

Understanding Business Enterprise

Level 1 Award in Understanding Business Enterprise

Entry code 10315

Level 2 Award in Understanding Business Enterprise

Entry code 10316

Level 3 Award in Understanding Business Enterprise

Entry code 10317

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1 Qualification overview

Title	OCR Level 1 Award in Understanding Business Enterprise			
OCR entry code	10315	Qualification Number (QN)		600/5512/1
Age group approved	Pre-16	16-18	18+	19+
	✓	✓		✓
This qualification is suitable for	those who wish to gain knowledge and understanding in aspects of Enterprise			
Entry requirements	There are no formal entry requirements for this qualification.			
Credit requirement	a minimum of 3			
Structure and options	credit from Level 1 mandatory group			2
	minimum credit from optional groups			1
Assessment model	<p>This qualification is pass/fail.</p> <p>This qualification is internally assessed by centre assessors and quality assurance personnel (e.g. teachers/tutors, support workers) and externally moderated by OCR.</p>			

Title	OCR Level 2 Award in Understanding Business Enterprise			
OCR entry code	10316	Qualification Number (QN)		600/5582/0
Age group approved	Pre-16	16-18	18+	19+
	✓	✓		✓
This qualification is suitable for	those who wish to gain knowledge and understanding in aspects of Enterprise			
Entry requirements	There are no formal entry requirements for this qualification.			
Credit requirement	a minimum of 4			
Structure and options	credit from Level 2 mandatory group			3
	minimum credit from optional groups			1
Assessment model	<p>This qualification is pass/fail.</p> <p>This qualification is internally assessed by centre assessors and quality assurance personnel (e.g. teachers/tutors, support workers) and externally moderated by OCR.</p>			

Title	OCR Level 3 Award in Understanding Business Enterprise			
OCR entry code	10317	Qualification Number (QN)		600/5583/2
Age group approved	Pre-16	16-18	18+	19+
	✓	✓		✓
This qualification is suitable for	those who wish to gain knowledge and understanding in aspects of Enterprise			
Entry requirements	There are no formal entry requirements for this qualification.			
Credit requirement	a minimum of 5			
Structure and options	credit from Level 3 mandatory group			4
	minimum credit from optional group 2 or 3			1
Assessment model	<p>This qualification is pass/fail.</p> <p>This qualification is internally assessed by centre assessors and quality assurance personnel (e.g. teachers/tutors, support workers) and externally moderated by OCR.</p>			

2 Introduction

This centre handbook provides information for centre staff involved in the planning, delivery and assessment of the following qualifications.

OCR entry code	Title	Qualification Number
10315	OCR Level 1 Award in Understanding Business Enterprise	600/5512/1
10316	OCR Level 2 Award in Understanding Business Enterprise	600/5582/0
10317	OCR Level 3 Award in Understanding Business Enterprise	600/5583/2

The units and any supporting documentation for these qualifications can be found on the [OCR website](#).

The information provided in this handbook is correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification webpages for details regarding updates.

It is important that centre staff involved in the delivery of the above have access to and understand the requirements laid down in this handbook.

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).

2.1 Funding

These qualifications are regulated in the Qualifications and Credit Framework and may be 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 Act 2000
<http://www.education.gov.uk/section96/>

Education Funding Agency
<http://www.education.gov.uk/childrenandyoungpeople/youngpeople/studentssupport/funding/b00203354/efa-funding> for public funding information for 14-19 learners in England

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 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.

DAQW – Database of Approved Qualifications www.daqw.org.uk for public funding in Wales

Department for Employment and Learning www.delni.gov.uk or Department of Education www.deni.gov.uk for public funding in Northern Ireland.

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 OCR by email at funding@ocr.org.uk.

2.2 Guided learning hours

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 Performance figures

For information on these qualifications' contribution to performance measurement please see [Ofqual's Register of Regulated Qualifications](#).

2.4 Unique Learner Number (ULN)

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. Where a candidate has a ULN, you should enter their number in the ULN field of the entry form. 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 Diploma Aggregation Service. Further information about this can be found in the [Admin guide: Vocational Qualifications](#) (A850).

2.5 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 [Qualification structures and entry requirements](#) and [Assessment](#).

