



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

### **Business and Administration**

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

### **OCR Report to Centres 2016–2017**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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

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### OCR REPORT TO CENTRES

<b>Content</b>	<b>Page</b>
Level 4 Diploma in Business and Administration 10337	4
1. Overview:	4
2. General Comments	4
3. Comments on Individual Units	4
4. Sector Update	5

# Level 4 Diploma in Business and Administration

## 10337

### 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 issues with learners failing to properly acknowledge their sources or quoting without reference to the sources.

### 2. General Comments

The most successful candidates, and these are by far the majority, are able to use their work-based experience to evaluate and analyse a particular issue or situation in line with the premises 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.

English, spelling and grammar has improved and most centres recognise that accurate communication is a very important 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.

Centres respond to feedback and make adjustments to their approach.

One area which would reduce the cost to centres is the tendency to include drafts and internal quality assurance documents within the submission. These are not required unless specifically requested in a particular learning outcome.

### 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.

Over-reliance on the evidence checklists, which only identify the range of supporting evidence required, has caused problems: the new evidence checklists published in 2017 are linked directly to the assessment criteria and so this issue should be resolved in future submissions.

## *OCR Report to Centres – 2016–2017*

One issue which continues to arise is the copying of work for other sources, often the Internet, without acknowledgement. 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 good practice are indicative of the issues and good practice found throughout the units.

### **4. Sector Update**

The decision, by OCR, not to proceed with the new apprenticeships will have implications for the scheme but this has not been fully communicated at this point.

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