



## **Vocational Qualifications (QCF, NVQ, NQF)**

### **Business and Administration**

Level 4 Diploma in Business and Administration – **10337**

### **OCR Report to Centres 2014–2015**

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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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## **OCR REPORT TO CENTRES**

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# Level 4 Diploma in Business and Administration

## 10337

### 1 The qualifications and standards

- **Structure and content**

#### **Centre Assessment:**

Findings: Centres that have submitted claims for this scheme during the year, have displayed an understanding of the standard required in content and presentation ranging from very clear to poor. In the latter case, this tended to be the result of a lack of understanding of the depth and range of evidence required at level 4. While there have been occasional lapses in presentation, including spelling and grammar, the overall quality of the most of the work has been of a very good standard with strong practical evidence supporting the theory in the majority of submissions.

Feedback from external moderators provided supportive and accurate comments on the quality of the evidence, the feedback from the assessors and internal quality assurers.

#### **Internal Moderation:**

Findings: These schemes do not require evidence of internal moderation to be forwarded to the external moderator. It is a requirement for centres to carry out internal moderation however, as it contributes to the dissemination of good practice, resolves issues, and ensures consistent and accurate assessment across the assessor team. Evidence of internal moderation was commented upon by external moderators.

Evidence of internal moderation was detailed, predominantly demonstrating good understanding of the qualification structure and content.

#### **Administration/Documentation:**

Finding: Centres rarely comment upon documentation, except, for example, seeking clarification of their interpretation of the model assignment through the Customer Contact Centre.

To date, there has been no comment from centres on either administration or documentation. However, differing approaches to assignments used by centres will provide useful evidence when a review of the scheme takes place.

#### **OCR Support and Resources:**

Findings: There has been no evidence of centres seeking OCR support. The handbook does provide a range of useful information including how to access OCR support; however, it continues to be generic in layout and some centres do not seem to access the information. The datasheet provides a useful overview of the scheme.

Current resources include the command verbs document, which provides examples of what is meant by complex and higher level assessment criteria verbs such as 'compare', 'analyse' and 'plan'. It is not possible to comment upon how useful this is for learners, as there has not been any feedback from centres. Further resources will be provided as they become available.

## OCR Report to Centres – 2014–2015

Frequently Asked Questions (FAQs) will be added to, as required. Currently, centres seem to be confident in their own abilities and a review of the learners' evidence supports this view.

### **Assessment Summary:**

Findings: All learners attained their qualification during the year. Most centres are clear as to the standard required at a particular level and in many cases exceed the standard requirements. The number of claims presented during the year has increased. In the majority of cases they have demonstrated a clear understanding of the standards and the evidence required, and adherence to good assessment and sound internal quality assurance procedures and processes.

## **2 Developments**

Management Level 3 Apprenticeships have, for the first time, introduced Business and Administration units into the scheme. While not directly identified in the list of imported units, cross-referencing the eight units as part of the Level 4 Diploma in Business Administration with the imported units may identify opportunities for this scheme to support the achievement of the imported units.

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**Skills and Employment**

Telephone: 02476 851509

Fax: 02476 421944

Email: [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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

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