3 Qualification structures and entry requirements

3.1 About these qualifications

These qualifications:

- are high quality and nationally recognised
- are vocationally-related
- are credit-based
- support achievement of Functional Skills/Essential Skills (Wales)
- relate to national occupational standards (NOS)
- are regulated in the Qualifications and Credit Framework (QCF)
- appear on the [Register of Regulated Qualifications](#).

They provide valuable opportunities for candidates to:

- gain underpinning knowledge and understanding
- provide progression to other vocational or general qualifications, e.g. Level 2 or Level 3 Award in Business Enterprise or OCR Cambridge Level 2 and Level 3 qualifications in Business.

3.2 Qualification aims/objectives

The Awards in Understanding Business Enterprise aim to:

- develop candidates' knowledge and understanding about business enterprise
- raise awareness of the realities of planning and running a business: for example promoting yourself and your product/service, having business goals, attracting customers and managing money
- encourage progression by assisting in the development of knowledge and understanding needed to undertake further study or employment.

3.3 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.

There are no formal requirements for entry to these qualifications.

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

3.4 Recognition of Prior Learning

Within the QCF, recognition of prior learning (RPL) is defined as 'A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.' (Regulatory arrangements for the Qualifications and Credit Framework Ofqual/08/3726). OCR encourages the use of RPL and centres should advise their 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 centres make it clear to their 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.

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 OCR will quality assure and authorise certification.

3.5 Progression

These qualifications have been designed to develop the knowledge and understanding required to enable progression to and from qualifications along the vertical and horizontal planes in the Qualifications and Credit Framework (QCF) and from the National Qualifications Framework (NQF).

Candidates achieving these qualifications may go into employment or consider opportunities to develop their own business. They could progress to further vocational study in their chosen sector, for example, by taking a Level 2 or Level 3 Award in Business Enterprise or OCR Cambridge Level 2 and Level 3 qualifications in Business to further develop their employability.

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 these qualifications and identify opportunities to link the units.

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 value to be achieved
- mandatory unit credit
- minimum credit to be achieved at the level
- optional unit credit
- barred combinations of units.

When combining units for these qualifications, it is the centre's responsibility to ensure the rules of combination are followed:

3.6.1 Table of units for OCR Level 1, 2 and 3 Awards in Understanding Business Enterprise

The following table contains the groups of units by level. The units are available to download from the OCR website. Please see the rules of combination for details of each qualification requirement.

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
Level 1 units						
1	UR4	Understand the personal qualities and abilities for business	L/503/8883	1	1	8
2	UR2	Understand the opportunities and risks in running a business	A/503/8863	1	1	8
3	UR19	Understand how to market a business	T/503/8862	1	1	8
4	UR18	Understand how to make successful deals in business	K/503/8857	1	1	8
5	UR14	Understand how to get help and support in business	K/503/8860	1	1	8
6	UR15	Understand business planning	D/503/8855	1	1	8
7	UR13	Understand how to manage money in a business	Y/503/8854	1	1	8
8	UR12	Understand enterprise and enterprising skills	T/503/8859	1	1	8
Level 2 units						
9	UR3	Understand the personal qualities and abilities for business	K/503/8874	1	2	8
10	UR9	Understand the opportunities and risks in running a business	K/503/8888	1	2	8
11	UR7	Understand how to market a business	D/503/8886	2	2	16
12	UR6	Understand how to negotiate in business	Y/503/8885	1	2	8
13	UR16	Understand business planning	M/503/8861	1	2	8
14	UR5	Understand business resource and legal issues	Y/503/9910	1	2	8
15	UR10	Understand how to get help and support in business	M/503/8858	1	2	8
16	UR11	Understand how to manage money in a business	R/503/8853	1	2	8
17	UR17	Understand enterprise and enterprising skills	H/503/8856	2	2	16
Level 3 units						
18	UR8	Understand how to promote business ideas	H/503/8887	2	3	16
19	UR1	Understand how to prepare for starting a business	L/503/8852	2	3	16
20	UR28	Understand how to find out about business	D/503/8872	2	3	16

3.6.2 Rules of combination for OCR Level 1 Award in Understanding Business Enterprise

To achieve this qualification a candidate must achieve the following:

a minimum credit of	3
minimum credit from Level 1	2
minimum credit from any level (1, 2 or 3)	1

3.6.3 Rules of combination for OCR Level 2 Award in Understanding Business Enterprise

To achieve this qualification a candidate must achieve the following:

a minimum credit of	4
minimum credit from Level 2	3
minimum credit from any level (1, 2 or 3)	1

3.6.4 Rules of combination for OCR Level 3 Award in Understanding Business Enterprise

To achieve this qualification a candidate must achieve the following:

a minimum credit of	5
minimum credit from Level 3	4
minimum credit from level 2 or 3	1

There are no equivalencies or exemptions for these qualifications.

