OCR

Oxford Cambridge and RSA

# Business Administration

# Centre Handbook

## OCR Level 4 NVQ Diploma in Business Administration
## Entry code 10385

This qualification closed for entries on 31/12/2020
Last certification will be 31/12/2022

Version 4 Issued November 2021

# Key updates to this handbook

| Section | Title of section and change | Version and date issued |
|---|---|---|
| Front cover | Last Entry and Last Certification date added. | Version 4<br>November 2021 |
| All sections | **The format of this handbook has been completely updated to bring in line with a new template. The qualification content and structure remains unchanged from previous version, but some of the supporting information has been bought up-to-date following a review of documents. The sections affected are detailed as follows:** | |
| 1 | 1.5 Unique Learner Numbers (ULN) – new section title | |
| 3 | 3.1 How do I get a certificate for the apprenticeship – content updated | |
| 4 | 4.1 Assessment centre requirements – content updated<br>4.2 Centre assessor responsibilities – content updated<br>4.4 Internal Quality Assurance Personnel (IQA) – content updated | |
| 5 | Introductory paragraph updated<br>5.2 Assessment and the Data Protection Act – content updated<br>5.3 Initial assessment of candidates learners – new section title and content updated<br>5.4 Assessment planning – new section title<br>5.6 Methods of assessment – content updated<br>5.7 Authentication – content updated<br>5.9 Generation and collection of evidence – content updated<br>5.19 Learner cumulative assessment record (CAR) – content updated<br>5.20 Quality assurance – how it works – content updated<br>5.21 Direct Claim Status (DCS) – content updated<br>5.22 Reporting suspected malpractice – content updated | |
| 6 | 6.1 Free resources – content updated<br>6.3 Professional development training events (CPD) – new section title and content updated<br>6.4 Useful documents and links – new section title and content updated | |
| 7 | 7.1 Claiming certificates – content updated<br>7.2 Assessment review/appeals – new section title and content updated<br>7.3 Replacement certificates – content updated | |
| 8 | 8.8 Accessibility – content updated<br>8.9 Wider issues – content updated | |
| 10 | Summary table updated | |

| All sections | Updated:<br>Address for registered office<br>Copyright statement<br>Contact details | Version 3<br>February 2019 |
|---|---|---|
| 5 | 5.19 Candidate cumulative assessment record<br>5.21 Direct Claims Status (DCS) | |
| All sections | Amended reference to the Admin Guide to the new Administration area on the OCR website and removed the section on administration arrangements.<br><br>References to the Qualifications and Credit Framework (QCF) have been changed to Regulated Qualifications Framework.<br><br>Updated contact information in the event of any queries concerning the units or assessment. | Version 2<br>June 2017 |
| 1 | The following information has been updated:<br>1.4 Delivery in Wales and Northern Ireland<br>1.5 Unique Learner Numbers and the Personal Learning Record<br>1.6 Funding | |
| 5 | 5.2 and 5.9 Information added about data protection<br>5.7 Resubmitting work for assessment<br>5.22 Reporting suspected malpractice | |
| 8 | 8.7 Recognition of prior learning<br>8.8 Access arrangements and reasonable adjustments | |
| 9 | Contacting us - information updated | |
| | Administration arrangements – section deleted | |

# Contents

# 1.  Introduction

| OCR entry code | Title | Qualification Number |
|---|---|---|
| **10385** | **OCR Level 4 NVQ Diploma in Business and Administration** | **601/3677/7** |

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

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

Information about the administration of this qualification is available on our website.

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

## 1.1  How is this qualification assessed?

The qualification is internally assessed by centre staff and externally quality assured by us.

## 1.2  Why choose OCR Level 4 NVQ Diploma in Business Administration?

The aim of this qualification is to:

- develop/expand learners' understanding of Business Administration
- develop learners' skills and competence in Business Administration

This qualification will give learners the opportunity to:

- achieve a nationally recognised qualification valued by employers
- prepare for employment in Business Administration
- develop skills and competence in the workplace
- continue professional development.

