QCF

Business and Administration

Level 2 Certificate in Principles of Business and Administration

Level 3 Certificate in Principles of Business and Administration

Scheme code 04438/04439

Centre Handbook

Contents

1   Introduction

This centre handbook provides information for centre staff involved in the planning, delivery and assessment of the following qualifications which have been accredited onto the Qualifications and Credit Framework (QCF) at Levels 2 and 3.

OCR Level 2 Certificate in Principles of Business and Administration (OCR scheme code 04438)

OCR Level 3 Certificate in Principles of Business and Administration (OCR scheme code 04439)

It is important that centre staff involved in the delivery of the above qualifications understand the requirements laid down in this handbook. Centres should therefore ensure that all staff involved in the delivery of these qualifications have access to this document.

A copy of this handbook is provided free to download from our website www.ocr.org.uk.

1.1   The OCR Principles of Business and Administration suite of qualifications

The Principles of Business and Administration qualifications are vocationally-related, credit-based qualifications, designed to expand general knowledge and understanding of the Business and Administration sector. Whether candidates are already employed within the Administration field, or are looking at Business and Administration as a future career path, these qualifications provide essential knowledge and understanding in many key areas.

The accessible nature of the units means that teaching can be delivered in bite-sized chunks, providing a flexible approach to learning. Tests are available on demand throughout the year meaning that candidates can access them as they complete individual sections of learning, if they wish to.

These Certificate qualifications have the added advantage of addressing the Technical Certificate aspect of apprenticeship programmes in Administration.

The units have been designed to accredit the mandatory knowledge and understanding of Apprentices embarking upon Apprenticeship and Advanced Apprenticeship programmes in Administration. They go hand-in-hand with the competence based qualification which draws upon the application of the more practical dimensions. These certificate units provide the breadth of underpinning knowledge required to work in Business and Administration.

They support achievement of Functional Skills and relate to National Occupational Standards (NOS).

The awarding body for these qualifications is Oxford Cambridge and RSA Examinations (OCR) and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual).

These qualifications have been accredited onto the Qualifications and Credit Framework (QCF). They are endorsed by the Council for Administration (CfA), the sector body for Business and Administration.

1.2   Administration arrangements for these qualifications

A separate publication, the *Admin guide: Vocational Qualifications* (A850), provides details of the administration arrangements for these qualifications. The Admin Guide is available to download from our website: www.ocr.org.uk.

1.3   What is the Qualifications and Credit Framework (QCF)?

The QCF is a unit and credit-based regulatory framework which replaces the National Qualifications Framework (NQF). It is a way of recognising skills and qualifications by awarding credit for qualifications and units achieved.

1.4   If centre staff have queries

This Centre Handbook and the Admin Guide contain all the information needed to deliver and administer these qualifications. If centre staff have any queries about these qualifications that are not answered in these publications, they should refer to the section Further support and information for details of who to contact. Support is also available on the OCR webpages for these qualifications.

1.5   Documentation updates

The information provided in this handbook was correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification webpages at www.ocr.org.uk for details regarding updates to these qualifications. The latest version of this handbook is available to download from the OCR website.

2   General information

2.1   Qualification profile

Title	OCR Level 2 Certificate in Principles of Business and Administration
OCR code	04438
QAN	500/9750/7 (Qualification Accreditation Number)
Level	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 2
Qualification structure	The credit required for this qualification is 13. To achieve this qualification, candidates must complete a total of 13 credits, 11 credits from 3 mandatory units, and 2 credits from 6 optional units.

Age group approved	Pre-16	16-18	18+	19+
	✓	✓	✓	✓

This qualification is suitable for	• Candidates studying in preparation for employment in the Business or Administration roles. • Candidates wishing to gain a Level 2 qualification to support further study in Further Education (FE) and Higher Education (HE) in the Business or Administration sector • Candidates wishing to gain a Level 2 qualification to support further study in FE or Higher Education (HE) in any other sector or subject area
Entry requirements	There are no formal entry requirements for this qualification.
Assessment	This qualification is knowledge-based, assessed via on-line multiple-choice tests and is pass or fail.
Performance figures	For information on this qualification's contribution to performance measurement please see the National Database of Accredited Qualifications (NDAQ): http://www.accreditedqualifications.org.uk
Last date to enter candidates *	This is the operational end date in the Register of Regulated qualifications. We will always provide you with advanced notice when setting a last entry date and a last certification date.

