

Business

Centre Handbook

Level 4 Diploma in Business and Administration

Entry code 10337

Version 2 Issued June 2017

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1 Qualification overview

Title	OCR Level 4 Diploma in Business and Administration			
OCR entry code	10337	Qualification Number (QN)		600/8145/4
Age group approved	Pre-16	16-18	18+	19+
			✓	✓
This qualification is suitable for	<p>Those who have significant experience of working in a business environment and who work with a high level of autonomy.</p> <p>It accredits learners' abilities to critically analyse and evaluate a range of business systems and processes.</p>			
Entry requirements	There are no formal entry requirements for this qualification.			
Credit requirement	a minimum / total credit of 40			
Structure and options	8 mandatory units			40 credits
	minimum credit to be achieved at level 4			40 credits
Assessment model	All units are based on the principle that candidates will provide a portfolio of evidence to meet the assessment criteria and evidence requirements. These are internally assessed and externally moderated. The qualification is not graded.			
Last date to enter candidates*	<p>This is the operational end date for the qualification.</p> <p>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of regulated qualifications and our Last entry/certification notification</p>			

2 Introduction

OCR entry code	Title	Qualification Number
10337	OCR Level 4 Diploma in Business and Administration	600/8145/4

The information provided in this handbook is correct at the time of production. Occasionally, we may update this information. Please refer to the qualification [webpage](#) for the most up-to-date information.

This handbook contains what you need to know about the planning, delivery and assessment of this qualification. Staff involved in the delivery of this qualification must have access to and understand the requirements in this handbook.

For information on how to administer this qualification please follow the link to the Administration area <http://www.ocr.org.uk/administration/>.

Centres should ensure that candidates are informed of the title and level of the qualification they have been entered for and that Oxford Cambridge and RSA Examinations (OCR) is the awarding body for their chosen qualification.

2.1 Funding

Funding arrangements can be subject to change. For the latest details about approval and funding eligibility, we recommend you visit the following websites:

[Register of Regulated Qualifications](#) – Ofqual’s register of regulated qualifications

Department for Education (DfE) [Section 96](#) – for confirmation of the approval of qualifications to be delivered to specific age ranges

[Education and Skills Funding Agency](#) for funding education and training for children, young people and adults in England

[Department for the Economy](#) for public funding in Northern Ireland

[Qualifications in Wales](#) database (QiW) for public funding in Wales

Use the Ofqual Qualification Number (QN) when you’re looking for information on qualification eligibility for public funding.

If you have any queries about funding for this qualification email us at funding@ocr.org.uk.

2.2 Qualification size

Each unit is allocated a number of guided learning hours (glh) which indicates the approximate number of hours for supervised or directed study time and assessment. Information on unit glh is given in [Qualification structures and entry requirements](#).

2.3 Delivery in Wales and Northern Ireland

Candidates in Wales or Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations may occur, neutral terms have been used so that candidates may apply whatever is appropriate to their own situation.

We will provide handbooks and supporting documentation in English. Only answers provided in English will be assessed.

2.4 Unique Learner Numbers (ULN) and the Personal Learning Record (PLR)

This is a personal ten-digit number, which is used to ensure learner achievement information can be provided to their Personal Learning Record (PLR). ULNs are provided and administered by the Learning Records Service (LRS).

Learners over the age of 14 in UK education or training can access the PLR using their ULN. Learners keep the same ULN to access their PLR throughout their lives and whatever their level of learning.

Candidates that claim certification for publically funded qualifications must have a valid ULN.

Where a candidate has a ULN, you must enter their ten digit number in the ULN field when making entries via Interchange. For candidates who do not have a ULN, a claim will still be accepted if you leave this field blank, but OCR will not be able to send these achievements to the PLR.

Further information about this can be found in the [Administration area](#) and at the [Learner Records Service](#).

3 Qualification structure and entry requirements

3.1 About this qualification

This qualification provides opportunities for candidates to:

- develop skills
- gain underpinning knowledge and understanding
- demonstrate competence in the workplace
- progress to higher education
- improve their employability
- continue professional development

This qualification:

- is supported by Skills CfA, the Standards Setting body for Business and Administration.
- forms the knowledge-based component of the Higher Apprenticeship in Business and Professional Administration

3.2 Qualification aims/objectives

This qualification aims to develop learners' knowledge and understanding of complex business functions and activities. It accredits learners' abilities to critically analyse and evaluate a range of business systems and processes, such as:

- managing facilities
- risk and sustainability
- organisational communication systems
- administrative systems
- people and performance management.