Learners achieving this qualification can progress:

- to employment
- in employment
- to further study.

This qualification:

- is part of the Higher Apprenticeship in Business Administration

- supports development of Functional Skills

- consists of units based on the national occupational standards developed by Instructus, the Standards Setting Body for Business Administration

## 1.3    Entry requirements

There are no formal entry requirements for this qualification.

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

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

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

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

## 1.4    Delivery in Wales and Northern Ireland

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

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

## 1.5    Unique Learner Numbers (ULN)

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

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

Learners that claim certification for publicly funded qualifications must have a valid ULN.

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

For more information, and to generate a ULN, please refer to the Learning Records Service.

## 1.6    Funding

Some qualifications may be eligible for a loan. For more information about Advanced learner loans see the Education and Skills Funding Agency.

You should use the Qualification Number (QN) when looking for public funding for learners.

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

## 1.7    Qualification size

The size of the qualification is described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT).

GLH indicates the approximate time (in hours) that the learner will be supervised during any teaching, learning or assessment activities. We have worked with people who are experienced in delivering this qualification to determine what content needs to be taught and how long it will take to deliver.

TQT is comprised of two elements: GLH, and an estimate of the number of hours a learner will reasonably spend on any unsupervised learning or assessment activities (including homework) so they can successfully achieve their qualification.

The qualification requires minimum 296 GLH and 389 TQT.

# 2. Structure and content

## 2.1 Qualification structure and rule of combination

Each qualification has a rule of combination (ROC).

The ROC specifies how units can be combined and the overall number of credits to be achieved for the qualification to be awarded.

Learners do not have to achieve units in any particular order and learning programmes should be tailored to meet individual needs. It is recommended that, wherever possible, you deliver this qualification holistically by identifying opportunities to link the units and levels.

If a learner is not able to complete the full qualification, we will issue unit certificates listing the unit(s) and credit achieved.

When combining units for the chosen qualification, it is your responsibility to ensure the rule of combination is followed.

The units are available to download from our qualification [webpage](webpage).

## 2.2 OCR Level 4 NVQ Diploma in Business Administration

**Rule of combination**

To achieve this qualification a learner must achieve the following:

| | |
|---|---|
| minimum credit of | 57 |
| credit from mandatory Group A | 18 |
| minimum credit from optional Group B | 26 |
| maximum credit from optional Group C | 13 |
| **\*minimum credit at Level 4 or above | 30 |

\* **Please note this information has been added to clarify credit requirements.**

There are no equivalencies or exemptions for this qualification.

For details of barred combinations please see Section 2.3

## Units for OCR Level 4 NVQ Diploma in Business Administration

| OCR Unit No | Unit title | Unit Reference No (URN) | Credit value | Level | GLH |
|---|---|---|---|---|---|
| **Group A: Mandatory units** | | | | | |
| 1 | Communicate in a business environment | Y/506/1910 | 4 | 3 | 24 |
| 2 | Resolve administrative problems | D/506/1956 | 6 | 4 | 56 |
| 3 | Manage the work of an administrative function | T/506/1946 | 5 | 4 | 27 |
| 4 | Manage personal and professional development | T/506/2952 | 3 | 3 | 12 |
| **Group B: Optional units** | | | | | |
| 5 | Contribute to the design and development of an information system | A/506/1950 | 5 | 4 | 23 |
| 6 | Manage information systems | F/506/1951 | 6 | 4 | 30 |
| 7 | Support environmental sustainability in a business environment | R/506/1954 | 4 | 4 | 38 |
| 8 | Prepare specifications for contracts | H/506/1957 | 4 | 4 | 23 |
| 9 | Manage events | M/506/1959 | 6 | 4 | 49 |
| 10 | Contribute to the improvement of business performance | D/506/1911 | 6 | 3 | 33 |
| 11 | Negotiate in a business environment | H/506/1912 | 4 | 3 | 18 |
| 12 | Develop a presentation | K/506/1913 | 3 | 3 | 11 |
| 13 | Deliver a presentation | M/506/1914 | 3 | 3 | 17 |
| 14 | Create bespoke business documents | T/506/1915 | 4 | 3 | 23 |
| 15 | Monitor information systems | F/506/1917 | 8 | 3 | 43 |
| 16 | Evaluate the provision of business travel or accommodation | J/506/1918 | 5 | 3 | 30 |
| 17 | Manage an office facility | K/506/1944 | 4 | 3 | 21 |
| 18 | Analyse and present business data | M/506/1945 | 6 | 3 | 24 |
| **Group C: Optional units** | | | | | |
| 19 | Develop and maintain professional networks | J/506/1949 | 3 | 4 | 15 |
| 20 | Develop and implement an operational plan | Y/506/1955 | 5 | 4 | 24 |
| 21 | Encourage learning and development | M/506/1962 | 3 | 4 | 16 |
| 22 | Initiate and implement operational change | T/506/1980 | 4 | 4 | 19 |

