small convenience sample of teenagers is unlikely to provide sufficient evidence. This could then be used to help make recommendations for how the research could be improved and so support M2.

Unit 8

For Unit 8 it is important that assessors have a good understanding of the differences between P3 and D1. For P3 each method of training and development used by the business must be assessed separately. For example, learners should assess whether on-the-job training is an effective method, if used by the business. For D1 learners must judge whether the overall training and development offered by the business is effective. For example, learners should consider whether the needs of the business are being met by its overall approach to training and development.

For P5 many learners are providing detailed descriptions of each motivation theory they have learned, followed by a short descriptive statement of how the method is used by the business. Instead, the criterion invites learners to discuss the actual methods used to motivate employees (eg financial and non-financial rewards, professional and personal development opportunities, management styles etc) and then how these methods might be explained using relevant motivation theories. There is no requirement for learners to apply every theory they have learned, only those that can be used to help explain the methods the business uses.

Unit 11

Most centres have a good understanding of this unit. Most centres have used the OCR Model Assignment although it should be noted that this assignment was amended in July 2017 and this is the version that centres should use. Some issues have arisen during moderation. These include:

For P2 the evidence must relate to three named stakeholders in a specific organisation and how the requirements of these stakeholders influence the accounting records kept.

For P4 learners must prepare (ie complete) at least two of the source documents listed in the teaching content under 3.1. In order to do this they must be supplied with relevant financial; information, the Model Assignment Task 2 and Appendix A provide an example of a suitable task.

Unit 16

The Model Assignment asks learners in Task 2 to ‘include evidence of how you initiated and produced your plan’. This is to ensure that learners fully evidence P4 and P5.

P4 requires learners to ‘produce a project plan’ so the requirement is for them to show that the plan was produced (ie P4 is not assessing the plan in terms of quality but the act of producing one – the plan needs to be fit for purpose and include the required aspects but otherwise there is no qualitative judgement needed about the plan for P4, the requirement is to show evidence that it was produced).

For P5 the requirement is that the choice of tools used is justified. So the evidence needs to specifically address this point. This could be a commentary on the plan ie a separate document. What form the evidence of initiating (ie planning) and producing the plan takes does not matter – so long as it is robust. It could be a reflective diary, task log, annotated versions, or a Witness Testimony from a suitable observer that describes what the learner did to initiate and produce the plan.

Unit 19

For Learning Outcome 2, P3 is about describing the opportunities and challenges that a specific business has actually faced when first operating in a new, international market. Learners should discuss a business that has recently started operating in a new export market.

P4 is about identifying the potential challenges a business could face if moving into a European market compared to moving into a non-European market. As outlined in the Assessment Guidance learners "need to outline the new market which they are considering their selected business could expands into. They need to look at a business planning to move into a European market, but compare this to moving into a non-European market, and hence the benefits/challenges of each scenario. As the evidence produced by learners needs to be applied to a specific business, there should be reference to both the business and the chosen new market throughout." Learners could, for example, consider a firm wishing to expand into an Asian or African market compared with starting to export to France or Germany.

Unit 22

For P4 learners must be provided with an overall budget for the project.

Learning Outcome 2 requires learners to collaborate in order to be able to deliver a project. This has resulted in some uncertainty as to what evidence should be presented by each individual learner. As a general rule, each learner must produce individual and original evidence, either of their own planning or of their own contribution to a group process, (the latter could be video or witness testimony evidence showing the individual learner's contribution to a group discussion). An example of the requirements for each learner are as follows:

For P6 each learner must individually produce a plan for the project as a whole.

For P7 each learner must individually produce a proposal for what each group member will do in order to enable the project plan to be fulfilled. This could be a written document produced by the individual learner. The group then meet and agree who does what. The evidence for this could be a video of the meeting or a witness statement describing in detail what each individual learner did and said.

For P8 each learner must then produce a plan outlining how they will achieve their part of the plan.

The Unit guidance for P8 states: For LO2 P8, learners must have their own individual plan which shows their own responsibilities, progress against the plan and any changes they have agreed. Learners will, however, need to collaborate with others to ensure they know how their role will interact with other team members and the overall plan.

About OCR

OCR (Oxford Cambridge and RSA) is a leading UK awarding body. We provide qualifications which engage people of all ages and abilities at school, college, in work or through part-time learning programmes.

As a not-for-profit organisation, OCR's core purpose is to develop and deliver general and vocational qualifications which equip learners with the knowledge and skills they need for their future, helping them achieve their full potential.

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Telephone: 02476 851509
Facsimile: 02476 421944
Email: vocational.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office:
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553