3.3 Entry requirements

There are no formal entry requirements for this qualification.

All staff involved in the assessment or delivery of this qualification should understand the requirements of the qualification and match them to the needs and capabilities of individual candidates before entering them for this qualification.

This qualification has been developed so it is free from any barriers that restrict access or progression and therefore, promote equal opportunities.

This qualification is regulated for learners aged 18 years and over.

There is no requirement for any specific prior learning. We recommend that an initial assessment should take place to ensure the candidate is capable of reaching the required standards.

3.4 Recognition of prior learning

Recognition of prior learning (RPL) is the process for recognising learning that never received formal recognition through a qualification or certification. This includes knowledge and skills gained in school, college or university and outside formal learning situations. Evidence can draw on any aspect of a candidate's prior experience including:

- domestic/family life
- education
- training
- work activities
- voluntary activities.

We encourage the use of RPL and your centre should advise learners that they can bring forward any relevant learning (gained either informally or formally) so that it can be assessed against the assessment criteria specified in the unit, or units, the learner aims to complete. It is important that your centre make it clear to learners that the RPL process is concerned with how the learner has acquired the knowledge, understanding or skills, it does not mean the learner is exempt from the assessment e.g. mandatory exams, practical/theory tests or assignments.

The currency of knowledge and ability is often important when recognising skills and competences. Where assessment is devolved to centres through assignments or portfolio-building, centre staff must judge the relevance of prior learning in all its aspects (including currency) to the qualification being assessed, before we will quality assure and authorise certification.

Evidence obtained through the RPL process must be assessed, to the same rigorous quality as evidence obtained through any other process.

3.5 Progression

This qualification has been designed to develop the knowledge and understanding required to enable progression to and from qualifications in the Regulated Qualifications Framework (RQF).

Candidates achieving the OCR Level 4 Diploma in Business and Administration may go into employment in a business-related role where both knowledge and understanding of complex business functions and a high degree of autonomy are required. They could progress to a Level 4 NVQ Diploma in Business and Administration to further develop their employability.

The Level 4 Diploma in Business and Administration may also allow progression to foundation degrees or other further or higher education courses in business related disciplines.

3.6 Qualification structure and rules of combination

Candidates do not have to achieve units in any particular order and the learning programmes should be tailored to meet individual needs. It is recommended that, wherever possible, centres adopt a holistic approach to the delivery of this qualification and identify opportunities to link the units and different subjects.

If a candidate is not able to complete the full qualification, their achievements will be recognised through the issue of a unit certificate listing the units and credit achieved.

The rules of combination for the qualification specify the:

- minimum credit / total credit value to be achieved
- mandatory unit credit

When combining units for this qualification, it is the centre's responsibility to ensure the rules of combination, shown below, are followed.

[Table of units for OCR Level 4 Diploma in Business and Administration](#)

The following table contains the mandatory units. The units are available to download from the OCR website.

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
Mandatory units						
1		Supporting business activities	A/503/6143	5	4	24
2		Managing sustainability and risk	F/503/6144	5	4	24
3		Communicating in business	J/503/6145	5	4	24
4		Culture and ethics in a business environment	K/503/6140	5	4	24
5		Business administration systems	L/503/6146	5	4	24
6		Managing people and performance in a business environment	M/503/6141	5	4	24
7		Personal effectiveness in a business environment	T/503/6139	5	4	24
8		Managing business facilities	T/503/6142	5	4	24

Rules of combination for OCR Level 4 Diploma in Business and Administration

To achieve this qualification a candidate must achieve the following:

a minimum credit of /a total credit of	40
minimum / total credit from mandatory Group	40

There are no barred combinations, equivalencies or exemptions for this qualification.

4 Centre assessor and quality assurance personnel requirements

4.1 Assessment centre requirements

The occupational expertise of those undertaking the roles of assessment and internal quality assurance is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and quality assurance is of paramount importance.