*OCR will inform centres of changes to these dates. Please refer to our website www.ocr.org.uk for current dates. All centre records must be updated accordingly.

Title	OCR Level 3 Certificate in Principles of Business and Administration
OCR code	04439
QAN	500/9751/9 (Qualification Accreditation Number)
Level	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 3
Qualification structure	The credit required for this qualification is 17. To achieve this qualification, candidates must complete a total of 17 credits, 15 credits from 4 mandatory units, and 2 credits from 5 optional units.

Age group approved	Pre-16	16-18	18+	19+
	✓	✓	✓	✓

This qualification is suitable for	- Candidates studying in preparation for employment in the Business or Administration sectors - Candidates wishing to gain a Level 2 qualification to support further study in Further Education (FE) and Higher Education (HE) in the Business or Administration sectors - Candidates wishing to gain a Level 2 qualification to support further study in FE or Higher Education (HE) in any other sector or subject area
Entry requirements	There are no formal entry requirements for this qualification.
Assessment	This qualification is knowledge-based, assessed via on-line multiple-choice tests and is pass or fail.
Performance figures	For information on this qualification's contribution to performance measurement please see the OFQUAL's National Database of Accredited Qualifications (NDAQ): http://www.accreditedqualifications.org.uk
Last date to enter candidates *	This is the operational end date in the Register of Regulated qualifications. We will always provide you with advanced notice when setting a last entry date and a last certification date.

2.2   Target market

The OCR Principles of Business and Administration Certificates are recognised as Technical Certificates, designed to accredit the knowledge and understanding of apprentices embarked upon apprenticeship programmes in Administration.

Level 2

The Level 2 qualification provides candidates with the essential underpinning knowledge and understanding that is needed by a competent employee in an administration job role.

This qualification is ideal for those with limited experience of administration, as it is designed to help a candidate to develop a broad understanding of key aspects of administrative roles. As such, the qualification will help to prepare a candidate for a job with an administrative focus.

Level 3

The level 3 qualification provides candidates with the essential underpinning knowledge and understanding that is needed by a competent employee in administrative and supervisory job roles.

This qualification is ideal for those already working in an administrative role wanting to develop their knowledge in order to enhance career prospects. It is also useful for candidates wanting to develop a broad, in-depth understanding of business and administration, with a view to preparing for high level employment in the administration field.

2.3   Qualification aims

The Level 2 Certificate aims to develop a candidates' knowledge and understanding across a range of basic administrative concepts and practices in practical contexts that are relevant to employment situations; facilitate a relationship between the competence based component and the underlying knowledge and skills component required for the Technical Certificate of the Apprenticeship framework; and to encourage progression by assisting in the development of knowledge and understanding which candidates will need to undertake further study.

The Level 3 Certificate aims to develop a candidates' knowledge and understanding across a range of basic administrative concepts and practices in practical contexts that are relevant to employment situations. It aims to provide the underpinning knowledge in order to develop candidates' abilities to evaluate and develop new working practices across administrative contexts and develop the candidates' abilities to participate in the planning, development of support and development for colleagues.

2.4   Entry requirements

These qualifications are available to anyone who is capable of reaching the required standards. They have been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

However, there are specified rules of combination applicable to the achievement of each individual qualification. (Please see the section titled *Qualification Structure and Units*).

All centre staff involved in the delivery of these qualifications should understand the requirements of the qualification and match them to the needs and capabilities of individual candidates before entering them as candidates for one of these qualifications.

There are no formal requirements for entry to these qualifications.

2.5   Unique Learner Number (ULN) and the Personal Learning Record

It is an Ofqual requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all candidates who have claimed certification for any of these qualifications. It is also a condition of funding that all candidates that claim certification for publically funded qualifications must have a valid ULN.

The Personal Learning record (PLR) is a permanent, online record of a candidate's qualifications and achievements and also supports Credit Accumulation and Transfer (CAT). Each unit and qualification in the Qualifications and Credit Framework (QCF) has a credit value. The PLR enables learners to accumulate a record of their achievements within one place and so supports the transfer of credit for these units between learning providers and awarding organisations, thus supporting learners to gain full qualifications.

