

Centre Handbook

Business

OCR Level 2 Nationals in Business

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1 Introduction

This Centre Handbook provides information for centre staff involved in the planning, delivery, assessment or moderation of the following qualifications which have been accredited onto the National Qualifications Framework (NQF) at Level 2 and are part of the OCR Nationals suite of qualifications:

OCR Level 2 National Award in Business

06329

OCR Level 2 National Certificate in Business

03634

It is important that centre staff involved in the delivery, assessment or moderation of the above qualifications understand the requirements laid down in this handbook. Centres should therefore ensure that staff have access to this publication.

An electronic copy of this handbook is provided on CD Rom free to all centres on centre approval. It is also available to download from our website: www.ocr.org.uk.

1.1 Documentation updates

The information provided in this Centre Handbook was correct at the time of production. Occasionally OCR may update this information. Please refer to the updates section of the relevant qualification on our website www.ocr.org.uk for details regarding amendments made to this handbook. For your convenience, the latest amended version of this handbook is available electronically for downloading from our website: www.ocr.org.uk.

1.2 OCR Nationals suite of qualifications

The OCR Nationals suite of qualifications provides candidates with high quality, industry-relevant qualifications geared to the specific requirements of key sectors. They are vocationally-related qualifications that provide valuable opportunities for individuals to develop skills and gain underpinning knowledge and understanding which will support entry into work or progression to further studies through Further Education or Higher Education. The OCR Nationals are attractive, practically-based qualifications intended to stimulate and interest candidates. They support achievement of Key Skills and relate to national occupational standards thereby providing an ideal progression to National Vocational Qualifications (NVQs) once individuals are in suitable employment.

1.3 Administration arrangements for these qualifications

A separate publication, the *Administrative Guide to OCR Nationals* (code A028), provides full details of the administration arrangements for these qualifications. The administrative guide is issued free on centre approval and is available on our website: www.ocr.org.uk.

1.4 If centre staff have queries

This Centre Handbook and the *Administrative Guide to OCR Nationals* (code A028) contain all the information needed to deliver, assess, moderate 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 for further support.

2 General Information

2.1 Qualification profile

Title	OCR Level 2 National Award in Business			
OCR code	06329			
Level	This qualification has been accredited onto the National Qualifications Framework (NQF) at Level 2.			
QAN	100/6134/4 (Qualification Accreditation Number)			
Age group approved	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
This qualification is suitable for	Those studying in preparation for employment in the business sector particularly in job roles where they will be expected to use communication and IT skills, liaise with customers and carry out customer-facing operational roles. This qualification is also suitable for those wishing to gain a Level 2 qualification to support further study in FE and provides a progression route to the OCR Level 2 National Certificate in Business.			
Entry requirements	There are no formal entry requirements for this qualification.			
Qualification structure	To achieve this qualification, candidates must complete a total of 3 units consisting of two mandatory units and one optional unit. These units are drawn from the same bank of units as the OCR Level 2 National Certificate in Business.			
Assessment and grading	All units are centre-assessed and externally moderated by OCR. There are no timetabled exams for this qualification; candidates may complete units at a time that suits the centre. The full award and units from this qualification are graded as Pass, Merit or Distinction.			
Funding	<p>This qualification has been accredited onto the NQF and, as such, is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above.</p> <p>For information on qualifications approved by the Secretary of State see the DfES websites: http://www.dfes.gov.uk/section 96 http://www.dfes.gov.uk/section 97</p>			
Performance figures	For information on this qualification's contribution to performance measurement please see QCA's OpenQUALS database: http://www.openquals.org.uk			
National occupational standards	This qualification relates to national occupational standards in at least three areas: Enterprise, Customer Service and Administration. Mapping to the relevant standards is provided within this handbook.			
Key Skills	Signposting to Key Skills is provided within this handbook			
Last entry date*	31 August 2009			Revised date:
Last certification date*	31 August 2011			Revised date:

*OCR will inform centres of changes to these dates. All centre records must be updated accordingly.

2.1 Qualification profile (continued)

Title	OCR Level 2 National Certificate in Business			
OCR code	03634			
Level	This qualification has been accredited onto the National Qualifications Framework (NQF) at Level 2.			
QAN	100/3154/6 (Qualification Accreditation Number)			
Age group approved	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
This qualification is suitable for	Those studying in preparation for employment in the business sector particularly in job roles where they will be expected to use communication and IT skills, liaise with customers and carry out customer-facing operational roles. This qualification is also suitable for those wishing to gain a Level 2 qualification to support further study in FE.			
Entry requirements	There are no formal entry requirements for this qualification.			
Qualification structure	To achieve this qualification, candidates must complete a total of 6 units consisting of four mandatory units and two optional units.			
Assessment and grading	All units are centre-assessed and externally moderated by OCR. There are no timetabled exams for this qualification; candidates may complete units at a time that suits the centre. The full award and units from this qualification are graded as Pass, Merit or Distinction.			
Funding	<p>This qualification has been accredited onto the NQF and, as such, is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above.</p> <p>For information on qualifications approved by the Secretary of State see the DfES websites: http://www.dfes.gov.uk/section 96 http://www.dfes.gov.uk/section 97</p>			
Performance figures	For information on this qualification's contribution to performance measurement please see QCA's OpenQUALS database: http://www.openquals.org.uk			
National occupational standards	This qualification relates to national occupational standards in at least three areas: Enterprise, Customer Service and Administration. Mapping to the relevant standards is provided within this handbook.			
Key Skills	Signposting to Key Skills is provided within this handbook			
Last entry date*	31 August 2009			Revised date:
Last certification date*	31 August 2011			Revised date:

*OCR will inform centres of changes to these dates. All centre records must be updated accordingly.

2.2 Target

These qualifications are typically (although not exclusively) aimed at young people aged 14-19 in full-time further education who are seeking a career in business or wishing to further their studies at Level 2 of the National Qualifications Framework (NQF).

More mature learners wishing to make a fresh start on a course that prepares them for further learning or work involving business-related activities are equally served by these qualifications.

Individual units within these qualifications can be entered and certificated separately allowing flexibility to offer individual units alongside other programmes of learning. Candidates have the option of achieving as many or as few units as are appropriate for their own learning needs or employment situation.

These qualifications will be particularly suitable for those who wish to study in preparation for (or alongside) employment in job roles where they will be expected to use communication and IT skills, liaise with customers and carry out customer-facing operational roles.

2.3 Qualification aims

The OCR Level 2 Nationals in Business have been developed to recognise candidates' skills, knowledge and understanding of business functions, environments and operations. They have been designed to accredit candidates' achievements in a modern and practical way that is relevant to the workplace. They do not certificate competence on the job but are work-related qualifications which will support progression to an NVQ once a candidate is in the workplace.

These qualifications specifically aim to:

- 1 develop candidates' knowledge and understanding of the business sector
- 2 develop candidates' skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the business sector
- 3 develop candidates' ability to work autonomously and effectively in a business context
- 4 enable candidates to develop knowledge and understanding in specialist areas of business, and demonstrate the skills needed to participate in the operation and development of real business organisations
- 5 encourage progression by assisting in the development of skills, knowledge and understanding that candidates will need to access further programmes or occupational training on a full-time or part-time basis
- 6 encourage progression by assisting in the development of skills, knowledge and understanding that candidates will need to enter employment or enhance their current employment status
- 7 promote interaction between employers, centres and candidates by relating teaching and assessment to real organisations.

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.

All centre staff involved in the assessment or delivery of these qualifications should understand their requirements and match them to the needs and capabilities of individual learners before entering them as candidates for one of these qualifications. There is no requirement for candidates to achieve a Level 1 qualification before progressing onto these qualifications although, as a general guide, candidates with qualification profiles comparable to Level 1 of the National Qualifications Framework (NQF) will normally be at a level suitable for entry onto a programme leading to one of these qualifications. Individuals should be considered equally for entry whether they hold certificates easily recognisable against the NQF or present more varied profiles for consideration.

2.5 Entry restrictions

There are no restrictions on candidate entry for a full qualification. However, these qualifications contain a career planning unit and a work experience unit as choices within the optional list of units. For the purpose of the full OCR Level 2 Certificates, only one of these units will count towards a full qualification. If candidates choose to complete both of these units, one will count towards achievement of the full Certificate, the other will be recognised on a unit certificate but will not count towards the full qualification.

2.6 Progression opportunities

Progression into employment

These qualifications are designed to enable candidates to enter employment at operative or trainee level within a wide range of business environments. Such candidates would normally enter employment through a work-related training programme.

For example, a candidate achieving an OCR Level 2 National in Business may:

- enter employment at operative level
- enter employment and undertake a related NVQ at a level appropriate to the job role
- enter employment and undertake other related occupational qualifications.