The following table details barred combinations.

3.6.5 Barred combinations

Barred combinations

Barred combinations are units that cannot be counted together as part of the rule of combination for these qualifications.

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Barred with	Barred with
1	UR4	Understand the personal qualities and abilities for business	L/503/8883	OCR Unit 9 K/503/8874	OCR unit 19 L/503/8852
2	UR2	Understand the opportunities and risks in running a business	A/503/8863	OCR Unit 10 K/503/8888	
3	UR19	Understand how to market a business	T/503/8862	OCR Unit 11 D/503/8886	
4	UR18	Understand how to make successful deals in business	K/503/8857	OCR Unit 12 Y/503/8885	
5	UR14	Understand how to get help and support in business	K/503/8860	OCR Unit 15 M/503/8858	
6	UR15	Understand business planning	D/503/8855	OCR Unit 13 M/503/8861	
7	UR13	Understand how to manage money in a business	Y/503/8854	OCR Unit 16 R/503/8853	
8	UR12	Understand enterprise and enterprising skills	T/503/8859	OCR Unit 17 H/503/8856	
9	UR3	Understand the personal qualities and abilities for business	K/503/8874	OCR Unit 1 L/503/8883	OCR Unit 19 L/503/8852
10	UR9	Understand the opportunities and risks in running a business	K/503/8888	OCR Unit 2 A/503/8863	
11	UR7	Understand how to market a business	D/503/8886	OCR Unit 3 T/503/8862	
12	UR6	Understand how to negotiate in business	Y/503/8885	OCR Unit 4 K/503/8857	
13	UR16	Understand business planning	M/503/8861	OCR Unit 6 D/503/8855	
15	UR10	Understand how to get help and support in business	M/503/8858	OCR Unit 5 K/503/8860	
16	UR11	Understand how to manage money in a business	R/503/8853	OCR Unit 7 Y/503/8854	
17	UR17	Understand enterprise and enterprising skills	H/503/8856	OCR Unit 8 T/503/8859	
19	UR1	Understand how to prepare for starting a business	L/503/8852	OCR Unit 1 L/503/8883	OCR Unit 9 K/503/8874

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, which may include assessors having, 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 must be able to demonstrate consistent application of the skills and 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.

4.3 Internal quality assurance personnel (IQA)

Internal quality assurance is an activity that can be performed by dedicated individuals or as part of an individual's wider role.

All internal quality assurance personnel must:

- be experienced in quality assurance. Appropriate qualifications would include: Award in the Internal Quality Assurance of Assessment Processes and Practice, or as a verifier, (V1, D34). Where Centres use trained quality assurance personnel, they must provide evidence to OCR of the training undertaken
- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role
- sample the assessment process to ensure accurate and consistent decisions between centre assessors and against standards
- resolve differences and conflicts on assessment decisions
- ensure that assessment has been carried out by persons who are occupationally knowledgeable within the area they are assessing
- maintain their occupational knowledge by actively engaging in continuous professional development activities in order to keep up-to-date with developments within the sector
- be responsible for corrective measures identified by OCR Moderators and OCR.

5 Assessment

5.1 Assessment: How it works

Teachers/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.

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/ examination. Unit fees are available for this purpose. The [OCR Fees List](#) provides details of all fees applicable to these units/qualifications.

5.2 Authentication

Teachers/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 teachers/tutors/assessors to check authenticity of the work and provide general feedback.

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.

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.

Whilst there are no restrictions on the number of times that a candidate can resubmit evidence, it is the responsibility of the teacher/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 Initial assessment of candidates

It is important for centres to carry out an initial assessment that identifies the knowledge and understanding candidates already have and any potential gaps that need to be addressed. This will enable centres and candidates to identify units which are most appropriate to their needs.