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

Where a candidate has a ULN, you should 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 Admin guide: Vocational Qualifications and at the [Learner Records Service](). I

2.6   Progression opportunities

These qualifications have been designed to encourage progression. On achievement of the Level 2 certificate candidates will have developed the knowledge and understanding required to enable progression to qualifications at Level 3 of the Qualifications and Credit Framework. Candidates wishing to further develop the breadth and knowledge attained at Level 2 can progress to the OCR Level 3 Certificate in Principles of Business & Administration. Candidates who are not undertaking the Certificate in Administration as part of an apprenticeship, and who wish to demonstrate their competence in a work-based context will be able to progress to the OCR Level 2 in Business and Administration (NVQ)

On completion of the Level 3 certificate, candidates will have developed the required knowledge and understanding to progress to qualifications at Level 4 of the Qualifications and Credit Framework, such as the OCR Level 4 Certificate or Diploma in Business & Administration (NVQ). Candidates who are not on courses of study leading to the achievement of the Advanced Apprenticeship may wish to demonstrate their competence in a work-based context with the Level 3 Diploma in Business & Administration (NVQ).

2.7 Supporting OCR candidates

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.

Centre staff should provide guidance to candidates on the assessment process and help candidates prepare for assessment. Full details on how the units are assessed are in sections 3 and 6 of this centre handbook.

2.8 Wider issues

These qualifications provide potential 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

Centre staff delivering a course that supports these qualifications will have opportunities to address spiritual, moral, ethical, social and cultural issues within the context of individual units.

Across the qualifications candidates will be able to look at issues such as the avoidance and resolution of conflict in the workplace, equality and anti-discrimination legislation and responsibilities, and the importance of treating others with respect and consideration.

Candidates will be able to look at the need to reflect people's cultural or spiritual beliefs when preparing business events, and will look at ethical issues such as confidentiality and the management of personal information.

Environmental issues, health and safety considerations and European developments

Centre staff delivering a course that supports these qualifications will have opportunities to address environmental issues, health and safety considerations and European developments depending on the method of delivery/choice of teaching materials.

Across the qualifications candidates will have an opportunity to learn about relevant health and safety legislation and procedures, the importance of them in the workplace, and the responsibilities of both employers and employees for health and safety.

Environmental issues such as reducing waste and saving energy in the workplace and recycling of materials is covered.

When candidates are looking at relevant legislation and working time directives they can use this as an opportunity to learn about the influence that the EU and EU legislation has on UK businesses.

2.9   Guided learning hours

Each of the units in these qualifications are allocated a number of guided learning hours (glh) which indicates the approximate number of hours for tutor supervised or directed study time and assessment. Information on unit glh for this qualification is given in section 6.

2.10 Funding

These qualifications are accredited in the Qualifications and Credit Framework and are eligible for funding.

For further details regarding approval and funding eligibility please refer to the following websites:

Department for Education (DfE) under Section 96 of the Learning and Skills Act2000

Skills Funding Agency for public funding in England

DAQW – Database of Approved Qualifications for public funding in Wales

Department for Employment and Learning for public funding in Northern Ireland

Education Funding Agency http://www.education.gov.uk/efa for public funding information for 16-19 learners in England

LARA – Learning Aim Reference Application https://gateway.imservices.org.uk/sites/lara/Pages/Welcome.aspx for information on funding rates for qualifications in England.

The QCF Qualifications Number (QN) should be used by centres when they wish to seek public funding for their candidates. Each unit within a qualification will also have a QCF unit code.

If you have any queries regarding funding for this qualification please contact us by email at funding@ocr.org.uk.

2.11 Mode of delivery

OCR does not specify the mode of study or specify a time limit for the achievement of these qualifications other than the expiry dates for entry and certification laid down by the regulatory authorities detailed in the qualification profiles.

Centres are free to deliver these qualifications 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 below.

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.

2.12 Resources

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes and should ensure that appropriate physical resources are made available to candidates.

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 order to deliver the on-line test for this unit, centres will require the minimum hardware stipulated in the OCR document *Minimum Hardware Requirements*. This document is available for downloading from the E-assessment area of the Business and Administration qualification website (www.ocr.org.uk).

Centres will need to provide appropriate assessment facilities for candidates that comply with the regulations laid down by OCR in the *Admin guide: Vocational Qualifications (*A850) and the *JCQ Instructions for Conducting Examinations,* available on the OCR website www.ocr.org.uk.

Centres will need to meet the above requirements when they seek centre approval from OCR.

2.13 Delivery in Wales and Northern Ireland

The specification for these qualifications has been approved by the Department for Children, Education, Lifelong Learning and Skills (DCELLS) for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in 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 might occur, including in the external assessment, the terms used have been selected as neutral so that candidates may apply whatever is appropriate to their own situation.