Progression to further qualifications

These qualifications have been designed to develop the skills, knowledge and understanding required to enable progression to qualifications along the vertical and horizontal planes in the National Qualifications Framework.

For example, a candidate achieving an OCR Level 2 National in Business may:

- undertake additional Level 2 qualifications part-time or full-time in further education, eg OCR Level 2 National Certificate (where candidates were previously registered for the OCR Level 2 National Award in Business)

- undertake higher level qualifications part-time or full-time in further education (eg OCR Level 3 National in Business or in another sector area or A-Level).

2.7 Work experience

We have not made work experience a mandatory requirement of these qualifications (although it is strongly recommended) because we accept the difficulties some candidates and centres have in gaining local access to a workplace. Optional Unit 13 caters for those who wish to have their work experience recognised within these qualifications.

2.8 Supporting candidates

Centres should ensure that candidates are informed of the title of the qualification they have been entered for and that OCR is the awarding body for their chosen qualification. To assist centres in their support of candidates, copies of candidate handouts are provided in the section **Guidance for Candidates**. This guidance is optional for issue and may be photocopied or adapted to suit the needs of candidates and centres.

Assessors (or other centre staff) should provide guidance on what needs to be included as evidence and should help candidates plan their evidence collection. Assessors can explain what they will be looking for when they are assessing the work and it is expected that candidates will receive feedback on work-in-progress but this feedback must not extend to assisting in the completion of tasks, writing of text or detailed instructions on how to do the work.

2.9 Wider issues

These qualifications provide potential for centres to develop candidates' understanding of spiritual, moral, ethical, legislative, economic, social and cultural issues and heighten candidates' awareness of sustainable development, health and safety considerations and European developments consistent with international agreements.

Spiritual, moral, ethical, legislative, economic, social and cultural issues

Teachers and tutors delivering a course in business that supports these specifications would have opportunities to address spiritual, moral, ethical, legislative, economic, social and cultural issues throughout all units in the exploration of issues such as individual responsibility, group/team responsibility, business's social responsibilities, individual responsibilities towards the customer, courtesy and protocols in dealing with colleagues and customers, security and confidentiality of information.

Moral and ethical treatment of employees is explored in Unit 5 in the context of the effect of employer and employee co-operation on business performance.

Unit 7 explores ethics and their impact on promotional campaigns.

Cultural issues are explored in Unit 8, in the context of European diversity.

Environmental issues, health and safety considerations and European developments

Teachers and tutors delivering a course in business that supports these specifications would have opportunities to address health and safety issues through Units 10 and 13. The issue of safe working practice should be explored through the contexts of teamwork, maintaining one's own work environment and working with procedures.

Environmental issues are explored in Unit 2, which includes consideration of the environmental impact of business operations.

European developments will need consideration in Unit 8, where appreciation of European legislation, work patterns, and social diversity are knowledge requirements.

2.10 Guided learning hours

The time it will take a candidate to complete one of these qualifications will depend on a number of things, for instance, mode of study (ie whether full-time or part-time) and level of knowledge or experience on entry onto the programme of study. As a general guide, each of the units in these qualifications is likely to require approximately 60 guided learning hours (glh).

If candidates complete the OCR Level 2 National Award in Business consisting of 3 units, 180 glh are likely to be required.

If candidates complete the OCR Level 2 National Certificate in Business consisting of 6 units, 360 glh are likely to be required.

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 and 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 learners 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 tutors and assessors.

2.12 Resources

These qualifications are designed to prepare candidates for employment or further study in the business sector. The physical resources needed to support delivery and assessment should normally be of industry standard. As a minimum, the following resources are required for the delivery and assessment of these qualifications.

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

It is assumed that candidates will have access to computer facilities including internet access as well as library-based resources.

In some units there are specific resources to which candidates must have access in order to achieve the assessment objectives. These are listed below. If a unit is not listed, it has no specific resource requirements.

Units		Resources required
1	Investigating business	<ul style="list-style-type: none"> • candidates must have access to medium-sized business either through independent research, educational visits, guest speaker or a comprehensive case study. The business needs to have clear aims and objectives, organisational structure, competitors and a variety of stakeholders • statistics on trends within the three industrial sectors
2	Enterprise and operations	<ul style="list-style-type: none"> • internet access • access to secondary data relevant to local area – employment trends • presentation software • word processing and spreadsheet software • calculators
3	Finance in business	<ul style="list-style-type: none"> • calculators • graph paper • word processing and spreadsheet software
4	Communication in business	<ul style="list-style-type: none"> • email facilities • presentation software • word processing software • internet access
5	Working with people in business	<ul style="list-style-type: none"> • candidates must have access to the staff development programme of two selected businesses. This could be through independent research by the candidates, or education visits, or guest speakers or a comprehensive case study • candidates must have access to information which illustrates how employee/employer disagreements are resolved. This could include recent newspaper articles, internet research, or case studies taken from text books. The disputes should be up to date • Candidates must have access to employment protection, health and safety, and equal opportunity legislation
6	Managing money	<ul style="list-style-type: none"> • Candidates must have access to a business which will provide them with information on how they cost their products and profit margins required.

Units		Resources required
6	Cont Managing money	<p>This could be through independent research, educational visits or guest speakers. Candidates could also use their own enterprise developed in Unit 2</p> <ul style="list-style-type: none"> • spreadsheet software • calculators
7	Promotion in business	<ul style="list-style-type: none"> • candidates must have access to a business which has a clearly definable market position as well as marketing objectives and who regularly markets itself through different promotional techniques. Candidates can either gain this information through independent research, an educational visit, outside speaker or a comprehensive case study
8	Business and enterprise in Europe	<ul style="list-style-type: none"> • candidates will need access to a company which operates across the European market. This can either be through independent research, educational visit, outside speaker or a comprehensive case study
9	E-business	<ul style="list-style-type: none"> • internet access in order to identify and research three different websites • spreadsheets • graph paper
10	Office administration	<ul style="list-style-type: none"> • candidates will need access to a 'real life' work or simulated work situation in order to evidence all of the assessment objectives
11	Keeping customers happy	<ul style="list-style-type: none"> • candidates will need access to a selected business that enables the candidate to identify the different types of customers, how customer service may help the performance of the business. This evidence can either be gained through independent research, educational visits, guest speaker or a comprehensive case study • recent consumer legislation • candidates will need to demonstrate customer service and sales skills. This can either be achieved through part-time work or role plays • witness statements
12	Career planning for business	<ul style="list-style-type: none"> • statistics on trends within the three industrial sectors • career books, ie occupation books, computer devised career programmes • candidates must take place in an interview – role play situation • careers information • careers programmes • candidates must take place in an interview – role play situation
13	Work experience in business	<ul style="list-style-type: none"> • suitable work experience placement

In addition, each unit will contain guidance on the resources required. Staff conducting the assessment of these qualifications must understand fully the requirements of these awards.

Centres will need to meet the above resource 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 DELLS for use by centres in Wales and by 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 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. Assessment for these qualifications is in English.

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

2.14 Arrangements for candidates with access-related needs

We aim to make sure that all candidates are given equal opportunity to demonstrate their attainment. Full details of the arrangements available for candidates with special assessment needs are contained in our booklet *Access to Vocational Assessment: NVQs, Vocationally-Related Qualifications (VRQs) and Other Vocational Qualifications. Regulations and Guidance relating to Candidates with Particular Requirements* (code L016).

2.15 Funding

These qualifications are accredited at Level 2 of the National Qualifications Framework and are eligible for funding under Section 96 and/or 97 arrangements. Should you require any more information on funding please contact The Learning and Skills Council.

2.16 Results enquiries and appeals

Please refer to *the Administrative Guide to OCR Nationals* (code A028).

2.17 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 Quality and 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 Quality and Standards division.

Further information is contained in the publication *Guidelines for Dealing with Cases of Malpractice* (code R322) which is available from OCR Customer Contact Centre: 024 76 851509.

2.18 Work-related experience

Centres will decide if work experience or work placement is to be an integral part of their OCR Level 2 Nationals programme. It is not a compulsory part of the qualification. However, it is strongly recommended that some work-related experience be undertaken.

Work experience will enable candidates to have the opportunity to access business settings and to meet business professionals. It is recommended that, where possible, opportunities are provided for candidates to access business work settings.

Work placements are often difficult to find as so many places are being sought by candidates following other courses, for example, NVQs and other vocational programmes. Centres need to make decisions about when in the programme work experience/work placement may be appropriate.

2.19 How work-related experience may be organised

Timetabling lessons

Some of the lessons may be organised in 'double periods' that back on to a lunch hour or break time. This enables visits to be arranged to businesses within the lesson and gives time for the candidates to get back without missing other lessons.