5.4 Centre assessed unit(s) and OCR moderated

All units are centre-assessed and externally moderated by OCR

OCR strongly recommends assessing this unit by use of the OCR assignments which are provided on the OCR website. These are centre assessed and externally moderated by OCR.

Alternatively, centres may choose to use these assignments as a benchmark for devising their own assessments. Where Centres choose not to use the OCR sample assignments, it is the responsibility of the Centre to ensure that **all** assessment criteria are sufficiently covered and referenced.

Assessors should mark the work and ensure each candidate has met the required standard before submitting work for moderation. This unit is Pass/Fail only – incomplete or substandard work should not be submitted for moderation.

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

Centre Assessors must:

- judge candidate work against the standard identified to meet the assessment criterion
- 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 (e.g. Witness Statement Forms, Submission Cover Sheet , Evidence Checklists)
- maintain records of candidates' achievements.

Full details of the administration arrangements associated with these qualifications are included in the [Admin guide: Vocational Qualifications \(A850\)](#).

5.5.1 Internal standardisation

Internal standardisation is an important part of the local assessment process. Centres are required to implement a system which ensures that all assessment is being carried out in a similar way and to an equivalent standard across all centre assessors. OCR may 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.

5.5.2 External moderation

External moderation ensures centres' internal assessments meet the national requirements of these qualifications.

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 teachers/tutors prior to submission for moderation. Where the Evidence Checklist is submitted electronically, the insertion of the teacher/tutor's name fulfils the same purpose.

Teachers/tutors must check that each criterion has been successfully met by the candidate before work is signed and sent for external moderation.

Centres must use candidates' Submission Cover Sheet, downloadable from the OCR qualifications webpage http://www.ocr.org.uk/download/forms/ocr_68909_form_qcf_sub_cover_sheet.pdf, to send to their OCR Examiner-moderator only those items required as evidence for the unit concerned.

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.

6 Delivery

6.1 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 last entry date laid down by the regulatory authorities.

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.

6.2 Wider issues

These qualifications provide 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

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

- Individual responsibility
- business and social responsibilities
- the rights of an individual to be informed of and to access data held about them by an organisation (Data Protection Act)
- confidentiality of information (employer and clients); the need to ensure data security
- the importance of honesty and accuracy in recording, manipulating and presenting data.

Environmental issues, health and safety considerations and European developments

Teachers/Tutors delivering a programme of learning leading towards these qualifications would have opportunities to develop candidates' understanding of

- environmental issues which could be explored through the way in which resources are selected and used.
- European developments which could be explored in relation to the way in which enterprise activities may be affected by European rulings.
- Health and safety issues which could be covered as part of discussions regarding the responsibility to potential customers.

6.3 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 these qualifications. Centres should ensure that appropriate physical resources are made available to candidates.

6.4 Delivery in Wales and Northern Ireland

These qualifications have been regulated by Ofqual for delivery in England, Wales and Northern Ireland during the life of the qualifications.

They have been approved by the Welsh Government 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.

Further information concerning the provision of assessment materials in Welsh and Irish may be obtained from the OCR Customer Contact Centre: 024 76 851509.

6.5 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 Joint Council of Qualifications' (JCQ) booklet [Access Arrangements, Reasonable Adjustments and Special Consideration](#).

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).

6.6 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 OCR Standards.

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

Further information is contained in the JCQ publication: *General and Vocational Qualifications - Suspected Malpractice in Examinations and Assessments* which is available from www.jcq.org.uk together with OCR's [Malpractice Procedures – A Guide for Centres](#).

* 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.

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), and
- 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 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.

For details on how to make online claims for QCF qualifications see the step-by-step guide for centres [Making online claims for QCF and Functional Skills qualifications](#).

7.2 Multiple certificates recognising candidate achievement

Centres may receive certificates for qualifications that are part of a suite but for which the candidate has not been entered.

As the centre claims units for this qualification, OCR's system will validate the combination of units matches the rules of combination for this qualification.

In the process it will also check against the OCR candidate number for:

- qualifications/units already claimed and if these contribute to this qualification
- identify if this claim contributes to the achievement of the rules of combination for other qualifications.