The assessment centre must:

- ensure there are sufficient trained or qualified personnel to assess the number of candidates they anticipate enrolling for the course/qualification
- ensure there are sufficient trained or qualified personnel to internally quality assure for the number of candidates and assessors
- put systems and internal quality assurance personnel in place to ensure that all assessments are valid, reliable, authentic and sufficient and provide quality assured training for centre personnel taking part in assessment
- ensure there is a system of standardisation in place to ensure that all assessments are consistent and fair
- ensure those undertaking the roles of quality assurance and assessment maintain their skills, knowledge and understanding regarding assessment and quality assurance and the associated qualification
- ensure that there is sufficient time to conduct effective assessment and internal quality assurance.

4.2 Centre Assessors

Assessment is an activity that can be performed by a dedicated individual or as part of an individual's wider role e.g. teacher, tutor, supervisor, manager.

The assessment centre must ensure that those making assessment decisions have the necessary expertise to do so. Assessors must have:

- a thorough knowledge of the National Occupational Standards for Business and Administration appropriate to the Level the Assessor is working at, and the ability to interpret them across a wide variety of business and administration environments
- knowledge of current business and administration practice and emerging issues in this arena
- high levels of communication and interpersonal skills
- experience of assessing vocational qualifications

It is desirable that assessors may have, or be working towards, appropriate qualifications, these would include:

- Award in Assessing Competence in the Work Environment
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Assess candidates using a range of methods (A1)
- D32/33

Where centres use trained assessors they must provide evidence to OCR of the training undertaken.

All centre assessors must:

- have the role of assessor identified within their role profile; where assessment forms part of an individual's role
- be occupationally knowledgeable in the units they are assessing. This means that each assessor must, according to current sector practice, be knowledgeable in the functions covered by the units they are assessing. Assessors should be able to demonstrate consistent application of the required knowledge and understanding in the context of a recent role, directly related to the units they are assessing as a practitioner, trainer or manager
- be familiar with the units that relate to the qualification and must be able to interpret and make judgements on current working practices and technologies within the area of work
- understand and apply OCR recording requirements.

5 Assessment

5.1 Assessment: How it works

Tutors must make sure that the teaching content for each criterion is fully addressed so that candidates can effectively meet the requirements.

The identified teaching content in the unit is not exhaustive and may be expanded upon or tailored to particular contexts in which the unit is being taught and the assessment criteria applied.

We recommend that teaching and development of subject content and associated skills be referenced to real-life situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real-life case situations.

Centre assessors, who are responsible for assessing candidates' evidence for internally assessed units, must make sure that candidates know they must comply with the Data Protection Act when they are producing work for assessment. Candidates must not reference another individual's personal details in any evidence produced for assessment. It is the candidate's responsibility to make sure evidence that includes another individual's personal details is anonymised

When centre tutors are satisfied that the candidate has met all of the requirements for a unit, they must confirm this by signing the Evidence Checklist for that unit to show that the assessment process is complete.

If a candidate fails the assessment for a unit, they may be entered again. There is no restriction, other than the life of the qualification, on the number of times a candidate may be entered for a unit. Unit fees are available for this purpose. The OCR Fees List provides details of all fees applicable to these units/qualification.

5.2 Authentication

Tutors/Assessors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher/tutor/assessor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher/tutor/assessor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for tutors/assessors to check authenticity of the work and provide general feedback.

Where permitted by the specification, the work of individual candidates may be informed by working with others, for example, in undertaking research, but candidates must provide an individual response as part of any task outcome.

Plagiarism

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources.

Resubmitting work for assessment

If the tutor/assessor and the candidate feel they have not performed at their best during the assessment, the candidate can, at the tutor/assessor's discretion, improve their work and resubmit it for assessment. The tutor/assessor must ensure it is in the candidate's interests to reattempt the assessment.

Whilst there are no restrictions on the number of times that a candidate can resubmit evidence, it is the responsibility of the tutor/assessor to ensure that the details of any feedback and guidance are clearly recorded. Any advice to individual candidates over and above that given to the class as a whole should be recorded.

5.3 Centre assessed units and OCR moderation

All units within this qualification are centre-assessed and externally moderated by OCR.