Organising visits

Visits might have to be arranged in one of the lessons allocated for the subject. Choose businesses that are near to the centre, for example, a local retail park or manufacturer. Make sure all statutory rules relating to visits are covered as well as meeting the centre's own regulations.

Work experience

Liaise with the work experience co-ordinator to establish if candidates could be placed in appropriate business settings. Some candidates may have part-time employment that can be utilised, while others may have parents who work in businesses who can help to provide opportunities for work experience.

* The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, eg 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.

Activities week

An activities week or similar could be used to place candidates in work experience placements. This means that staff would be available to visit the candidates in the workplace.

Post-16 candidates

Sometimes post-16 candidates have two-hour blocks for study time. These could be used for work experience/work placement. This will probably mean planning individual time with the candidate and the placement.

3 Assessment

3.1 Assessment

Each unit within these specifications is designed around the principle that candidates will build a portfolio of evidence relating to progression towards meeting the unit assessment objectives.

The unit assessment objectives reflect the demands of the learning outcomes for each unit.

In order for candidates to be able to progress effectively towards meeting the requirements of each assessment objective, tutors must make sure that the supporting knowledge, understanding and skills requirements for each objective are fully addressed. The identified knowledge, understanding and skills are not exhaustive and may be expanded upon or tailored to particular contexts to which the unit is being taught and the assessment objective applied.

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

Centres should consider carefully the implications of candidates contacting business organisations freely. They should examine management of such contact, in order that candidates receive the best possible information, and that certain important vocational contacts are not repeatedly asked for the same information from different candidates.

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

Key features of the assessment of these qualifications are:

- Assessment of all units can take place at a time to suit candidates and centres. There are no timetabled exams required.
- Tutors and assessors can draw on real work-based opportunities for candidates to generate evidence. This approach has been found to motivate candidates and increase the likelihood of them staying on the programme. Even where work-based activities are limited; these qualifications are designed to enable candidates to generate assessment evidence in a vocationally-relevant context.
- Performance at unit level is graded holistically, as Pass, Merit or Distinction, recognising that candidates may perform better in meeting the requirements of some objectives more than others.
- All units are centre-assessed and externally moderated by an OCR Visiting Moderator.

Centres should consider the following in relation to the assessment and moderation of candidates' work:

- Allocation of resources including assessors and internal moderators
- Generation and collection of evidence
- Assessment and grading of evidence
- Internal moderation and sampling strategies
- External moderation
- Retention of centre records

3.2 Allocation of resources

Centres should ensure that appropriate physical resources are available in line with guidance provided in this handbook. In addition, the centre must ensure that appropriately qualified assessors are appointed to assess candidates against the requirements of these qualifications.

An assessor may be the candidate's tutor/teacher or another person accountable to the centre for the assessment of evidence presented by the candidate. An assessor will be deemed to be appropriately qualified if they have sufficient skills and knowledge within the area they are assessing to enable them to make valid and objective assessment decisions about the candidate's achievements.

Centres must also ensure that sufficient resources are allocated to the internal moderation of assessment decisions relating to these qualifications. In many cases centres will already have systems in place to quality assure internal activities. Further guidance on internal moderation is provided below.

3.3 Generation and collection of evidence

Evidence generated by each candidate for a specified unit should be in an appropriate format to demonstrate the skills competency, or application of knowledge and understanding, as specified in each assessment objective within the unit in question.

Evidence can come from a number of sources. A list of the main sources of evidence is provided below:

Outcomes of activities – the outcome or product of a candidate's work (either through simulated activities, assignments, projects or real work). Further guidance on simulation and centre-devised assignments and projects is provided below.

Observation – recorded observations of candidate performance by the assessor whilst the candidate is undertaking activities. An example of an Observation/Witness Statement is included in the section **Supporting documentation** for use by assessors.

Statements from witnesses – written or oral accounts of a candidate's performance. An example of an Observation/Witness Statement is included in the section **Supporting documentation**. Centres must remember that witnesses must only describe what they observed the candidate doing. It is the candidate's assessor who will assess the evidence presented against the requirements of these awards. Often it will be necessary for assessors to make contact with witnesses to ensure that (a) the witness statement is authentic and (b) the assessor's interpretation of the witness statement is accurate. Witness statements do not have to be written by the witness, they may be recorded by the assessor after discussion with the witness and confirmed as accurate by the witness.

A personal statement by candidate – a written or verbal account by the candidate of specific incidents or situations. All personal statements made by candidates must be authenticated.

Candidates should take responsibility for the development of their own portfolios, with appropriate support from tutors, employers and peers, and should be aware of the necessity of clear presentation and ordering as an aid to assessment and grading once the work is submitted.

Where evidence contributes to or fulfils more than one assessment objective for more than one unit, the candidate should cross-reference this evidence within their unit portfolio so that evidence can be considered by the centre assessor and by the OCR Visiting Moderator if required.

We have designed an Evidence Record Sheet for candidates to record their evidence and cross-reference it to assessment objectives within a particular unit. An Evidence Record Sheet (or other suitable cross-referencing tool) must be adopted to allow the OCR Visiting Moderator to see what assessment objectives each piece of evidence refers to. A master Evidence Record Sheet is included in the section **Supporting documentation**.

3.4 Centre-devised assignments and projects

Each assessment objective is a discrete area of assessment, however, some assessment objectives may relate to others in various ways. Several assessment objectives may relate to an investigation of a specific business or organisation, or one assessment objective may extend the use of information sourced as part of another. Centres may therefore find it useful to produce their own assignments for candidates, which provide a context in which candidates can operate, or which set out tasks which can be undertaken to meet the requirements of the assessment objectives, and their associated skills, knowledge and understanding.

Activities should enable candidates to produce evidence that directly relates to the assessment objectives and allows all candidates to demonstrate their achievements across the full range of grades, ie Pass, Merit and Distinction. Centres are encouraged to provide candidates with assessment objectives and their associated grade descriptors to maximise their understanding of what is expected of them and the evidence they produce.

3.5 Sufficiency of evidence and collaboration

Assessors should discuss with candidates the most suitable sources of evidence and ensure candidates are aware of the importance of quality rather than quantity when presenting evidence for assessment. Assessors must be convinced, from the evidence presented, that candidates working on their own can work independently to the required standard.

3.6 Authentication

Assessors must be confident that the work they assess is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the 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, assessors 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 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 the 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. The candidate section of this handbook provides some guidance on referencing and reminds candidates that the work they submit must be their own and that they may be asked to sign a

declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note:

Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form provided in this handbook (see **Supporting Documentation** section) includes a declaration for assessors to sign. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received.

3.7 Simulation

Wherever possible centres should generate evidence from the real work environment. Where it is not possible to produce evidence in this way, assessment objectives may be assessed through simulation of a real work environment.

If work experience is not possible practical activities can be simulated. If this is a method used, assessors must ensure that the conditions and environment realistically reflect those that would be found in business organisations.

Additionally, assessors would need to make sure that those role-playing the parts of customers are fully briefed and that the context is as near to a 'live' situation as possible.

OCR Visiting Moderators will need to be provided with detailed evidence to show how the following criteria for realistic working environments have been met.

A realistic working environment is an environment within which candidates are producing evidence subject to the following criteria:

- real time pressures
- real work problems or situations
- real tools to do the job
- realistic behaviour patterns from third parties (eg during role-play).

OCR requires centres to internally standardise activities that take place under simulated and real conditions. Evidence that the Internal Moderator has sampled all evidence produced from simulated environments and real work conditions must be provided to OCR Visiting Moderators. Centre staff should participate in standardisation meetings to ensure that live and simulated environments, and the assessment decisions made within each environment, are comparable.

3.8 Assessment and grading of evidence

It is the assessor's responsibility to assess the evidence presented by the candidate, provide feedback to the candidate, and award an initial grade which will be confirmed through internal and external moderation. Assessors will judge candidates' evidence against the assessment objectives and grade descriptors specified in the unit.

Grading

Within each unit OCR has produced grade descriptors which exemplify the typical performance of a candidate operating at the grade level described for the unit portfolio as a whole.

When awarding a grade, centre assessors must utilise the following elements when formulating their grading decision:

- 1 The degree to which the candidate has met the requirements of each assessment objective. When grading across a whole unit portfolio of evidence, candidates may perform better in meeting the requirement of some objectives than others. This performance will be dependent on the level of the command language in the objective (eg describe, explain, suggest, justify), the context of the assessment, and the mode of assessment (written, oral etc).
- 2 The unit grade descriptors, which provide indications of the required level and breadth of evidence to be assessed against particular grade outcomes.

A Pass grade will be awarded if the evidence presented meets at least the minimum requirements of the assessment objectives as specified by the Pass grade descriptor.

A Merit grade will be awarded if the evidence presented provides a closer match to the Merit grade descriptor than to the Pass grade descriptor.