If this is the case certificates will automatically be generated to recognise the candidate's achievement. For example If candidates are entered for an OCR qualification which is part of a suite, e.g. a Level 3 Diploma in Business and Administration, when the units are claimed the system will check if the combination of units entitles the candidate to any other qualifications such as the Award or Certificate.

7.3 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 sent to: Data Capture (VQ Historical Records), OCR, 1 Hills Road, Cambridge CB1 2EU.

8 Administration arrangements

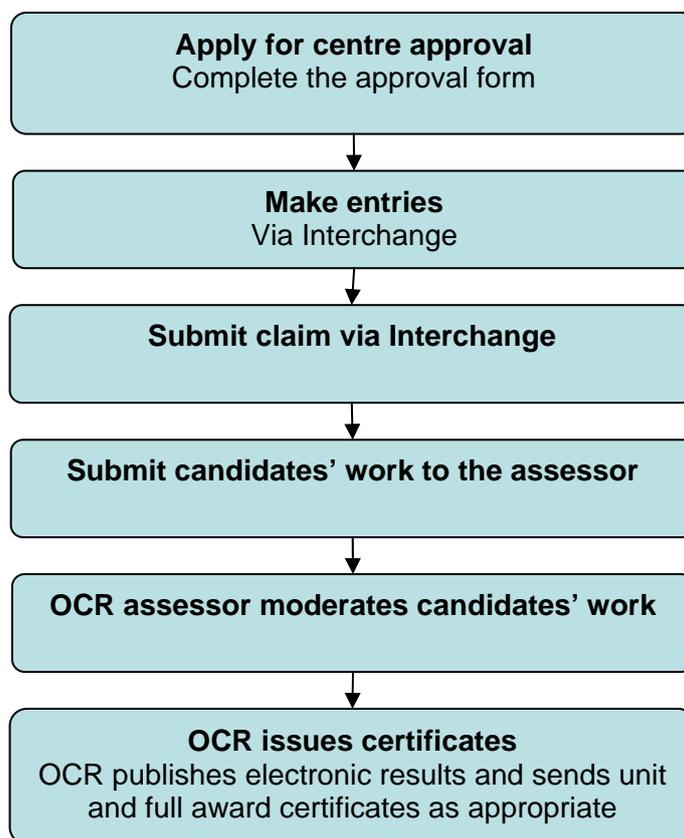
8.1 Administration arrangements for these qualifications

This section provides an overview of the administration arrangements operating for these qualifications. For detailed information centres must refer to OCR's [Admin guide: Vocational Qualifications](#) (A850).

8.2 Overview of full process

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

Administration flowchart for on-demand/postal moderation



8.3 How to gain centre approval

Centres can download and complete the electronic Centre Approval Form from the OCR website and return it to OCR Operations (or complete and submit it electronically). Alternatively contact the OCR Customer Contact Centre on 024 7685 1509.

8.4 How to enter candidates

In order to let OCR know which qualifications your candidates wish to take, you need to make entries. Note that the term 'registrations' has been replaced by the term 'qualification entry'.

Making entries must be carried out via OCR Interchange - OCR's secure extranet facility. For full details of the process please see [Making entries using OCR Interchange](#).

8.5 Entry options

Options for candidate entry:

- Full award entry – Candidates can be entered for the full award when they are intending to complete the whole qualification rather than just individual units. This is often a more cost-effective way to make entries. Please note, however, if a candidate does not complete the full award, the remaining units cannot be transferred to another candidate. Following qualification achievement, if a candidate wishes to upgrade to the next size of qualification e.g. from an Award to a Certificate, they should claim unit entry for the additional units required, indicating that they are being claimed for the larger qualification.
- Unit entry – It is possible for candidates to build up their qualification unit by unit. This may be useful if a centre is unsure whether a candidate is intending to complete the full qualification.

Candidates should be entered either for the full award or individual units. They should not be entered for both.

Routes for making entries:

- Named entry – This is where you provide specific candidate information (e.g. name and date of birth) for each qualification. The advantage of named entry is that materials we supply are personalised, requiring less manual work later. In general, this is OCR's preferred entry route.
- Unnamed entry – This allows you to order a number of units or qualifications in bulk, without specifying who will be taking them. Although this increases the flexibility of the administration, it may increase the administrative burden later in the process.