We will provide specifications, assessments and supporting documentation in English.

2.14 Access arrangements and special consideration

Adjustments to standard assessment arrangements are made on the basis of the individual needs of candidates.

It is important, therefore, that centres identify 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 the centre. Centre staff should consult the consult the Joint Council of Qualifications' (JCQ) booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* www.jcq.org.uk.

This document should also be referred to for those candidates who may require a post examination adjustment, special consideration (to reflect temporary illness, indisposition or injury), at the time of the examination/assessment.

For further guidance on access arrangements and special consideration please refer to OCR's *Admin guide: Vocational Qualifications (*A850) on the OCR website www.ocr.org.uk.

2.15 Results enquiries and appeals

Please refer to the *Admin guide: Vocational Qualifications* (A850) which can be downloaded from the OCR website www.ocr.org.uk .

2.16 Centre malpractice guidance

It is the responsibility of the Head of Centre[*] to report (in writing) all cases of suspected malpractice involving centre staff or candidates, to the OCR Standards Division.

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

Further information is contained in the JCQ publication*: Suspected Malpractice in Examinations and Assessments* which is available from www.jcq.org.uk together with OCR's *Malpractice Procedures – A Guide for Centres.*

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[*] The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, e.g. the Principal of a College, the Head Teacher of a school, the Managing Director of a Private Training Provider or the Group Training Manager of a major company.

3   Assessment

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

Assessment of these qualifications will be conducted in accordance with the appropriate codes of practice approved and published by the regulatory authorities.

3.1 Assessment: How it works

There is no need to pre-register candidates for these qualifications. As soon as your centre is approved to deliver the qualifications, you will be set up on OCR's e-test system and can register candidates in minutes via the administration website (see section 6.1 Centre approval).

For full information about administering the e-tests and general examination arrangements, please refer to the *OCR Business and Administration e-testing User Guide*. This can be downloaded from the *Key documents* area of the Business and Administration pages of the OCR website or from the *E-assessment* area (www.ocr.org.uk).

Following the examination, centres should also consult the *OCR Business and Administration e-testing User Guide* for details on submitting candidate tests.

Providing the candidate result files have been uploaded, results will be made available via the admin area of the e-test system. Candidates who are not successful in their e-test may re-take a test.

3.2 Assessment method

Each unit is assessed via an on-screen multiple-choice test, set and marked by OCR. These tests are available on demand throughout the year. Each test will consist of multiple-choice questions which will test candidates' knowledge and understanding across the Learning Outcomes and associated Assessment Criteria. Candidates will be required to have knowledge and understanding of all Assessment Criteria within the unit, as all Assessment Criteria will be covered within any one test.

The tests will consist of the following numbers of questions, and be timed as detailed below:

Units	Unit Size	Number of Questions	Test Length
204, 205 & 206	1 credit	20	30 minutes
305, 306 & 307	2 credits	20	30 minutes
203 & 302	3 credits	25	40 minutes
201, 202, 301, 303 & 304	4 credits	30	45 minutes

The pass marks for these tests are pre-set and have been determined following the recommendations of an awarding committee made up of centre representatives. The pass marks are notionally around 80%.

Please note that for each of the Principles of Business and Administration units the multiple choice on-demand tests are randomly assigned to the candidates from a bank of tests. Each test goes through a rigorous setting process and is carefully reviewed and evaluated both before and after the test has been sat by candidates. This process is used to ensure that a consistent standard is set on each unit test by test, i.e. having to achieve a higher score on a more accessible paper is the same as having to achieve a lower score on a more demanding paper. This ensures that no candidate is advantaged or disadvantaged simply because of the particular test which they sat. It is possible, therefore, that candidates sitting the same unit at the same time in the same centre might all be taking different tests, each with a different pass mark. It is, therefore, possible that two candidates with the same mark may not achieve the same result.

A number of multiple-choice question types may be used. Some questions may contain a short scenario to put them into context.

At Level 2 question types could include: closed questions; statements for completion; multiple response questions; true/false questions or ordering questions (including a maximum of 4 steps).

At Level 3 these may be: closed questions; statements for completion; multiple response questions; assertion/reason questions; ordering questions (including a maximum of 5 steps) or graph/diagram questions.

The 'descriptor' provided in the Assessment Criteria may influence the type of question used. For example, if the Assessment Criteria asks for an evaluation of information, a more detailed question type is likely.