To help centres with this, OCR has produced a *Teaching Content* column which can be found within each unit to clarify the requirements of the assessment criteria. Guidance on Evidence Requirements for the units can also be found within each unit template.

Key features of the assessment for this qualification are:

- candidates are required to complete a portfolio of evidence that meets all Assessment Criteria and Evidence Requirements for each unit
- evidence checklists to be completed and submitted to act as a signposting document
- achievement at unit level is Pass or Fail.

When candidates complete a unit, the centre assessor assesses their work. Centres will need to identify staff who will act as centre assessors. The staff will need to have experience in making judgments about candidates' progress.

Centre Assessors must:

- judge candidate work against the Assessment Criteria and Evidence Requirements guidance to ensure the standard is met
- identify sufficient valid and reliable evidence
- identify gaps in evidence
- give feedback to candidates
- liaise with other assessors in the centre to ensure assessment standards are consistent
- authenticate candidate achievement by completing and signing OCR documentation (Evidence Checklists)
- maintain records of candidates' achievements.

For information on how to administer this qualification please follow the link to OCR's Administration area, <http://www.ocr.org.uk/administration/>.

Internal standardisation

Internal standardisation is an important part of the local assessment process. Centres are required to demonstrate that a system is in place which ensures that all assessment is being carried out in a similar way and to an equivalent standard across all centre assessors. OCR will require evidence of this process. Centres are required to keep evidence of standardisation and records of any decisions/issues for a minimum of one year.

In order to maintain a consistent approach to internal standardisation, a centre co-ordinator should be nominated. The centre co-ordinator will be responsible for:

- maintaining a list of current centre assessors
- ensuring that all current centre assessors are working to the same standard
- arranging regular standardisation meetings
- ensuring cross-moderation of work between centre assessors
- maintaining records of the outcome of cross-moderation activities
- regularly sampling the assessment of all centre assessors and documenting the outcome
- advising centre assessors of any discrepancies in assessment and suggesting ways in which assessment may be brought into line with the work of other centre assessors
- completing the relevant centre standardisation document.

External moderation

External moderation ensures centres' internal assessments meet the national requirements of this qualification.

OCR Examiner-moderators are allocated by OCR to moderate centre assessment decisions.

OCR requires centres to submit only the appropriate documentation for specific units for moderation. OCR does not require centres to submit for moderation additional evidence produced by the candidate in the course of an activity. OCR, however, anticipates that centres will wish to create programmes of learning for candidates towards the completion of these units that will generate additional items of evidence. Centres are free to do this, but OCR does not require these items for certification of unit achievement.

OCR requires that all Evidence Checklists submitted in support of achievement are signed by the assessor prior to submission for moderation. Where the Evidence Checklist is submitted electronically, the insertion of the assessor's name fulfils the same purpose.

Assessors must check that each Evidence Requirement and Assessment Criterion has been successfully met by the candidate before work is signed and sent for external moderation. The corresponding unit Evidence Checklist must be completed and submitted with the evidence.

Centres must also submit a Submission Cover Sheet, downloadable from the OCR qualification webpage [OCR qualification webpage](#).

External moderation of a centre's assessment decisions is achieved through systematic sampling. The assessment decisions of each centre assessor submitting work will be sampled. The outcomes of moderation will apply to all work submitted in each batch for moderation. No substitution of candidates' work will be allowed unless prior agreement of the OCR Examiner-moderator has been obtained.

The Examiner-moderator will complete a Centre Feedback Report Form (eNQF6) for the batch; this will be available to view on Interchange. If the centre assessment is satisfactory, arrangements will be made for certification.

If an Examiner-moderator disagrees with an assessor's assessment decision, the necessary amendments to candidates' achievements will be recorded on the Centre Feedback Report Form (eNQF6) and certification will reflect these amendments.

If an Examiner-moderator is unable to process a unit because the work is missing, it has not been claimed on Interchange, or the documentation is incorrect, a Centre Request Letter is forwarded to the centre by OCR Operations. Centres have 14 days to rectify the issues raised, before the moderator withdraws the unit.

