



Vocational Qualifications (QCF, NVQ, NQF)

Business and Administration

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

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.

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Level 4 Diploma in Business and Administration

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1. Overview:

The qualification can be offered as a stand-alone scheme or as the Technical Certificate for the level 4 Business and Administration apprenticeship. It has eight units all of which are mandatory.

The expectation is that learners will draw on their experiences in the workplace to provide contextualisation of the theory and where this approach is taken, it almost always improves the quality of the evidence. However, some centres use the model assignment evidence checklist rather than the unit specification supported by the evidence checklist when delivering the unit. Thus learners are not made aware of the need to provide evaluation or analysis as well as a stated number of items. Referencing and citation are another issues with learners failing to properly acknowledge their sources or quoting without reference to the source.

2. General Comments

The most successful candidates, and these are by far the majority, use their work based experience to enable their evaluation and analysis of a given situation or approach and follow the guidelines laid out in the OCR guide “BUSINESS ADMINISTRATION: WRITING, REFERENCING AND AVOIDING PLAGIARISM” which can be found on the scheme area of the OCR website.

Spelling and grammar has improved and most centres recognise that accurate communication is a very important skill to those engaged in business administration, although some centres do not ensure that learners check and correct their work prior to submission.

Many centres ensure that learners have a clear understanding of report writing and layout but a small number do not. Essays, without titles, subtitles, page numbers or learner names do not encourage learners to write concisely and accurately.

3. Comments on Individual Units

All units are mandatory and there is significant overlap between units. The most successful centres map the assessment criteria, ensure that all evidence has clear titles and page numbers and cross reference between the units so that learners only present the evidence once and then refer to it or extend it, as required, for other situations.

For all units the teaching content provides guidance on the range of topics to be covered.

In Unit 1: Supporting Business Activities, for example, the descriptions are often very detailed and enhanced by the inclusion of evidence from the workplace. The analysis, however, often results in a table of strengths and weaknesses which are not, on their own, sufficient evidence. Excellent evidence has been derived from very comprehensive descriptions of the strengths and weaknesses supported in following paragraphs by detailed analysis of the relevant merits of each in a given situation.

One issue which has reoccurred is the copying of work for other sources, often the Internet, without acknowledgement. This is a serious matter which results in candidates' work being

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withdrawn. Learners should not quote more than one or two sentences, which should be within quotation marks with citation and then go on to explain what the quote means in their own words and how it relates to their own experience. Similarly, images are often copies from the Internet without citation, which is not acceptable, even if the creators have given free access. All evidence should be accompanied by a detailed reference or bibliography section.

These issues and examples of good practice are indicative of the issues and good practice found throughout the remaining units.

4. Sector Update

There is no doubt that the advent of the “Trail Blazer” schemes will make demands on employers, apprentices and awarding bodies. However, this is still a work in progress and the final structures are not yet finalised.

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