The table below provides further information regarding each question type.

Question Type	Description of Question Type
Closed question	The stem is written in the form of a question. There are four options that could be the answer to the question. Candidates are required to select the one correct answer from the given list of options (identified as A B C or D).
Statement for completion	The stem is written in the form of a concise incomplete statement. There are four options for completing the statement. Candidates are required to select the correct answer to complete the statement (identified as A B C or D).
Multiple response question	Candidates are required to identify a *combination* of correct responses. The question stem presents a number of options/statements (identified as 1 2 3 and 4). A second selection of options (identified as A B C D) asks candidates to select the option with the correct combination of answers. This may be a 2-way correct response (e.g. 1 and 2 only), a 3-way correct response (e.g. 1, 2 and 3 only) or *all of the above*. Only one combination of options will be correct.
True/false questions	Candidates will be provided with a statement, and asked to identify whether the statement is true or false.
Ordering questions	Candidates will be provided with a stem statement, followed by a number of stages (identified as 1 2 3 and 4). The options (identified as A B C or D) will ask the candidate to identify the correct order for stages given (e.g. 3, 1, 2, 4).
Assertion/reason questions	These provide two statements with a reason between them. The information has to be correlated according to whether statement 1 is true or false, and leads onto statement 2 which may also be true or false. (Candidates will also need to identify whether the reason is true or false).
Graph/diagram questions	These will provide candidates with a graph or diagram to evaluate. The candidates will then be asked a question regarding the graph/diagram and asked to identify the correct response from a number of options (identified as A B C or D).

4 Certification

Candidates who achieve the full qualification will receive:

- a certificate listing the unit(s) achieved with the related credit value(s)

AND

- a certificate giving the full qualification title

  OCR Level 2 Certificate in Principles of Business and Administration

  OR

  OCR Level 3 Certificate in Principles of Business and Administration

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

4.1 Claiming certificates

Certificates will be issued directly to the centre for successful candidates. In order to ensure that these are automatically issued centres must ensure that the OCR candidate number is **always** used where a candidate has already achieved one or more units. See the *Admin guide: Vocational Qualifications* (A850) for full details.

4.2 Replacement certificates

If a replacement certificate is required, centres should formally make the request in writing on centre-headed paper. If the request is made within six months of the certificate issue date, replacements will be provided free of charge. A fee is charged for replacement certificates requested more than six months after the date of issue. Please see the *OCR Fees List*. Letters should be addressed to: Data Capture (VQ Historical Records), *OCR, 1 Hills Road, Cambridge CB1 2EU.*

5   Qualification structure and units

5.1   Qualification structure

Candidates do not have to achieve units in any particular order and tutors should tailor learning programmes to meet individual candidate needs. It is recommended that, wherever possible, centres adopt a holistic approach to the delivery of these qualifications and identify opportunities to link the units/different levels.

OCR Level 2 Certificate in Principles of Business and Administration

Qualification Accreditation Number 500/9750/7

To achieve a Level 2 Certificate in Principles of Business & Administration, you must complete a minimum of 13 credits:

- 11 credits from mandatory units

  and

- A minimum of 2 credits from optional units.

The following barred combination applies to this qualification:

Candidates can take **either** unit 204 (L/601/7641) or unit 307 (J/601/7654) but not both.

The following tables contain the groups of mandatory and optional units.

Group A – Mandatory Units

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
201	Principles of personal responsibilities and working in a business environment	L/601/7638	4	2	32
202	Principles of providing administrative services	R/601/7639	4	2	32
203	Principles of managing information and producing documents	J/601/7640	3	2	24

Group B – Optional Units

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
204	Principles of supporting change in a business environment	L/601/7641	1	2	8
205	Principles of supporting business events	R/601/7642	1	2	8
206	Principles of maintaining stationery stock	Y/601/7643	1	2	8
305	Principles of project management	A/601/7652	2	3	16
306	Principles of budgets in a business environment	F/601/7653	2	3	16
307	Principles of contributing to innovation and change	J/601/7654	2	3	16

OCR Level 3 Certificate in Principles of Business and Administration

Qualification Accreditation Number 500/9751/9

To achieve a Level 2 Certificate in Principles of Business & Administration, you must complete a minimum of 17 credits:

- 15 credits from mandatory units

and

- A minimum of 2 credits from optional units.