Examiner-moderators are not empowered to enter into direct contact with centres. In no circumstances must centres attempt to contact their Examiner-moderator in any way other than through posting or emailing candidate work to the address provided to them by OCR. Any queries concerning the units or assessment must be directed to OCR, Coventry.

5.4 Methods of assessment

It is the centre assessor's responsibility to work with the candidates to ensure that assessment meets all required criteria. The assessment methods must be:

- valid
- reliable
- safe and manageable
- suitable to the needs of the candidate.

Valid

A valid assessment method is one that is capable of measuring the knowledge or skills in question. For example, a written test cannot measure a candidate's practical skills or their ability to work well with others.

Validity can also be compromised if a candidate does not understand what is required of them. For example, one valid method of assessing a candidate's knowledge and understanding is to question them. If the questions posed are not relevant to the qualification or difficult for the candidate to understand, not in terms of the content but the way they are phrased, the validity of the assessment method is questionable.

As well as assessment methods being valid, the evidence presented must also be valid: for example, it would not be appropriate for a candidate to present an organisation's Risk Assessment Policy as evidence towards AC 2.1 in the unit *'Managing sustainability and risk'* as it would not allow for valid assessment. It may be more appropriate for candidates to produce a report which makes recommendations for changes and improvements to existing policies and practice.

Reliable

A reliable method of assessment will produce consistent results for different internal centre assessors on each assessment occasion. Internal quality assurance personnel must make sure that all centre assessors' decisions are consistent.

Safe and manageable

Centre assessors and internal quality assurance personnel must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the candidate and/or the organisation they work for.

Suitable to the needs of the candidate

OCR has tried to make sure that achievement of this qualification is free from constraints outside the requirements of the unit.

For candidates who have access requirements please see [Access arrangements and special consideration](#).

If centre staff think that any aspect of this qualification unfairly restricts access and progression, they should talk to their OCR external verifier about this.

5.5 Where evidence comes from

Evidence may come from a number of different sources, for example:

- from a candidate carrying out workplace activities. Candidates must not reference another individual's personal details in any evidence produced for summative assessment. It is the candidate's responsibility to make sure evidence that includes another individual's personal details is anonymised to comply with the Data Protection Act.
- from case study questioning.

Assessors should refer to the Evidence Requirements section within each unit and the unit checklist for further guidance regarding the evidence.

5.6 Amount of evidence needed

It is difficult to give detailed guidance regarding the amount of evidence needed, as it depends on the type of evidence collected and the judgement of centre assessors.

It is not the quantity of the evidence produced; it is the quality and breadth of evidence, that they have produced themselves, ensuring it meets all of the assessment requirements and assessment criteria.

Centre assessors should discuss with candidates the most suitable sources of evidence and ensure candidates are aware of the importance of quality rather than quantity when presenting evidence for assessment. The quality and breadth of evidence presented should determine whether a centre assessor is confident that a candidate has met the requirements of the unit.

The quality and breadth of evidence provided should determine whether a centre assessor is confident that a candidate is competent or not. Centre assessors must be convinced that candidates working on their own can work independently to the required standard.

6 Administration and Delivery

6.1 Administration

For information on how to administer this qualification please follow the link to OCR's Administration area, www.ocr.org.uk/administration/.

6.2 Mode of delivery

OCR does not specify the mode of study or specify a time limit for the achievement of this qualification other than the last entry date. Centres are free to deliver this qualification using any mode of delivery that meets the needs of their candidates. Whatever mode of delivery is used, centres must ensure that candidates have appropriate access to the resources identified in the units and section 6.4.

Centres should consider the candidates' complete learning experience when designing learning programmes. This is particularly important in relation to candidates studying part time alongside real work commitments where candidates may bring with them a wealth of experience that should be utilised to maximum effect by centre staff.

6.3 Wider issues

This qualification provides opportunities for centres to develop candidates' understanding of spiritual, moral, ethical, social and cultural issues and heighten candidates' awareness of environmental issues, health and safety considerations and European developments.

Spiritual, moral, ethical, social and cultural issues

Tutors delivering a programme of learning leading towards this qualification would have opportunities to develop candidates' understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues, for example through:

- the rights of an individual to be informed of and to access data held about them by an organisation (Data Protection Act)
- the need to ensure data security
- computer misuse
- responsibility of honesty and accuracy in recording, manipulating and presenting data.