A Distinction grade will be awarded if the evidence presented provides a closer match to the Distinction grade descriptor than to the Merit grade descriptor.

Methods of assessment

It is the assessor's responsibility to choose the best method of assessing a candidate in relation to their individual circumstances. The methods chosen must be:

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

Valid

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

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

As well as assessment methods being valid, the evidence presented must also be valid. For example, it would not be appropriate to present an organisation's equal opportunities policy as evidence towards a candidate's understanding of the how the equal opportunities policy operates within the organisation. It would be more appropriate for the candidate to incorporate the policy within a report describing different approaches to equal opportunities.

Reliable

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

Safe and manageable

Assessors and internal moderators must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the candidate and/or the organisation if real work features in the assessment.

Suitable to the needs of the candidate

OCR is committed to ensuring that achievement of these awards is free from unnecessary barriers. Centres must follow this commitment through when designing assignments and/or considering assessment.

If centre staff think that any aspect of these qualifications unfairly restricts access and progression, they should talk to their OCR Visiting Moderator about this.

The following assessment methods are considered suitable for assessors to adopt for these awards:

- **observation** of a candidate doing something
- **examination of evidence**
- **questioning** of the candidate or witness.

Observation

The assessor and candidate should plan observations together but it is the assessor's responsibility to record the observation properly.

After the observation has taken place, the assessor needs to record an assessment decision and the justification for the decision.

Examining the evidence

Evidence can reflect how the candidate carried out the process or it can be the product of a candidate's work or a product relating to the candidate's competence.

For example:

The process that the candidate carries out could be recorded in a case history, personal statement or witness testimony.

The product of a candidate's work could be documents produced as a result of an assignment.

After the assessor has examined the evidence, the assessor must record an assessment decision and the justification for the decision.

Questioning

Questioning the candidate is normally an ongoing part of the assessment process, and may in some circumstances provide evidence to support achievement of assessment objectives.

Questioning is often used to:

- test a candidate's knowledge of facts and procedures
- check if a candidate understands principles and theories and
- collect information on the type and purpose of the processes a candidate has gone through.

Assessors should ask open questions, that is questions where the candidate has to give an answer other than 'yes' or 'no'. Centres should be careful to avoid complicated questions that may confuse the candidate.

If questioning is to be used as evidence towards achievement of specific assessment objectives, it is important that assessors record enough information about what they asked and how the candidate replied to allow the assessment decision to be moderated.

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses can be used for other purposes. Assessors should be able to speak to witnesses and record, in whatever way is suitable, the verbal statements of these witnesses. A record of a verbal statement is a form of witness statement and could provide valuable evidence.

3.9 Internal moderation and sampling strategies

Centres must have in place processes to review assessors' decisions and ensure that they are correctly interpreting and applying the standards described in the specifications. The system used to do this is a matter for individual centres and OCR fully supports the use of centres' own quality assurance systems where this ensures robust internal standardisation. Centres must keep records of internal assessment and have these available for inspection by the OCR Visiting Moderator.

Internal moderators should sample assessments systematically in order to ensure the quality and consistency of assessment decisions made by assessors.

3.10 Sampling guidance

Internal moderators should aim to draw their samples from across all candidates, all grades awarded and all assessors. Sample sizes will, of course, reflect the number of candidates entered.

3.11 External moderation

External moderation ensures centres' internal assessment meets the national requirements of these qualifications.

OCR Visiting Moderators are appointed by OCR to carry out two distinct roles. They provide advice and guidance to centre staff and moderate centre assessment decisions.

External moderation of a centre's assessment decisions is achieved through systematic sampling. The assessment decisions of each assessor submitting work will be sampled at every moderation visit and all units for a full qualification will be sampled over the duration of the course. 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 Visiting Moderator has been obtained. Each centre can have up to two visits per year (subject to centre activity). Additional chargeable visits can be arranged by contacting the Allocation Team within OCR Operations, Coventry.

On the basis of the sample taken, the OCR Visiting Moderator will either **agree** in the main with the centre's assessment decisions or **disagree** with the centre's assessment decisions in relation to particular units.

If the decision is **agree**, the centre's assessment decisions for all candidates' work entered for moderation on that occasion (ie in the single batch of work submitted for moderation) will be

confirmed by the OCR Visiting Moderator at the end of the moderation visit. Some small degree of disagreement is allowed through the sampling process. In these cases, the OCR Visiting Moderator will provide clear written advice to the centre to help future assessment and, where appropriate, agree action points with the centre.

If the decision is **disagree**, the OCR Visiting Moderator will provide feedback to the centre and agree appropriate action. Disagreement is usually due to one of the following:

- Work does not meet the required standard.
- Assessment in the sample is inconsistent.
- Some evidence is missing or has not been cross-referenced to the assessment objectives, so cannot be located by the OCR Visiting Moderator.
- There is no evidence of assessment having taken place.

At the end of each moderation visit the OCR Visiting Moderator will prepare a written report which will include comments on the accuracy of assessment and record the action agreed.

It is the OCR Visiting Moderator's responsibility to authorise Certification Record Forms (CRFs) and return these to OCR for processing.

During some moderation visits, the OCR Visiting Moderator may be accompanied by another OCR Officer(s) for quality assurance purposes. Wherever possible, centres will be informed of this prior to the visit taking place.

3.12 Retention of centre records

A centre must make sure that assessment and moderation records are available for external moderation purposes. The Centre Handbook contains examples of assessment records. The use of these forms is optional and centres may devise their own documentation if they wish. Assessment records must be securely retained by the centre for a minimum of three years following candidate achievement of the qualification (ie from the date of certification).

4 Certification

Candidates who provide evidence that meets the assessment objectives for all units that make up a full award will receive:

- a certificate listing the units (with grades allocated) and
- a certificate giving the full qualification title (with grade allocated)

OCR Level 2 National Award in Business

Grade: Merit

OCR Level 2 National Certificate in Business

Grade: Merit

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

4.1 Grading

After assessment each unit is graded Fail, Pass, Merit or Distinction. For successful candidates the grade awarded will be displayed on the unit certificate.

In addition, each full award will have an overall grade of Pass, Merit or Distinction allocated depending on candidates' achievements at unit level. To arrive at the grade for the full award, we allocate points to each unit as follows:

- One point for a unit graded at Pass
- Two points for a unit graded at Merit
- Three points for a unit graded at Distinction
- Nil points for a unit graded at Fail.

OCR Level 2 National Award in Business

In order to achieve **the OCR Level 2 National Award in Business**, candidates must achieve a minimum **Pass** grade for:

- two mandatory units
- one optional units.

To achieve a **Pass** grade for the full Award, candidates must achieve a minimum of 3 points in total.

To achieve a **Merit** grade for the full Award, candidates must achieve a minimum of 5 points in total.

To achieve a **Distinction** grade for the full Award, candidates must achieve a minimum of 7 points in total.

OCR Level 2 National Certificate in Business

In order to achieve **the OCR Level 2 National Certificate in Business**, candidates must achieve a minimum **Pass** grade for:

- four mandatory units
- two optional units.

To achieve a **Pass** grade for the full Certificate, candidates must achieve a minimum of 6 points in total.

To achieve a **Merit** grade for the full Certificate, candidates must achieve a minimum of 10 points in total.

To achieve a **Distinction** grade for the full Certificate, candidates must achieve a minimum of 14 points in total.

4.2 Claiming certificates

For all units a Certification Record Form (CRF) must be completed when a candidate has finished as much of the award as they want at that time. Centres should only submit for moderation completed and assessed units that they consider meet the required minimum Pass standard. Further guidance is given in the *Administrative Guide to OCR Nationals* (code A028).

4.3 Replacement certificates

If a replacement certificate is required a request must be made to the OCR Operations Division on 024 76 470033, or in writing to the Coventry office, and an application form with further instructions will be sent. A charge will be made for a replacement certificate.

4.4 Changes to candidate registration

Further guidance about the following sections is provided in the *Administrative Guide to OCR Nationals* (code A028).

4.5 Moving up

OCR Level 2 Nationals qualifications have been structured so that there is a natural progression route within the suite from Award to Certificate. Topping up allows candidates access to **only** the **three** additional units required to complete the next qualification. Therefore, candidates must fully complete and claim three units before topping up.

4.6 Transfers

Centres can transfer candidate registrations provided transfer is requested before any units are claimed.

4.7 Special claims

Where a candidate is registered for the OCR Level 2 National Certificate and has claimed some units towards this qualification, but is unable to complete all six units required for the full Certificate, OCR will allow a centre to make a special claim for the candidate to receive the OCR Level 2 National Award, provided the candidate has achieved the three units required for the Award.

5 Qualification Structure

5.1 Qualification structure

OCR Level 2 National Award in Business

From the central bank of 13 units, candidates must achieve three units to gain the full qualification.

