



Vocational Qualifications (QCF, NVQ, NQF)

Administration (Business Professional)

Level 1 Award Administration (Business Professional) – **03952**

Level 1 Certificate Administration (Business Professional) – **03953**

Level 1 Diploma Administration (Business Professional) – **03954**

Level 2 Award Administration (Business Professional) – **03955**

Level 2 Certificate Administration (Business Professional) – **03956**

Level 2 Diploma Administration (Business Professional) – **03957**

Level 3 Award Administration (Business Professional) – **03958**

Level 3 Certificate Administration (Business Professional) – **03959**

Level 3 Diploma Administration (Business Professional) – **03963**

Level 4 Award Administration (Business Professional) – **03966**

Level 4 Certificate Administration (Business Professional) – **03967**

Level 4 Diploma Administration (Business Professional) – **03968**

OCR Report to Centres 2015 – 2016

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates 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.

OCR will not enter into any discussion or correspondence in connection with this report.

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CONTENTS

Vocational Qualifications (QCF, NVQ, NQF)

Level 1 Award Administration (Business Professional) – **03952**

Level 1 Certificate Administration (Business Professional) – **03953**

Level 1 Diploma Administration (Business Professional) – **03954**

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Level 3 Award Administration (Business Professional) – **03958**

Level 3 Certificate Administration (Business Professional) – **03959**

Level 3 Diploma Administration (Business Professional) – **03963**

Level 4 Award Administration (Business Professional) – **03966**

Level 4 Certificate Administration (Business Professional) – **03967**

Level 4 Diploma Administration (Business Professional) – **03968**

OCR REPORT TO CENTRES

Content	Page
Levels 1-4 Administration (Business Professional)	4
1. Overview	4
2. General Comments	4
3. Comments on Individual Units	5
4. Sector Update	6

Levels 1-4 Administration (Business Professional)

1. Overview

These schemes are aimed at developing learners' knowledge and understanding of the role of administrator and to enable them to develop the necessary skills to support the roles. This is undertaken through role play, work based learning, and realistic working environments supported by activities such as note taking, report writing, operation of equipment and the successful completion of a range of administrative tasks.

Most centres ensure that learners provide work of the accepted level and often to a very good standard. Level three learners have gone on to higher education using these qualifications at level 3, for example, as part of their submission.

The issues which are most common are, a failure to understand the depth and range of knowledge and practice required at a particular level. Very poor English and failure to appreciate that in areas such as finance, no errors are permitted.

For centre assessors who are not experienced in vocational training, the nature of witness testimonies can be misunderstood resulting in little detail and none which record the precise nature of the learner engagements. The best, witness testimonies provide an image of the what actually took place which enables to the moderator to have confidence that the learner has achieved the necessary standards.

2. General Comments

Each level offers Award, Certificate and Diploma schemes which may draw upon units from levels below or above the level of the scheme, in addition to the mandatory units which are always at the level of the scheme. All units must meet the standard for their particular level e.g. if a learner taking a level 2 scheme includes a unit at level 3, then the standard which must be achieved for the latter is level 3 and not level 2. The mandatory units at each level cover:

- a) the creation of documents which become more complex and require increasing levels of analysis to obtain the correct content and layout
- b) working within a business environment at different levels of administrative seniority.

Level 1:

This contains two mandatory units and then a mixture of level 1 and 2 optional units, the precise number dependent upon the specific scheme. The most successful learners have to correct errors in their work before submission and have been taught how to write simple reports and provide leaflets which have far more text than images. This scheme is used to develop learners with no prior knowledge of administration.

Level 2

Also has two mandatory units and then a range of optional units which are drawn from levels 1, 2 and 3. The majority of units must be drawn from level 2 but many learners include one or more level 1 or level 3 optional unit. Learners who achieve this level have accurately written English, with few if any mistakes. Unit 7 requires the work to be accurate and thus without errors. Simple bullet points are augmented by two or three sentences of explanation, as a minimum.

The many successful candidates provide strong, accurate evidence using the opportunities for real or realistic working environments to support their learning and assessment.

Level 3

This level also has two mandatory units and options can be drawn from levels 2, 3 and 4. The learners normally produce good or very good evidence for this level and issues normally arise because the assessors have not appreciated the depth and range of knowledge and skills which need to be demonstrated.

Level 4

This level has a single, mandatory unit for the award and certificate schemes with optional units at level 4 and 3. The diploma, however, has all five level 4 units as mandatory with level 3 units providing the optional units.

At this level, the learners have already developed knowledge and understanding of a wide range of administrative tasks and how to present the evidence. Those who undertake this level have also had experience through the work place or complex realistic working environments, overseeing learners at levels 2 and 3, for example.

3. Comments on Individual Units

Unit 1: Working in business and administration. There has been some excellent, simple reports and leaflets to help explain the requirements of working in business and administration. The learners often undertake work place, which enables them to carry out many of the practical tasks involved.

Unit 2: Creating Business Documents, requires total accuracy (see Unit 2 AC3.2) and whereas many learners achieve the required standard, some centres do not insist that learners correct their errors before submission or ensure that an appropriate layout convention is used. This is the primary cause for withdrawal.

Unit 6: Working in Administration is normally achieved to a good standard by learners.

Unit 7: Written Business Communications. This unit is normally well presented and the work carefully proof-read and corrected, should that be necessary, prior to submission. As a result, the requirement for accuracy and an acceptable format are almost always met.

Unit 11: Financial Transactions, often causes an issue with new centres as the warning that this should be taught only by those with some accounting or book-keeping knowledge is often ignored and as a result, inaccurate and poor evidence is provided as the importance of accurate financial records are either not understood or appreciated.

Unit 18: Verbal Communication in Business. This unit requires the capture of evidence of ephemeral evidence, what the learner said and how they used a range of non-verbal means of communication positively in difficult circumstances. The Centres have provided video and audio recordings of the communications or very detailed witness testimonies which enable the moderator to confirm the learners' achievements. With the advent of technology, it could be expected that audio/video would be the most prevalent method for capturing the evidence but in fact the vast majority of the centres use witness testimonies. The choice must remain with the Centres but those still using written witness testimonies may like to consider a different approach.

OCR Report to Centres – 2015–2016

Unit 26: Analyse Financial Information, requires learners to carry out detailed statistical analysis of an organisation's financial position over time. The evidence requirements are substantial but the learners who have undertaken this unit have clearly received clear and accurate guidance on how to carry out, record and report on the financial health of an organisation.

4. Sector Update

These schemes enable learners to develop new skills and understanding of the roles, responsibilities and activities carried out by administrators from the most straightforward of roles for new entrants to the work place to the very complex activities carried out by senior administrators. With the advent of trail blazers and the differentiation between technically focused IT and user based IT, the need to produce administrators who can use technology effectively and efficiently is still relevant. Administrators ensure that organisations continue to function and thus need to remain up to date and able to respond to the needs of a twenty four hour, 365 day global economy, they must be able to adapt to new situations and communicate with colleagues across the globe.

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