



Vocational Qualifications (QCF, NVQ, NQF)

Business and Administration

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

OCR Report to Centres 2013-2014

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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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1 The qualifications and standards

- **Structure and content**

Centre Assessment:

All of the centres which have submitted claims for this scheme during the year have a clear understanding of the standard required in terms of both content and presentation. While there have been occasional lapses in presentation, including spelling and grammar, the overall the quality of the work has been of a very good standard with strong practical evidence supporting the theory. The feedback from the external moderators has provided supportive comments on the quality of the evidence, the feedback provided by the assessors and the internal quality assurers.

Internal Moderation:

These schemes do not require evidence of internal moderation to be forwarded to the external moderator. However, it is a requirement for centres to carry out such activities as it contributes to the dissemination of good practice as well resolving issues, thus ensuring consistent and accurate assessment across the assessor team. However, where evidence of internal moderation was provided, it was commented upon by external moderators.

Where evidence of internal moderation is presented it is detailed and clearly demonstrates a good understanding of the qualification structure and content.

Administration/Documentation:

Centres rarely comment on documentation, except by seeking clarification of their interpretation of the model assignment, for example, 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 the centres does provide an opportunity for a review of the current processes in order to identify any future enhancements.

OCR Support and Resources:

There has been no evidence of Centres seeking OCR support but the handbook does provide a range of useful information including how to access OCR support. The datasheet provides a useful overview of the scheme.

The current resources are the command verbs document which provides examples of what is meant by complex and higher level assessment criterion verbs such as “compare”, “analyse” and “plan”. Again, it is too early to comment on the usefulness of this to the learners, as there has not been any feedback from centres. Further resources will be made available as and when they have been produced.

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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:

All learners attained their qualification during the year. Centres are clear as to the standard required at a particular level and in many cases the submissions exceed the standard requirements. The relatively small number of claims for this new scheme which were presented during the year demonstrates a clear understanding of the standards and their evidence requirements by the centres as well as demonstrating their adherence to good assessment and internal quality assurance procedures and processes.

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