Of the three units required, two units are mandatory (ie are prescribed by OCR and must be achieved by all candidates taking this qualification). The remaining one unit can be chosen from a list of optional units. Units achieved in the Award will count towards the achievement of the Certificate.

OCR Level 2 National Certificate in Business

From the central bank of 13 units, candidates must complete six units to gain the full qualification.

Of the six units required, four units are mandatory (ie are prescribed by OCR and must be achieved by all candidates taking this qualification). The remaining two units can be chosen from a list of optional units.

Only one restriction is imposed on the selection of optional units and that relates to Units 12 and 13 (listed below). Only one of these units will count towards a full Certificate. Apart from this restriction, centre staff and candidates can choose the two optional units that best suit their circumstances, areas of expertise or interest.

In summary, to achieve the OCR Level 2 National Award in Business, candidates must achieve three units consisting of two mandatory units and one optional unit.

In summary, to achieve the OCR Level 2 National Certificate in Business, candidates must complete six units consisting of four mandatory units and two optional units.

A full list of the mandatory and optional units is provided below:

Mandatory units (OCR Level 2 National Award in Business)		
Unit 1	Investigating business	K/102/0088
Unit 4	Communication in business	K/102/0091
Mandatory units (OCR Level 2 National Certificate in Business)		
Unit 1	Investigating business	K/102/0088
Unit 2	Enterprise and operations*	M/102/0089
Unit 3	Finance in business*	H/102/0090
Unit 4	Communication in business	K/102/0091
Optional units		
Unit 5	Working with people in business	M/102/0092
Unit 6	Managing money	T/102/0093
Unit 7	Promotion in business	A/102/0094
Unit 8	Business and enterprise in Europe	F/102/0095
Unit 9	E-business	J/102/0096

Unit 10	Office administration	L/102/0097
Unit 11	Keeping customers happy	R/102/0098
Unit 12	Career planning for business	Y/102/0099
Unit 13	Work experience in business	F/102/0100

*Either of these can be taken as an optional unit for the OCR Level 2 National Award in Business.

5.2 Unit format

To complete each unit a candidate must:

- gain the knowledge, understanding and skills specified in the unit – they will do this through a programme of learning devised by their centre
- produce evidence to prove that they have met each of the assessment objectives listed in the unit – they will collect evidence whilst completing centre-devised assignments or projects.

The information contained in each unit is structured in the same way. This will help centre staff and candidates to understand fully the requirements of these qualifications. Each unit contains nine distinct sections. Some cover mandatory requirements, others provide advice and guidance. The nine sections are described below:

Learning outcomes

This section describes the learning outcomes that a candidate will achieve when meeting the assessment objectives associated with the unit.

Assessment objectives

This section describes the objectives that candidates will be assessed against. It is a mandatory requirement of these qualifications that candidates provide evidence of their skills, knowledge and understanding in relation to each assessment objective.

Knowledge, understanding and skills

This section sets out the underpinning knowledge, understanding and skills which candidates will need in order to be able to undertake the assessment for the unit and to meet the requirements of the assessment objectives. Tutors should cover all of the knowledge, understanding and skills requirements fully prior to entering candidates for assessment.

Assessment

This section specifies the mandatory requirements in relation to assessment of the unit. It details the way in which the assessment objectives must be assessed.

Guidance on assessment and evidence requirements

This section provides additional guidance for tutors on the depth and breadth of the evidence that will be required and on the range of assessment conditions that will be acceptable.

Signposting to Key Skills

Evidence generated for these qualifications may also provide opportunities to evidence Key Skills. Each unit provides signposting to Key Skills and the section **Key Skills signposting** contains a table incorporating the Key Skills signposting across all units.

Mapping to National Occupational Standards

This section provides general mapping to national occupational standards where this is relevant. The section **Mapping** contains a table incorporating the national occupational standards mapping across all units.

Resources

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and candidates should be encouraged to gather information from a variety of sources. Some suggested resources are intended for Tutor use. The resources in this section were current at the time of production.

Grading

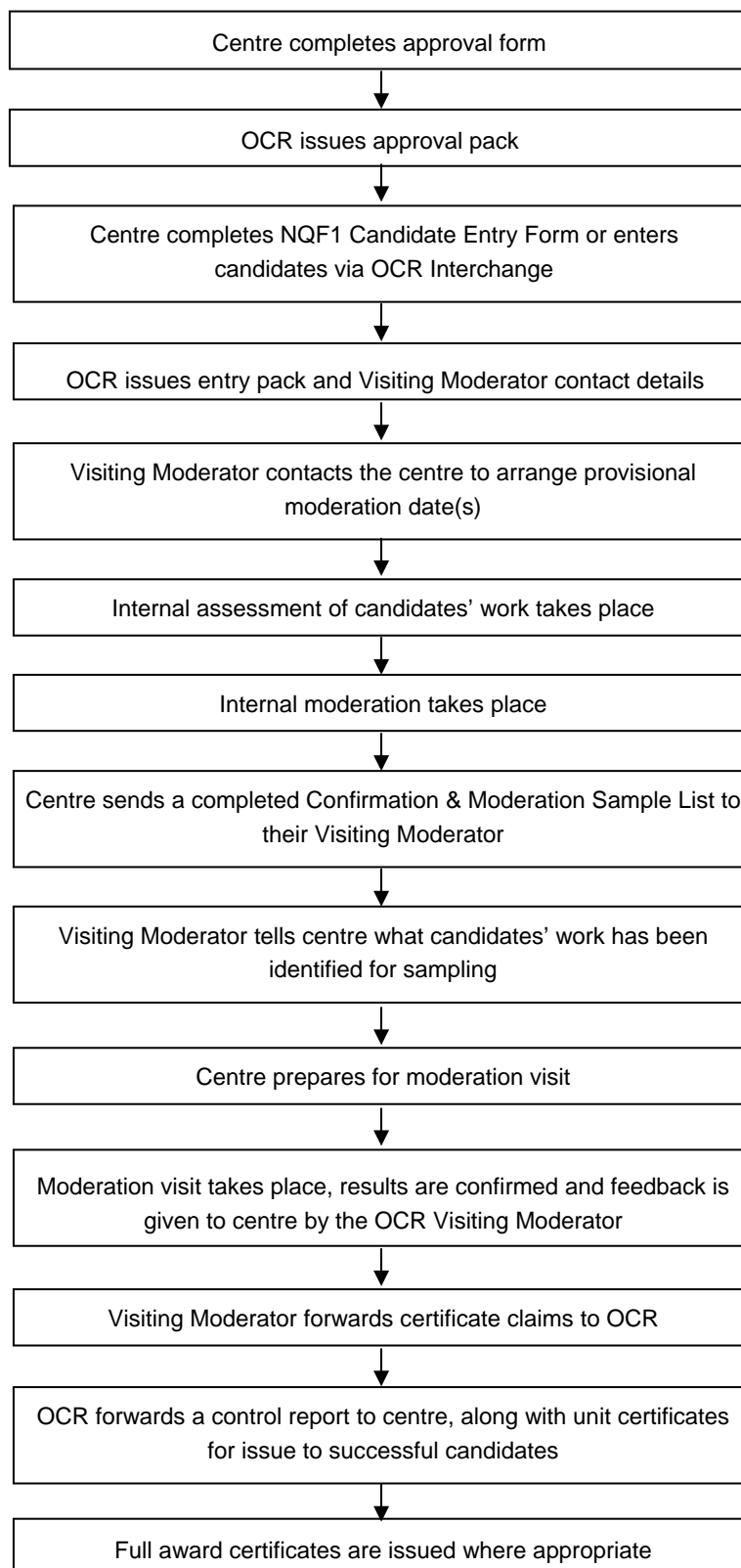
This section describes the typical performance at Pass, Merit and Distinction. These grade descriptors, together with the assessment objectives for the unit, are the measures for assessing candidates' achievements.

The units for these qualifications can be found in the Units folder on this CD Rom.

6 Administration Arrangements

This section provides a brief overview of the administration arrangements operating for these qualifications. Please refer to the *Administrative Guide to OCR Nationals* (code A028) for full guidance.

6.1 Overview of full process



6.2 How to gain centre approval

Complete the Centre Approval Form for these qualifications and return it to OCR Operations. A blank copy of this form is provided on this CD Rom. Alternatively copies are available on our website: www.ocr.org.uk or by calling the OCR Customer Contact Centre on 024 76 851509.

Further guidance on completion of the Centre Approval Form is provided in the *Administrative Guide to OCR Nationals* (code A028) together with the OCR Operations address.

6.3 How to enter candidates

Enter candidates by completing an NQF1 Vocational Qualifications Candidate Entry Form (Named Route). NQF1 forms will be issued to you after you have been approved to offer these qualifications. You can also enter candidates electronically through OCR Interchange. If you are interested in becoming an OCR Interchange user, please contact the OCR Customer Contact Centre for more information.