8.6 How to make claims

All claims should now be carried out via OCR Interchange. For full details of the process please see [Making a claim using OCR Interchange](#).

Please note that for postally moderated qualifications the work should be sent to the examiner-moderator within 24 hours of the claim being made on Interchange.

9 Supporting documentation

9.1 OCR assessments

OCR assessments are available for all units. We recommend that Centres use these assignments for assessment of candidates. However Centres may choose to:

- tailor these assignments for centre assessment of candidates
- use these assignments as a benchmark for devising their own assessments to aid candidate preparation.

Where Centres choose not to use the OCR assignments, it is the responsibility of the Centre to ensure that all assessment criteria is sufficiently covered and referenced.

OCR assessment material is available to download from our website www.ocr.org.uk and includes guidance for tutors and suitable examples where appropriate.

9.2 Submission cover sheet

The OCR submission cover sheet is available to download from the OCR website. This must be completed by centres to submit work to moderators.

10 Mapping and signposting

10.1 National Occupational Standards (NOS) Mapping

These qualifications provide a key progression route between education and employment or further study/training leading to employment. They are directly relevant to the needs of employers and relates to [National Occupational Standards \(NOS\) in Business Enterprise](#).

Each unit contains details of the signposting to the NOS.

10.2 Functional skills signposting

Training provided for Understanding Business Enterprise may help to prepare candidates for the functional skills assessment (e.g. report writing may be good preparation for English). 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.

11 Further support and information

This Centre Handbook and the [Admin guide: Vocational Qualifications](#) (A850) contain the information needed to deliver and administer these qualifications. If there are any queries about these please see below for contact details. Support is also available on the OCR webpages at www.ocr.org.uk.

11.1 Interchange

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate, free access to candidate information at your convenience. Sign up at <https://interchange.ocr.org.uk>.

11.2 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.

11.3 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
Awards in Understanding Business Enterprise
Customers, Curriculum and Qualifications
OCR
Coventry Office
Westwood Way
Coventry
CV4 8JQ

11.4 Results enquiries and appeals

Please refer to the [Admin guide: Vocational Qualifications](#) (A850).

OCR training events

We offer a full range of training to support the delivery of our qualifications. View details and make online bookings at www.ocreventbooker.org.uk or visit our website www.ocr.org.uk/training to view an A to Z list of training and our digital training booklets.

We also offer in-house events (<http://www.ocr.org.uk/training/inhouse/index.html>) which can be delivered in your own centre. If you are unable to find what you are looking for, or would like to request information about our in-house training contact us by e-mail at training@ocr.org.uk or telephone 02476 496398.

11.5 OCR publications

The OCR Publications Service offers support to OCR customers, centres, parents and candidates. It offers a wide range of up-to-date materials for sale which relate to our key qualifications. These materials include specifications, past papers, mark schemes and a range of support materials.

The OCR Publications Catalogue holds the full list of materials currently available to order. To obtain a copy of this and to order publications, please go to <http://publications.ocr.org.uk> or call our dedicated order line on 0870 770 6622.

Orders can also be emailed to publications@ocr.org.uk or posted to the address on the order form printed in the OCR Publications Catalogue.

Any resources to support these qualifications are available to download from the OCR website.

11.6 Documents related to these qualifications

<i>Admin guide: Vocational Qualifications (A850)</i>	<a href="http://www.ocr.org.uk/administrati
on/documents/vocational.html">http://www.ocr.org.uk/administrati on/documents/vocational.html
<i>Making entries for Vocational qualifications via Interchange</i>	<a href="http://www.ocr.org.uk/interchang
e/docs/index.html">http://www.ocr.org.uk/interchang e/docs/index.html
<i>Making online claims for QCF and Functional Skills qualifications</i>	<a href="http://www.ocr.org.uk/interchang
e/docs/index.html">http://www.ocr.org.uk/interchang e/docs/index.html
JCQ publications: <ul style="list-style-type: none"> – <i>Access Arrangements, Reasonable Adjustments and Special Consideration</i> – <i>Instructions for Conducting Examinations</i> – <i>Suspected Malpractice in Examinations and Assessments</i> 	<a href="http://www.jcq.org.uk/exams_offi
ce/index.cfm">http://www.jcq.org.uk/exams_offi ce/index.cfm