| 23 | Develop working relationships with stakeholders | F/506/1982 | 4 | 4 | 20 |
|----|--------------------------------------------------|------------|---|---|----|
| 24 | Manage physical resources | K/506/1989 | 4 | 4 | 26 |
| 25 | Prepare for and support quality audits | K/506/1992 | 3 | 4 | 17 |
| 26 | Conduct quality audits | T/506/1994 | 3 | 4 | 21 |
| 27 | Manage a budget | A/506/1995 | 4 | 4 | 26 |
| 28 | Manage a project | R/506/1999 | 7 | 4 | 38 |
| 29 | Manage business risk | L/506/2004 | 6 | 4 | 27 |
| 30 | Manage knowledge in an organisation | A/506/2032 | 5 | 4 | 34 |
| 31 | Recruitment, selection and induction practice | R/506/2909 | 6 | 4 | 33 |
| 32 | Establish business risk management processes | J/506/2048 | 5 | 5 | 29 |
| 33 | Promote equality of opportunity, diversity and inclusion | R/506/2053 | 5 | 5 | 26 |
| 34 | Design business processes | D/506/2055 | 5 | 5 | 23 |
| 35 | Optimise the use of technology | F/506/2064 | 6 | 5 | 29 |
| 36 | Manage team performance | A/506/1821 | 4 | 3 | 21 |
| 37 | Manage individuals' performance | J/506/1921 | 4 | 3 | 20 |
| 38 | Chair and lead meetings | Y/506/1924 | 3 | 3 | 10 |
| 39 | Encourage innovation | J/506/2292 | 4 | 3 | 14 |
| 40 | Manage conflict within a team | K/506/1927 | 5 | 3 | 25 |
| 41 | Procure products and/or services | M/506/1928 | 5 | 3 | 35 |
| 42 | Implement and maintain business continuity plans and processes | K/506/1930 | 4 | 3 | 25 |
| 43 | Collaborate with other departments | M/506/1931 | 3 | 3 | 14 |
| 44 | Champion customer service | D/506/2153 | 4 | 4 | 17 |

## 2.3   Barred combinations

These are units that cannot be counted together as part of the rule of combination for this qualification.

The following table lists the units in this qualification that are barred with other units.

| OCR Unit No | Unit title | Unit Reference No (URN) | Barred with |
|---|---|---|---|
| 29 | Manage business risk | L/506/2004 | OCR Unit 32<br><br>Establish business risk management processes<br><br>J/506/2048 |

# 3.    Apprenticeship information

## 3.1    How do I get a certificate for the apprenticeship?

The Business Administration Higher Apprenticeship is certificated by Apprenticeship Certificates England (ACE) on behalf of Instructus. For full details of frameworks please see Apprenticeship Certificates England or Apprenticeship Certification Wales.

## 3.2    About the apprenticeships

This apprenticeship programme is designed for people who already have experience of office-based skills and wish to specialise in business and administration functions, ideally in a supervisory role.