6.4 How to request a visit from an OCR Visiting Moderator

When you enter candidates for these qualifications you will receive a letter telling you the name and address of your Visiting Moderator. Shortly after receiving this letter, your OCR Visiting Moderator will contact you to arrange provisional dates for your visits (you are eligible for two free visits per academic year subject to centre activity each year).

We would advise you to enter candidates as soon as possible to take full advantage of the guidance and support available through your OCR Visiting Moderator. You may also find it useful to arrange the first visit of the year as early as possible, particularly when first approved for these qualifications. This will enable you to move forward with confidence towards final assessment and moderation of your candidates. An early visit is particularly important where you are delivering these qualifications through a one-year programme.

Please remember: before candidates' work can be externally moderated by OCR, you must ensure that the work of each candidate is complete and has been assessed and awarded a grade in line with the requirements of these qualifications.

In addition, you must ensure that all work submitted for moderation has been through your internal moderation processes to ensure consistent and valid assessment. When you are confident that candidates' work is ready for moderation you must complete the OCR Nationals Confirmation & Moderation Sample List and post two copies to your OCR Visiting Moderator. Please do not include any candidates' work with this form, it is simply a mechanism for your moderator to choose their initial sample for moderation during their visit. An example of a completed Confirmation & Moderation Sample List, and full guidance, is provided in the *Administrative Guide to OCR Nationals* (code A028).

6.5 How to prepare for a moderation visit

Please refer to the *Administrative Guide to OCR Nationals* (code A028) for full guidance. You are also advised to read the section of the catalogue which explains your centre responsibilities in relation to internal assessment and moderation.

6.6 How to make an enquiry about results or appeal against a result

Full details of the results enquiries and appeals procedures are contained in the *Administrative Guide to OCR Nationals* (code A028).

6.7 Administrative documentation

Copies of example documentation may be found in the *Administrative Guide to OCR Nationals* (code A028).

Copies of supporting documentation for tutors may also be found in the section **Supporting documentation** in this publication.

7 Supporting Documentation

7.1 OCR model assignments (Units 1, 2, 3 and 4)

OCR model assignments are currently available for Units 1, 2, 3 and 4. Centres may choose to:

- use these assignments for formal summative assessment of candidates
- tailor these assignments for formal summative assessment of candidates
- use these assignments as a benchmark for devising their own assignments.

OCR model assignments are available to download from our website: www.ocr.org.uk

7.2 Tracking and recording documentation

Where we have produced tracking and recording documentation such as internal standardisation sheets, witness statements and observation records for use by tutors and candidates, it is recommended that they be distributed and used with appropriate guidance. The use of these forms is optional. Alternatively, centres may devise their own tracking and recording documentation.

The following documents are included in this handbook:

- **Centre Authentication Form**
- **Unit Evidence Record Sheet**
For use by candidates to cross-reference evidence to assessment objectives at unit level.
- **Integrated Evidence Record Sheet**
For use by candidates to cross-reference evidence across a number of different units.
- **Internal Moderation Record Form**
For use by centre staff to record the internal standardisation of assessors by the Internal Moderator.
- **OCR Nationals Assessment Plan (Holistic Method)**
Two versions of this plan are provided for use by centre staff to plan assessment opportunities for individual candidates.
 - 1.1 Designed for candidates undertaking the 3-unit Award.
 - 1.2 Designed for candidates undertaking the 6-unit Certificate.
- **OCR Nationals Assessment Plan**
For use by centre staff to plan assessment opportunities at unit level for individual candidates.
- **OCR Nationals Progress Review**
For use by centre staff to review individual candidate's progress through their chosen units. Would provide a useful candidate feedback/action sheet.
- **OCR Nationals Candidate Assessment Record**
Centres must keep records of candidates' assessment as specified in the *Administrative Guide to OCR Nationals* (code A028). This example of a candidate assessment record is

fairly comprehensive. If preferred, centres may wish to record assessment outcomes through the Group Assessment Record, (see below), or something similar.

- **OCR Nationals Group Assessment Record**

For use by centre staff to record the assessment outcomes of groups of candidates. This form provides a record of all assessment decisions made (ie assessor initials and grade awarded) together with a record of the candidates, assessor judgements and units that were internally moderated and the results of that moderation.

- **Record of Achievement**

For use by candidates to record progress through their chosen units.

- **Observation/Witness Statement**

Dual purpose sheet for capturing statements from witnesses or recording an assessor's observation of a candidate's performance. This sheet, when completed, will form part of a candidate's evidence.



RECOGNISING ACHIEVEMENT

Centre Authentication Form

One copy of this form must be completed before each external moderation visit. The form must be signed by the appropriate person(s). The completed form must be made available to the Visiting Moderator.

Centre Name

Centre No

Date

* I/We the undersigned confirm the candidates' evidence to be authentic, sufficient, valid and current. I/We confirm that the candidates' work was conducted under the required conditions as laid down in the specification.

Qualification:

Unit(s):

Signature: _____

Print name: _____

Signature: _____

Print name: _____

Signature: _____

Print name: _____

Signature: _____

Print name: _____

Qualification:

Unit(s):

Signature: _____

Print name: _____

Signature: _____

Print name: _____

Signature: _____

Print name: _____

Signature: _____

Print name: _____

* Signature(s) of internal assessor(s) ie person(s) responsible for carrying out internal assessment of all work submitted to the Visiting Moderator.

OCR Nationals Assessment Plan (Holistic Method) 1.1

Centre name:		Centre number:			
Candidate's name:		Assessor's name:			
Qualification:					
Proposed Activity	Assignment Ref	Target Date	Units to be covered		
			Unit/ AO	Unit/ AO	Unit/ AO
Assessor's signature:				Date:	
Candidate's signature:				Date:	

OCR Nationals Assessment Plan (Holistic Method) 1.2

Centre name:			Centre number:					
Candidate's name:			Assessor's name:					
Qualification:								
Proposed Activity	Assignment Ref	Target Date	Units to be covered					
			Unit/ AO	Unit/ AO	Unit/ AO	Unit/ AO	Unit/ AO	Unit/ AO
Assessor's signature:							Date:	
Candidate's signature:							Date:	

OCR Nationals Progress Review

Centre name:		Centre number:	
Candidate's name:		Assessor's name:	
Workplace details (if applicable)			
Qualification:			
Unit	Assessment Objective	Review notes/action to be taken/evidence to be produced	Target Date
Assessor's signature:			Date:
Candidate's signature:			Date:

OCR Nationals Candidate Assessment Record

Centre name:		Centre number:		
Candidate's name:		Assessor's name:		
Workplace details (if applicable)				
Qualification:				
Units/Assessment objectives	Grade	Description of evidence	Date	Assessor Initials
Location of assessment			Date	

Continued

Underpinning knowledge understanding and skills record	Date
Feedback notes	
I confirm that the evidence provided is a result of my own work:	
Candidate's signature:	Date:
I judge the above evidence to be authentic, sufficient, valid and current. It has been assessed in accordance with, and covers the requirements of the qualification specifications:	
Assessor's signature:	Date:
Internal moderator's signature: <i>(where applicable)</i>	Date:

OCR Nationals Group Assessment Record

Centre name:								Centre number:						
Qualification title:								OCR code:						
Assessor(s):														
Internal moderator(s):								Page of						
Candidate number	Candidate name	Unit no/title:						Unit no/title:						
		Ass	Grade	Date	IM	Agree	Date	Ass	Grade	Date	IM	Agree	Date	
Notes:														

OCR LEVEL 2 NATIONAL AWARD IN BUSINESS

Record of Achievement

Candidate name:

UNIT TITLES		Date passed to Assessor	Assessor agreed completed
Mandatory Units			
Unit 1	Investigating business		
Unit 4	Communication in business		
Optional Units			
Unit 2	Enterprise and operations		
Unit 3	Finance in business		
Unit 5	Working with people in business		
Unit 6	Managing money		
Unit 7	Promotion in business		
Unit 8	Business and enterprise in Europe		
Unit 9	E-business		
Unit 10	Office administration		
Unit 11	Keeping customers happy		
Unit 12	Career planning for business		
Unit 13	Work experience in business		

OCR LEVEL 2 NATIONAL CERTIFICATE IN BUSINESS

Record of Achievement

Candidate name:

UNIT TITLES		Date passed to Assessor	Assessor agreed completed
Mandatory Units			
Unit 1	Investigating business		
Unit 2	Enterprise and operations		
Unit 3	Finance in business		
Unit 4	Communication in business		
Optional Units			
Unit 5	Working with people in business		
Unit 6	Managing money		
Unit 7	Promotion in business		
Unit 8	Business and enterprise in Europe		
Unit 9	E-business		
Unit 10	Office administration		
Unit 11	Keeping customers happy		
Unit 12	Career planning for business		
Unit 13	Work experience in business		

OBSERVATION/WITNESS STATEMENT

Candidate name:

Assessor name:

Witness details (where applicable)

Name: Job Title:

Name and address of place of work:

.....