The following barred combination applies to this qualification:

Candidates can take **either** unit 205 (L/601/7641) or unit 307 (J/601/7654) but not both.

The following tables contain the groups of mandatory and optional units.

Group A – Mandatory Units

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
301	Principles of personal responsibilities and how to develop and evaluate own performance at work	D/601/7644	4	3	32
302	Principles of working with and supervising others in a business environment	H/601/7645	3	3	24
303	Principles of managing information and producing documents in a business environment	M/601/7647	4	3	32
304	Principles of providing and maintaining administrative services	M/601/7650	4	3	32

Group B – Optional Units

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
204	Principles of supporting change in a business environment	L/601/7641	1	2	8
206	Principles of maintaining stationery stock	Y/601/7643	1	2	8
305	Principles of project management	A/601/7652	2	3	16
306	Principles of budgets in a business environment	F/601/7653	2	3	16
307	Principles of contributing to innovation and change	J/601/7654	2	3	16

5.2   Unit format

The format of OCR's units is detailed below.

A unit title

This is a summary of the content of the unit.

Level

This advises the QCF level on which the unit is accredited. (see section 5.1)

Credit value

This advises how many credits the candidate will achieve for successful achievement of the unit. (see section 5.1)

Guided learning hours (glh)

This specifies the amount of time that the average candidate would be expected to take to complete all requirements of the unit. (See section 5.1)

Unit expiry date

This section specifies the end accreditation date of the unit on the QCF

Unit purpose and aim

This section specifies the overall purpose and aim of the unit.

Learning outcomes

These set out what the candidate is expected to know, understand or be able to do as a result of the learning process.

Assessment criteria

These detail the requirements that the candidate will be assessed against in order to evidence the learning outcomes.

Knowledge, understanding and skills

This gives further examples of the knowledge and understanding assessment. The content provided here shows examples of the taught content and should not be seen as exhaustive. Centres should contextualise the content of delivery to meet their candidates needs and interests.

Assessment

This section details how the assessment criteria will be assessed.

Evidence requirements

These provide specific detail to amplify the knowledge or understanding required to meet the assessment criteria.

Guidance on assessment and evidence requirements

This provides guidance on how the assessment will be carried out and how the evidence requirements could be met.

National Occupational Standards (NOS) mapping/signposting

This section provides any mapping/signposting to the relevant National Occupational Standards.

Functional skills signposting

This section provides signposting to functional skills.

Resources

This section contains details of any specific resources that must be available to the candidate or suggested resource material that will support learning.

5.3   Units

Units can be downloaded from the OCR website at the following link:

www.ocr.org.uk/qualifications/type/qcf/bal
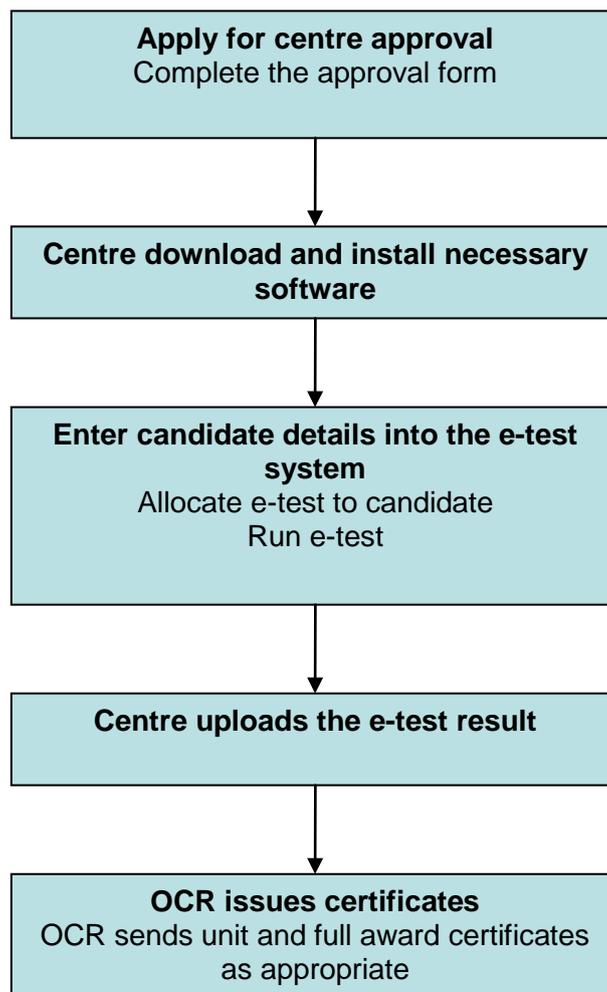
6   Administration arrangements

This section provides an overview of the administration arrangements operating for these qualifications. Please refer to the *Admin guide: Vocational Qualifications* (A850) for further information.