Environmental issues, health and safety considerations and European developments

Tutors delivering a programme of learning leading towards this qualification would have opportunities to develop candidates' understanding of health and safety issues, environmental issues and European developments such as:

- correct procedures for working with IT equipment
- print consumables
- energy saving software.

The unit titled 'Managing sustainability and risk' requires candidates to assess the environmental impact of the business.

6.4 Centre resources and requirements

OCR strongly advises that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real-life case studies.

Candidates should be encouraged to read around the subject and have an appropriate knowledge of the application of the appropriate legislation (e.g. Health and Safety).

In addition, each unit will contain guidance on the resources required. Staff conducting assessment must understand fully the requirements of this qualification. Centres should ensure that appropriate physical resources are made available to candidates.

6.5 Access arrangements and special consideration

There can be adjustments to standard assessment arrangements on the basis of the individual needs of candidates.

It is important, therefore, that your centre identifies as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is one which is shared between OCR and your centre. Centre staff should consult the Joint Council of Qualifications' (JCQ) booklet Access Arrangements and Reasonable Adjustments at www.jcq.org.uk.

For further guidance on access arrangements and special consideration refer to the Exams Officers area of the [OCR website](http://www.ocr.org.uk).

If the tutor/assessor thinks any aspect of this qualification unfairly restricts access and progression, please email or call the OCR Customer Contact Centre.

6.6 Reporting suspected malpractice

It is the responsibility of the Head of Centre¹ to report all cases of suspected malpractice involving centre staff or candidates. A JCQ Report of Suspected Malpractice form (JCQ/M1 for candidate suspected malpractice or JCQ/M2a for staff suspected malpractice) is available to download from the [JCQ website](#) and should be completed as soon as possible and emailed to malpractice@ocr.org.uk.

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly and report the outcomes to OCR.

Further information regarding reporting and investigating suspected malpractice and the possible sanctions and penalties which could be imposed, is contained in the JCQ publication: *General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments*; this is available from the [JCQ website](#). Centres may also like to refer to the OCR Website for more details.

¹ This is the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, e.g. the Head Teacher or Principal of a school/college. The Head of Centre accepts full responsibility for the correct administration and conduct of OCR exams

7 Certification

Candidates who achieve the full qualification will receive:

- a unit certificate listing the unit or units achieved, with their related credit value and the unit reference number(s)
- a certificate giving the full qualification title and the qualification number.

Candidates achieving one or more units but who do not meet the credit requirements for a full qualification will receive a certificate listing the units they have achieved along with their credit value.

7.1 Claiming certificates

Certificates will be issued directly to your centre for successful candidates. In order to ensure that these are automatically issued, you must ensure that the OCR candidate number is always used where a candidate has already achieved one or more units.

For more details refer to the Administration area, certificates, <http://www.ocr.org.uk/administration/>.

7.2 Enquiries about results

Under certain circumstances, you may wish to query the result(s) issued to one or more candidates.

To find out more about this, please refer to the JCQ Post-Results Services booklet and the Administration area, post results services, <http://www.ocr.org.uk/administration/>.

7.3 Replacement certificates

For details on replacement certificates refer to the Administration area, certificates, <http://www.ocr.org.uk/administration/>.

8 Apprenticeship information

8.1 How do I get a certificate for the apprenticeship?

The Higher Apprenticeship is certificated by Skills CfA. For full details of frameworks please see the [Skills CfA website](#).

8.2 About the apprenticeships

This higher apprenticeship programme is designed for people who have significant experience of working in a business environment and who work with a high level of autonomy.

The apprenticeship is made up of qualifications and learning that will provide Business and Administration apprentices with the skills and knowledge required to become competent in their chosen job role.

The framework is suitable for those in a range of roles and industries for example an office manager, an administration team leader or a business development executive.

Candidates who achieve the Higher Apprenticeship in Business and Professional Administration will have the knowledge and skills they need, tailored to the sector of their choice. They will be familiar with business and administration 'best practice' as well as an organisation's business procedures and objectives. They will be prepared for progression opportunities in employment or to Further/Higher Education.