Telephone number: Email:

Fax number: Relationship to candidate:

What activity(ies) did the candidate carry out, over what period of time and in what context?	For assessor use only: Unit/AO reference
<div data-bbox="751 1805 1078 1933" style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> Have you continued on a separate sheet Y/N? </div>	

How much supervision or help was the candidate given?

I confirm that this statement is a true description of the above candidate's performance in relation to the activities outlined.

Signature: (Witness/Assessor*) Date:

For Assessor use only:

Authentication notes	Date	Assessment notes	Grade	Date

*delete as appropriate

8 Model Assignments

OCR Model Assignments for Units 1, 2, 3 and 4 can be downloaded from our website:
www.ocr.org.uk.

9 Guidance For Candidates

9.1 What are the OCR Level 2 Nationals in Business?

These qualifications aim to:

- 1 develop your knowledge and understanding of the business sector
- 2 develop your skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing your employability within the business sector
- 3 develop your ability to work autonomously and effectively in a business context
- 4 enable you to develop knowledge and understanding in specialist areas of business, and demonstrate the skills needed to participate in the operation and development of real business organisations
- 5 encourage progression by assisting in the development of skills, knowledge and understanding that you will need to access further or higher education programmes or occupational training on a full-time or part-time basis
- 6 encourage progression by assisting in the development of skills, knowledge and understanding that you will need to enter employment or enhance your current employment status
- 7 promote interaction between employers, centres and you by relating teaching and assessment to real organisations.

9.2 What do I have to do to achieve these qualifications?

To achieve these qualifications you must complete the required number of units from the bank of 13 units below and provide evidence that you have met the assessment objectives described in each unit.

OCR Level 2 National Award in Business

To achieve the Award you must complete three units, consisting of the two mandatory units listed over and one unit chosen from the optional units.

OCR Level 2 National Certificate in Business

To achieve the Certificate you must complete six units, consisting of the four mandatory units listed over and a further two units chosen from the optional units. Only one of Units 12 or 13 may count towards a full award.

OCR Level 2 National Award in Business

Mandatory units	
1	Investigating business
4	Communication in business
Optional units	
2	Enterprise and operations
3	Finance in business
5	Working with people in business
6	Managing money
7	Promotion in business
8	Business and enterprise in Europe
9	E-business
10	Office administration
11	Keeping customers happy
12	Career planning for business
13	Work experience in business

OCR Level 2 National Certificate in Business

Mandatory units	
1	Investigating business
2	Enterprise and operations
3	Finance in business
4	Communication in business
Optional units	
5	Working with people in business
6	Managing money
7	Promotion in business
8	Business and enterprise in Europe
9	E-business
10	Office administration
11	Keeping customers happy
12	Career planning for business
13	Work experience in business

9.3 What if I cannot complete enough units needed for a full qualification?

These qualifications are very flexible and allow you to achieve recognition for what you have already achieved even if you do not finish the full qualification. OCR has systems in place which allow you to be awarded a certificate listing the unit (or units) you have achieved even if you are unable to complete the full qualification.

9.4 How do I know that these qualifications are right for me?

These qualifications will be suitable for you if you wish to gain an appreciation of business operations, activities and functions.

These qualifications will also form progression routes to qualifications at Levels 2 and 3 of the National Qualifications Framework.

9.5 What is evidence?

Evidence is your proof that you meet the requirements of these qualifications.

Evidence could be:

- completed assignments or projects
- products of real work that you have completed during work experience
- statements from witnesses
- records of your assessor observing you carrying out your work.

Evidence can be anything that proves:

- what you can do
- how well you do it
- the level of knowledge you have in relation to what you do and
- the level of understanding you have about what you do, how you do it, and why you do it.

For each unit of these qualifications you need evidence to prove that you have met all the assessment objectives specified in each unit. This will sometimes mean that you must prove you can do something, eg complete records accurately. Sometimes, your evidence must prove that you know or understand something, eg the different types of customers a business might have.

9.6 How much evidence do I need?

Your assessor will help you decide how much evidence you need to produce. Remember that it is quality not quantity that counts when putting work forward for assessment.

9.7 What happens to my evidence?

The evidence you provide will be assessed (checked by your assessor or assessors against the assessment objectives and grade descriptors listed in each unit). Your assessor will want you to continue providing evidence until they are satisfied that there is sufficient proof that you have met each assessment objective in a particular unit. Your evidence must be your own work.

9.8 Where do I keep my evidence?

You may decide to keep some of your evidence in a file (a portfolio of evidence) or you may want to record what the evidence is and where it can be found. For example, if you keep records of stock levels and movements on a spreadsheet you may want to print a section from this record as evidence to be stored in your portfolio. However, you may decide to make a note of what records you entered and where they can be found. This is called signposting evidence. The important thing to remember about evidence is that it must be available for your assessor to assess and for other people (called internal and external moderators) to have access to in the future.

9.9 How much help can I get?

All evidence that you submit for these qualifications must be the result of your own work. You must not submit someone else's work or idea as your own and you must not copy from someone else or allow another candidate to copy from you.

Sometimes you may want to refer to research, quotations or other text in the evidence you submit for assessment. This is allowed but any text that is not entirely your own must be identified. The easiest way to identify text that is not your own is to mark the text and provide details of where it came from (ie its source). This is called referencing. Sources could be anything eg books, internet sites, television programmes, news articles. If you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. A reference should show, as a minimum, the name of the author, the year of publication and the page number. For example: (Johnson, 2003, pg 100). This reference could appear as a footnote/endnote or immediately after the reference text in the body of your document.

For material taken from the internet, your reference must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: http://www.hsbc/investor_centre/corporate-governance/board-committees

You should also include a bibliography at the end of your work, which lists the full details of publications you have used to research your project. For example: Johnson, M (2003) "Past and Present Technology", London: Weston Press.

If you copy the words or ideas of others and do not show your sources in references and a bibliography, you will be committing plagiarism, and that is cheating.

If you receive help and guidance from someone other than your assessor, tell your assessor and they will advise you further.

If you worked as part of a group on a project, you must each write up your own account of the project. Even if the data you have is the same, the description of how that data was obtained and the conclusions you draw from it should be in your own words.

Your assessor is there to guide and assist you – showing them your work as it progresses will allow you and your assessor time to sort out any problems.

Take care of your work and keep it safe. If it is stored in the computer network, keep your password secure. Collect all copies from the printer and destroy those you don't need.

Remember: all work that you submit for assessment must be your own and you may be asked to sign a declaration to say that the work is your own.

9.10 Who are Internal and Visiting Moderators?

An internal moderator will be employed by your centre to look after these qualifications. Internal moderators make sure that all assessors judge evidence in the same way and to the same standard (this is called internal moderation).

The Visiting Moderator is employed by OCR to monitor the quality of the assessment and internal moderation decisions at a centre.

9.11 How do I keep track of my achievements?

We have designed a **Record of Achievement** form for you to use to keep track of your achievements. This form is optional (you do not have to use it if you do not want to).

9.12 Can my evidence for these qualifications count towards Key Skills?

The evidence you produce for these qualifications may prove you have the skills required for the Key Skills units. Your assessor will help you decide if your evidence can be considered for assessment against any of the Key Skills units.

9.13 Finally

To gain a full OCR Level 2 National in Business you must collect enough evidence to prove you have met the assessment objectives listed in the required units. If you cannot finish all of the units for the full qualification, you may claim a 'unit certificate' which lists the unit or units which have been signed off by your assessor.

OCR wishes you every success in your achievement of these qualifications.

CONFIRMATION OF ENTRY

This is to confirm that you have been entered for the following OCR qualification which is accredited onto the National Qualifications Framework (NQF) at Level 2:

OCR Level 2 National Award in Business

Candidate Name:	
Candidate Registration Number:	
Centre Name:	
Centre Number:	

Awarding Body: OCR (Oxford Cambridge and RSA Examinations)

CONFIRMATION OF ENTRY

This is to confirm that you have been entered for the following OCR qualification which is accredited onto the National Qualifications Framework (NQF) at Level 2:

OCR Level 2 National Certificate in Business

Candidate Name:	
Candidate Registration Number:	
Centre Name:	
Centre Number:	

Awarding Body: OCR (Oxford Cambridge and RSA Examinations)

10 Key Skills Signposting

To assist centres in cross-mapping evidence for these qualifications and Key Skills, the following table signposts where evidence from these awards may provide opportunities to evidence the Part B specification requirements of the following Key Skills:

- Communication
- Application of Number
- ICT.