This apprenticeship consists of learning and qualifications necessary to provide Business Administration apprentices with the skills and knowledge they need to become competent in their chosen job and improve their employment prospects. The programmes aim to develop an individual's confidence in their abilities by developing work-related knowledge, skills and understanding.

The framework includes a balance of content, designed to ensure apprentices have an appropriate set of Business Administration skills to operate in their specific chosen job role. It focuses on those aspects of work which have increased in importance in recent years, such as communication and negotiation, working with others, dealing with change, solving business problems, supporting sustainability and managing risk.

The framework is suitable for those in a range of roles and industries.

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

## 3.3  What makes up an apprenticeship?

There is no maximum time frame for the Business Administration Higher Apprenticeship. However, it is a requirement that learners should be on programmes for a minimum of 12 months. Individual circumstances (such as significant prior learning or the requirement to deliver some basic skills training first) will result in a shorter or longer period of learning. The amount of time the apprenticeship takes will also be influenced by the opportunities available within the workplace and the level of support given by employers and learning providers.

Each apprenticeship is made up of:

•       Competence qualification(s), e.g. OCR Level 4 NVQ Diploma in Business Administration

•       Knowledge qualification(s), e.g. OCR Level 4 Diploma in Business and Administration (Technical Certificate)

•       Employee Rights and Responsibilities (ERR) – Assessed by completing either the Instructus ERR workbook or a dedicated ERR unit

•       Transferable skills qualifications – apprentices in Wales must complete the appropriate transferable skills qualifications in communication, application of number and IT – please refer to the Instructus Apprenticeship Framework Guidance.

# 4. Centre assessor and quality assurance personnel requirements

This section provides information on centre assessor and quality assurance personnel requirements for verified qualifications.

## 4.1 Assessment centre requirements

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

Your centre must:

- make sure there are sufficient trained or qualified personnel to assess the number of expected learners

- make sure there are sufficient trained or qualified personnel to internally quality assure for the number of learners and assessors (i.e. you must have at least one assessor and one Internal Quality Assurer (IQA) to run this qualification)

- put systems and internal quality assurance personnel in place to make sure that all assessments are valid, reliable, safe and manageable and suitable to the needs of the learner

- make sure evidence is authentic and sufficient

- make sure there is a standardisation process in place to make sure that all assessments are consistent and fair

- make sure those undertaking the roles of quality assurance and assessment maintain their skills, knowledge and understanding about assessment and quality assurance and the associated qualification

- make sure there is sufficient time to conduct effective assessment and internal quality assurance

- make sure any corrective measures, identified by OCR External Quality Assurers (EQAs) and OCR, are addressed.

## 4.2 Centre assessor responsibilities

Assessment is an activity carried out by an individual either as a specific role or as part of a wider role, for example teacher, tutor, supervisor, manager. All centre assessors must have the role of assessor identified in their role profile.

All assessors must:

- have relevant current industry experience and competence in the occupational working area at, or above, the level being assessed

- hold, or be working towards, an appropriate assessor qualification (e.g. A1, CAVA, D32/33, TAQA). For those working towards an appropriate assessor qualification, it will need to be achieved within twelve months of the starting date and all decisions must be countersigned by a qualified assessor

- have direct or related relevant experience in assessment

- be committed to further training and development.

## 4.3 Expert Witnesses

Expert witnesses can be drawn from a wide range of people who can confirm performance in the workplace, including line managers and experienced colleagues from inside the learner's organisation. Expert witnesses must have proven practical experience and knowledge relating to the content of the unit being assessed. The assessor will make the final judgement.

The expert witness is not consulted as a professional assessor, but as someone who is expert in the occupation to be assessed.

It is unlikely that someone could become an expert in their entire job role in less than six to twelve months of being employed in this field. They could, however, very quickly become an expert in the content of a single unit if this was the focus of their job role. The assessor should make a judgement as to the level of expertise held by a potential expert witness and, where necessary, confirm this with a relevant management team.