6.1   Overview of full process

For detailed information on these qualifications centres must refer to OCR's Admin guide: Vocational Qualifications (A850).

The following flow chart provides a brief summary of how these qualifications are delivered.

Administration flow chart for timetabled examinations

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        ┌──────────────────────────────────────┐
        │        Apply for centre approval      │
        │        Complete the approval form     │
        └──────────────────────────────────────┘
                          │
                          ▼
        ┌──────────────────────────────────────┐
        │  Centre download and install necessary│
        │                software               │
        └──────────────────────────────────────┘
                          │
                          ▼
        ┌──────────────────────────────────────┐
        │   Enter candidate details into the    │
        │             e-test system             │
        │       Allocate e-test to candidate    │
        │               Run e-test              │
        └──────────────────────────────────────┘
                          │
                          ▼
        ┌──────────────────────────────────────┐
        │      Centre uploads the e-test result │
        └──────────────────────────────────────┘
                          │
                          ▼
        ┌──────────────────────────────────────┐
        │         OCR issues certificates       │
        │  OCR sends unit and full award        │
        │  certificates as appropriate          │
        └──────────────────────────────────────┘
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7 Supporting Documentation

7.1 OCR sample assessment material

OCR sample tests are available for all units. Centres may choose to:

- use these tests for formative assessment of candidates

- use these tests as a benchmark for devising their own assessments to aid candidate preparation.

OCR sample assessment material is available to download from our website www.ocr.org.uk.

8 Mapping and Signposting

8.1 National Occupational Standards (NOS) Mapping

These qualifications provide a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to National Occupational Standards (NOS) in Business & Administration.

Each unit contains details of the signposting to the NOS.

8.2 Functional skills signposting

Training provided for the Certificate in Principles of Business and Administration may help to prepare candidates for the functional skills assessment. It is likely however that further training would be needed to fully prepare candidates for functional skills assessment.

Each unit contains details of the signposting to functional skills.

9 Further Support and Information

9.1 Enquiries

For enquiries relating to any of OCR's vocational qualifications, please contact the OCR Customer Contact Centre on:

Telephone: 024 76 851509
Fax: 024 76 851633
Email: vocational.qualifications@ocr.org.uk

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

9.2 Customer feedback

We welcome feedback from customers on all aspects of our provision. Comments relating to this documentation should be sent to:

The OCR Qualification Manager
Certificate in Principles of Business and Administration
Qualifications Division
OCR
Coventry Office
Westwood Way
Coventry
CV4 8JQ

9.3   Professional Development Programme

Take advantage of our improved Professional Development Programme, designed specifically with you in mind.

We are constantly looking for ways in which we can improve the support we offer to tutors and to make our professional development programme more accessible and convenient to all. We now offer a number of our courses online.

Our Professional Development Programme includes:

- Self- managed learning - FREE online professional development units available when and where you want them.

- Live Broadcast - FREE live web broadcasts of professional development events.

- Premier professional development - A series of "not to be missed" events.

- Face-to-face - FREE training sessions to help you understand and manage Controlled Assessment and to support some vocational courses.

To find out more about our new Professional Development Programme visit our website at www.ocr.org.uk.

9.4   Documents related to these qualifications

OCR's *Admin guide: Vocational Qualifications* (A850)

OCR e-testing User Guide - available to download from the Business and Administration qualification page of the OCR website (www.ocr.org.uk)

JCQ publications:

- *Access Arrangements, Reasonable Adjustments and Special Consideration;*

- *Instructions for Conducting Examinations;*

- *Suspected Malpractice in Examinations and Assessments*

10 Glossary

Analyse	to examine in detail in order to discover meaning, essential features, etc.
Apply	to devote oneself with diligence
	to bring into operation or use
	to put to practical use; utilise; employ
Assess	to judge the worth, importance, etc., of; evaluate
Calculate	to solve (one or more problems) by a mathematical procedure; compute
Carry out	to perform or cause to be implemented
Chart	to plot or outline the course of
	to make a detailed plan of
	to make a chart of
Classify	to arrange or order by classes; categorise
Collect	to gather together or be gathered together
Communicate	to impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures, etc.
Compare	to regard or represent as analogous or similar; liken
Compile	to make or compose from other materials or sources
Complete	to make whole or perfect
	to end; finish
Conduct	to do or carry out
Contrast	to distinguish by comparison of unlike or opposite qualities
Contribute	to give (support, money, etc.) for a common purpose or fund
	to supply (ideas, opinions, etc.) as part of a debate or discussion
Cook	to prepare (food) by the action of heat, as by boiling, baking, etc., or (of food) to become ready for eating through such a process
Define	to state precisely the meaning of (words, terms, etc.)
Deliver	to carry (goods, etc.) to a destination, esp. to carry and distribute (goods, mail, etc.) to several places
	to hand over, transfer, or surrender
	to produce or perform something promised or expected
Demonstrate	to show, manifest, or prove, esp. by reasoning, evidence, etc.
Describe	to give an account or representation of in words
Design	to work out the structure or form of (something)
Detail	to list or relate fully
	to include all or most particulars
Develop	to come or bring to a later or more advanced or expanded stage; grow or cause to grow gradually
Devise	to work out, contrive, or plan (something) in one's mind
Discuss	to have a conversation about; consider by talking over; debate
	to treat (a subject) in speech or writing
Estimate	to form an approximate idea of (distance, size, cost, etc.); calculate roughly; gauge

Evaluate	to ascertain or set the amount or value of
	to judge or assess the worth of; appraise
Examine	to look at, inspect, or scrutinise carefully, or in detail; investigate
Explain	to make (something) comprehensible, esp. by giving a clear and detailed account of the relevant structure, operation, surrounding circumstances, etc.
Explore	to examine or investigate, esp. systematically
Generate	to produce or bring into being; create
Give	to present or deliver voluntarily (something that is one's own) to the permanent possession of another or others
	to impart or communicate
Identify	to prove or recognise as being a certain person or thing; determine the identity of
Illustrate	to clarify or explain by use of examples, analogy, etc.
Implement	to carry out; put into action; perform
Interact	to act on or in close relation with each other
Interpret	to clarify or explain the meaning of; elucidate
Investigate	to inquire into (a situation or problem) thoroughly; examine systematically, especially in order to discover the truth
Justify	to prove or see to be just or valid; vindicate
	to show to be reasonable; warrant or substantiate
Keep	to have or retain possession of
Lead	to show the way to (an individual or a group) by going with or ahead
	to guide or be guided by holding, pulling, etc.
	to phrase a question to (a witness) that tends to suggest the desired answer
Measure	to determine the size, amount, etc., of by measurement
Monitor	to observe or record (the activity or performance) of (an engine or other device)
Organise	to form (parts or elements of something) into a structured whole; co ordinate
Outline	to give the main features or general idea of
Participate	to take part, be or become actively involved, or share (in)
Perform	to carry out or do (an action)
Plan	to have in mind as a purpose
	to make a plan of (a building)
Prepare	to make ready or suitable in advance for a particular purpose or for some use, event etc.
	to put together using parts or ingredients; compose or construct
	to equip or outfit
Present	to show, exhibit
	to put forward; submit
	to bring or suggest to the mind
Produce	to bring (something) into existence; yield
	to bring forth (a product) by physical or mental effort; make
Profile	to draw, write or make a profile of
Promote	to further or encourage the progress or existence of
	to raise to a higher rank, status degree etc.

	to urge the adoption of; work for
	to encourage the sale of (a product) by advertising or securing financial support
Propose	**to put forward (a plan, motion, etc.) for consideration or action**
Provide	to put at the disposal of; furnish or supply
Recognise	to perceive (a person, creature, or thing) to be the same as or belong to the same class as something previously seen or known; know again
Recommend	to advise as the best course or choice; counsel
Research	to carry out investigations into (a subject, problem etc.)
Review	to look at or examine again
	to look back upon
Select	to choose (someone or something) in preference to another or others
Serve	to render or be of service to (a person, cause, etc.); help
	to distribute or provide
Show	to make, be, or become visible or noticeable
	to indicate or explain; prove
Suggest	to put forward (a plan, idea, etc.) for consideration
Summarise	to make or be a summary of; express concisely
Understand	to know and comprehend the nature or meaning of
Undertake	to contract to or commit oneself to (something) or to do (something)
Use	to put into service or action; employ for a given purpose