This signposting provides an indication of where evidence might be available for assessment against the Key Skills requirements. It does not claim to guarantee that evidence will meet the Key Skills requirements and all evidence put forward for Key Skills must be assessed against the Key Skills specification. This signposting is also available within the units themselves.

Key Skills Units		OCR Level 2 Nationals in Business												
Key Skill	Evidence Reference	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13
Communication Level 2	C2.1a	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	C2.1b	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	C2.2	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	C2.2	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Information Communication Technology Level 2	ICT2.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ICT2.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ICT2.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Application of Number Level 2	N2.1		✓	✓			✓							
	N2.2		✓	✓			✓							
	N2.3		✓	✓			✓							

11 Mapping

11.1 National occupational standards 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 relate to national occupational standards in business at Level 2.

The table on the following page indicates where units within these qualifications contain knowledge and understanding that map against the above national occupational standards.

This mapping provides an indication of where evidence might be available for assessment against some of the knowledge and understanding contained in the national occupational standards. It does not claim to guarantee that evidence will meet the NVQ requirements. This information is also available within the units themselves.

OCR Level 2 Nationals in Business		Content crossover with Occupational Standards		
Unit	Title	SFEDI - Exploring Enterprise Occupational Standards Level 2	CfA – Level 2 Administration	ICS Customer Service Level 2 Occupational Standards
1	Investigating business	Unit 2: Explore the regulations and laws for business	Unit 210: Research and report information	
2	Enterprise and operations	Unit 5: Explore how to start and run a business	Unit 210: Research and report information	
3	Finance in business	Unit 4: Explore the financial needs of the business		
4	Communication in business		Unit 214: Use word processing software Unit 221: Prepare text from notes Unit 224: Produce documents	
5	Working with people in business	Unit 2: Explore the regulations and laws for business	Unit 210: Research and report information	
6	Managing money		Unit 215: Use spreadsheet documents Unit 224: Produce documents	
7	Promotion in business	Unit 3: Explore how to promote and sell a product or service	Unit 210: Research and report information	Unit 7 Promote additional products or services to customers
8	Business and enterprise in Europe			
9	E-business			

OCR Level 2 Nationals in Business		Content crossover with Occupational Standards		
Unit	Title	SFEDI - Exploring Enterprise Occupational Standards Level 2	CfA – Level 2 Administration	ICS Customer Service Level 2 Occupational Standards
10	Office administration		Unit 209: Store, retrieve and archive information Unit 210: Research and report information Unit 219: Use a telephone system Unit 220: Operate office equipment	
11	Keeping customers happy	Unit 3: Explore how to promote and sell a product or service	Unit 203: Manage customer relations	Unit 1 Give customers a positive impression of yourself and your organisation Unit 2 Deliver reliable customer service
12	Career planning for business	Unit 1: Explore how enterprise could suit you	Unit 210: Research and report information	
13	Work experience in business		Unit 201: Carry out your responsibilities at work Unit 202: Work within your business environment	

11.2 Mapping to other OCR qualifications

The table on the following page documents the content crossover with the following OCR Level 2 qualifications in Business:

- Intermediate GNVQ in Business
- GCSE in Applied Business
- GCSE in Business and Communications Systems
- GCSE in Business Studies A
- GCSE in Business Studies B

OCR Level 2 Nationals in Business		Content crossover with other OCR qualifications			
Unit	Title	Intermediate GNVQ in Business	GCSE in Applied Business	GCSE in Business and Communications Systems	GCSE in Business Studies A GCSE in Business Studies B
1	Investigating business	Unit 1 Investigating how businesses work Unit 2 How businesses develop	6.2.2 Ownership 6.2.3 Business location 6.2.5 Functional areas 6.2.7 External influences 7.2.1 Stakeholders		A5.1.1 External environment of the business A5.1.2 Business structure, organisation and control B5.1.1 The nature of business
2	Enterprise and operations	Unit 8 Preparing for self employment Unit 10 Enterprise activities	6.2.2 Ownership	5.2 Business Practise	B5.1.2 Structure and organisation B5.2.1 Context of business
3	Finance in business	Unit 3 Business finance	6.2.5 Functional areas 8.2.3 Covering the costs of new products or services 8.2.4 Using a cash flow forecast 8.2.6 Calculating the break-even point 8.2.7 Calculating the profit or loss 8.2.8 Understand balance sheet 8.2.9 Importance of business accounts 8.2.10 Source of business finance		B5.1.3 Accounting and finance

OCR Level 2 Nationals in Business		Content crossover with other OCR qualifications			
Unit	Title	Intermediate GNVQ in Business	GCSE in Applied Business	GCSE in Business and Communications Systems	GCSE in Business Studies A GCSE in Business Studies B
4	Communication in business	Unit 1 Investigating how businesses work Unit 9 Communication and administration	6.2.6 Business Communications	5.4 Communication 5.1 Applications of ICT	A5.2.2 Business communication and marketing
5	Working with people in business	Unit 6 People in business	7.2.2 Rights and responsibilities 7.2.7 Recruitment and training	5.3 People in the workplace	A5.1.4 People in organisations B5.1.6 People in organisations
6	Managing money	Unit 3 Business finance	8.2.1 Investigating the flow of business documents 8.2.5 Using a budget		
7	Promotion in business	Unit 7 Promotion			A5.1.3 Business behaviour A5.2.2 Business communication and marketing B5.1.4 Marketing
8	Business and enterprise in Europe	Unit 13 Introduction to international markets			
9	E-business	Unit 9 Communication and administration			

OCR Level 2 Nationals in Business		Content crossover with other OCR qualifications			
Unit	Title	Intermediate GNVQ in Business	GCSE in Applied Business	GCSE in Business and Communications Systems	GCSE in Business Studies A GCSE in Business Studies B
10	Office administration			5.2 Business Practice	
11	Keeping customers happy	Unit 5 Customer Service	7.2.8 Customer service		
12	Career planning for business	This unit has content crossover with the OCR Level 2 Certificate in Career Planning			
13	Work experience in business	This unit has content crossover with the OCR Level 2 Certificate in Preparation for Employment			

11.3 Links with other units

The table below indicates where there are more significant content links or specialist pathway links between units in the OCR Level 2 Nationals in Business. Centres may find this information of use if devising integrated assignments for candidates.

Unit number	Unit title	Links to other units
1	Investigating business	All other units
2	Enterprise and operation	Unit 1, 3, 4 and 7.
3	Finance in business	Unit 1, 2 and 6
4	Communication in business	Unit 1, 7 and 11
5	Working with people in business	Unit 1
6	Managing money	Unit 2
7	Promotion in business	Unit 4 and 11
8	Business and enterprise in Europe	Unit 1
9	E-business	Units 2 and 4
10	Office administration	
11	Keeping customers happy	Units 4 and 7
12	Career planning for business	
13	Work experience in business	

12 Further Support And Information

12.1 General enquiries

For general 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 our website: www.ocr.org.uk for further information on OCR qualifications.

12.2 Entry forms and entry enquiries

All entry forms should be returned to:

Operations
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ

If you have any queries about candidate entry, please contact Operations Customer Support on 024 76 470033.

12.3 Results enquiries

Forms and current fees can be obtained from:

Results Enquiries
VA Business Support Services (VABSS)
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ

12.4 Customer feedback

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

The Professional Officer
OCR Level 2 Nationals in Business
OCR Nationals and Work-related Learning Team
OCR
Coventry Office
Westwood Way
Coventry
CV4 8JQ

12.5 OCR Training Events

Information on OCR's training events for centres can be found on our website: www.ocr.org.uk, or by contacting:

OCR Training
Mill Wharf
Mill Street
Birmingham
B6 4BU

Telephone: 0121 628 2950
Fax: 0121 628 2940
Email: training@ocr.org.uk

12.6 OCR Publications

OCR's Publications Catalogue (code A410) lists all the qualifications that OCR offers, and contains more detail on how to order publications. It is available to download from our website: www.ocr.org.uk, or to order from the OCR Customer Contact Centre by telephoning 024 76 851509.

If you would like to order any OCR publications, please contact:

OCR Publications
PO Box 5050
Annesley
Nottingham
NG15 0DL

Telephone: 0870 770 6622
Fax: 0870 770 6621
Email: publications@ocr.org.uk

OCR Support Materials prepare extra resources to help you deliver our qualifications. These support materials can be ordered from OCR Publications and more information about the materials can be obtained from support.materials@ocr.org.uk

12.7 Publications (related to these qualifications)

Administrative Guide to OCR Nationals (code A028)

Access to Assessment: NVQs, Vocationally-Related Qualifications (VRQs) and Other Vocational Qualifications. Regulations and Guidance Relating to Candidates with Particular Requirements (code L16)

13 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
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