## 4.4    Internal Quality Assurance Personnel (IQA)

Internal quality assurance is an activity carried out by an individual either as a specific role or as part of an individual's wider role.

- The IQA should have sufficient level of understanding to allow them to judge whether the assessor

All Internal Quality Assurers (IQAs) must:

- be qualified as an Internal Quality Assurer (IQA) (either V1, D34 or Award in the Internal Quality Assurance of Assessment Processes and Practice)

- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. IQAs must also sample the assessment process and resolve differences and conflicts on assessment decisions

- ensure that assessment has been carried out by persons who are occupationally competent within the area they are assessing

- maintain their occupational knowledge by actively engaging in continuous professional development activities in order to keep up-to-date with developments within the sector.

For the purpose of Internal standardisation, a member of staff needs to be nominated to take responsibility for this process.

The role of the IQA is to:

- make sure all centre assessors are assessing to the required standard

- make sure that all assessment decisions are fair, valid and reliable

- make sure feedback is given to all centre assessors and documented e.g. records of feedback

- suggest ways in which assessment may be brought into line to meet the required standards

- check that all units have been included in internal standardisation

- organise regular standardisation meetings / activities / events for the centre assessors

- provide feedback to centre assessors and identify development needs.


## 4.5    Continuing Professional Development (CPD)

All centre assessors and internal quality assurance personnel need to prove they have current working knowledge of the sector. This can be demonstrated by keeping records of evidence from occupational activities such as:

- internal or external work experience

- internal or external work shadowing

- other relevant CPD activities.

# 5. Verified assessment

This section provides guidance on verified assessment: how to plan and manage assessment and what controls must be applied throughout the process. Your centre must comply with [OCR's criteria for verified qualifications](). Non-compliance with the OCR Criteria will result in sanctions and actions which your EQA will discuss with you at your visit and document on the EQA report.

## 5.1    Overview of the assessment

This qualification is internally assessed by centre assessors and quality assured by internal quality assurance personnel and externally quality assured by OCR.

**Teaching and Learning**

Tutors must make sure the additional guidance for each criterion is fully addressed so that learners can meet the requirements effectively.

Where additional guidance is contained in the unit, it is not exhaustive and may be expanded or tailored to particular contexts in which the unit is being taught and the assessment criteria applied.

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

**Evidence**

The Business Administration competence-based qualifications recognise competence in the workplace. Therefore evidence of competence should come from workplace activity and reflect attainment within an organisational context.

When you are satisfied that your learner has met all of the requirements for a unit, you must sign an evidence record sheet to confirm the assessment process is complete.

## 5.2    Assessment and the Data Protection Act

Centre assessors, who are responsible for assessing learners' evidence for internally assessed units, must make sure that learners know they must comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) when they are producing work for assessment. Learners must not reference another individual's personal details in any evidence produced for assessment. It is the learner's responsibility to make sure evidence that includes another individual's personal details is anonymised.

## 5.3    Initial assessment of learners

It is important that you carry out an initial assessment to identify learners' level of competence, knowledge and understanding and any potential gaps that need to be addressed.

This will also:

*   help you and the learners identify the most appropriate optional units

*   allow you to plan the assessment

*   enable learners to understand the best place to start generating evidence.

For further information about entry requirements and prior learning see section 1.3 Entry requirements and section 8.7 Recognition of prior learning.

## 5.4    Planning assessment

Centre assessors must take responsibility for planning assessment with learners. This will involve discussing details with learners including:

*   agreeing the best source of evidence to use for particular units

*   determining the best way of assessing the learner

*   confirming the best times, dates and places for the assessments to take place

*   agreeing a flexible timetable for unit completion and assessment.

Centre assessors must make a note of their assessment planning and regularly give feedback to learners.

## 5.5    Real work

Real work is where the learner is engaged in activities that contribute to the aims of the organisation by whom they are employed, For example in paid employment or working in a voluntary capacity or work placement.