8.3 What makes up an apprenticeship?

The Higher Apprenticeship in Business and Professional Administration is approximately 400 Guided Learning Hours.

For apprentices without the required level of functional skills there would be an additional 45 GLH per functional skill.

The higher apprenticeship is made up:

- Competence qualification i.e.L4 NVQ Diploma in Business and Administration
- Knowledge qualification i.e.L4 Diploma in Business and Administration
- Employee Rights and responsibilities – refer to the Business and Administration Apprenticeship Framework document for details of how this can be assessed: <http://www.afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR01821>
- Functional Skills

Apprentices who have achieved a GCSE grade A*-C in Maths, English and ICT within 5 years of beginning the Apprenticeship programme will be exempt from completing the corresponding Functional Skills.

9 Support

9.1 OCR assessment documents

The OCR assessment documents for OCR Level 4 Diploma in Business and Administration include:

- Units containing Teaching Content and guidance on assessment and evidence requirements
- Model assessments containing tutor notes, suggested tasks and Evidence Requirements
- Evidence checklists containing the Evidence Requirements
- Submission Cover Sheet

Units

The units for this qualification contain the Learning Outcomes and Assessment Criteria that must be met for achievement of each individual unit. OCR has also produced a Teaching Content column to help to clarify the expected requirements of each Assessment Criteria.

In addition, further information such as the unit number, credit value and GLH can be found on the unit, along with the unit aims and objectives, evidence requirement information and Functional Skills signposting.

Evidence checklists

OCR provides evidence checklists which are available to download. These contain the Evidence Requirements that must be met for each unit.

Submission Cover Sheet

To be completed by centres to submit work to moderators.

9.2 Our professional development programme (CPD)

As part of our teacher training we offer a broad range of courses. We're constantly looking for ways to improve the support we offer you and to make our professional development programme more accessible and convenient to all.

To find out more about what is available, please visit our website at <https://www.cpdhub.ocr.org.uk/>.

9.3 Documents and links

OCR

Administration area <http://www.ocr.org.uk/administration/>
[What is malpractice?](#)

JCQ Publications at <http://www.jcq.org.uk>

Access Arrangements and Special Consideration

Suspected Malpractice in Examinations and Assessments

Ofqual at <http://ofqual.gov.uk/how-we-regulate/regulatory-documents/>

10 Contacting us

10.1 Feedback and enquiries

If centres have any comments or enquiries about the qualification in this handbook, please contact the Customer Contact Centre:

Write to: Customer Contact Centre
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ

Telephone: 024 76 851509

Fax: 024 76 421944

Email: vocational.qualifications@ocr.org.uk

Alternatively, you could visit OCR's website at www.ocr.org.uk for further information about OCR qualifications.

10.2 Complaints

All complaints will be handled sensitively and speedily and used to inform how our service to customers can be improved.

If centres are not satisfied with a product or service OCR has provided please follow the process set out in the complaints policy.

We can be contacted:

by post –write to:

Director of Assessment Standards
OCR
1 Hills Road
Cambridge
CB1 2EU

by email – send an email to complaints@ocr.org.uk

by phone/fax – contact our Customer Contact Centre:

Telephone: 024 76 851509

Fax: 024 76 421944

11 Key updates to this handbook

Section	Title of section and change	Version and date issued
All sections	<p>Amended reference to the Admin Guide to the new Administration area on the OCR website and removed the section on administration arrangements.</p> <p>References to the Qualifications and Credit Framework (QCF) have been changed to Regulated Qualifications Framework.</p> <p>Updated contact information in the event of any queries concerning the units or assessment.</p>	Version 2 June 2017
2	<p>The following information has been updated:</p> <ul style="list-style-type: none"> 2.1 Funding 2.3 Performance information 2.4 Delivery in Wales and Northern Ireland 2.5 Unique Learner Numbers and the Personal Learning Record 	
3	3.4 Recognition of prior learning	
5	<p>5.1 and 5.5 Information added about data protection</p> <p>5.2 Resubmitting work for assessment</p>	
6	<p>6.5 Access arrangements and special consideration</p> <p>6.6 Reporting suspected malpractice</p>	
10	Contacting us - information updated	
	Administration arrangements – section deleted	