Where the learner's performance is assessed in the workplace, this evidence should naturally occur in the learner's work role. This will include the learner's application of knowledge. This principle will apply to competence units. Simulation is **not** permitted for any competence units within this qualification.

Workplace evidence may be gathered in full, part-time, casual or voluntary employment or a 'work placement', e.g. full-time learners placed into a working environment for one day per week.

Supporting evidence for any work experience from a supervisor or manager must add to the assessment process.

## 5.6    Methods of assessment

We have identified the main assessment methods suitable for this qualification:

- [Observation](#) of practice by the assessor or expert witness for occupational specific units

- [Questioning](#) of the learner or witness by the assessor

- [Professional discussion](#)

- [Examining work products](#) – e.g. business letters, spreadsheets, diagrams

- [Examining written evidence](#) – e.g. assignments, tasks, projects or tests

- [Examining evidence from others](#)

It is your responsibility to agree the best method of assessing a learner in relation to their individual circumstances.

The methods agreed must be:

- valid

- reliable

- safe and manageable

- suitable to the needs of the learner.

## Valid

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

Validity can be compromised if a learner does not understand what is required of them. For example, a valid method of assessing a learner's knowledge and understanding is to question them. If the questions are not relevant to the qualification or how they are phrased makes it difficult for the learner to understand, the validity of the assessment method is threatened.

Evidence must also be valid.

For example, it would not be appropriate to simply present an organisation's health and safety procedures as evidence towards Unit 7: *Support environmental sustainability in a business environment*, as it is not the learner's own work and does not evidence their understanding. It may be more appropriate for the learner and centre assessor to have a discussion about potential hazards and risks and how the policy relates to the Learning Outcome. This could include examples from the learner's own experience which could be used as evidence for specific learning outcomes. This discussion could then be assessed and recorded as evidence.

## Reliable

A reliable method of assessment produces consistent results across different centre assessors on each assessment occasion. Internal quality assurance personnel (IQA) must make sure that all centre assessors' decisions are consistent.

## Safe and manageable

Centre assessors and IQA must make sure that assessment methods used are safe and manageable and do not put unnecessary demands on the learner and/or the organisation they work for.

## Suitable to the needs of the learner

We have designed this qualification so that achievement is accessible to all learners, in the context of the units.

For learners who have access requirements please see section 8.8 Accessibility.

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

# 5.7    Authentication

Assessors must be confident that the work they assess is the learner's own. This does not mean that a learner 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 learner's work.

Wherever possible, the assessor should discuss work-in-progress with learners. This will not only make sure 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.

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

## Plagiarism

Learners 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 work submitted for external quality assurance where plagiarism is suspected will be reported to OCR and investigated. The outcome of the investigation may involve sanctions/penalties imposed on learners, staff and/or the centre.

Plagiarism sometimes occurs innocently when learners are unaware of the need to reference or acknowledge their sources. It is therefore important that centres make sure that learners understand that work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Learners may refer to research, quotations or evidence but they must list their sources.

If learner work has been copied from a published or electronic source, and has been referenced, this can still be classed as plagiarism. Where the copied work cannot be considered to be his/her own independent work and/or does not demonstrate the learner's own practice, understanding and knowledge of the subject.

The JCQ Plagiarism in Assessments Guidance for Teachers/Assessors provides further information.

## Resubmitting work for assessment

While there are no restrictions on the number of times that a learner can resubmit evidence, it is the responsibility of the assessor to make sure that the details of any feedback and guidance are clearly recorded.

Resubmission at the centre assessment stage is intended to allow the learner to reflect on feedback and improve, but not to be an iterative process where they make small modifications through ongoing feedback to eventually achieve the desired level.

**Please note:** Your centre must confirm to us that the evidence produced by learners is authentic. The Evidence Record Sheet includes a declaration for learners to sign and is available from the webpage.

## 5.8    Making assessment decisions

Learners are not required to meet all the criteria every time they carry out an activity, but **it is necessary that all learners produce evidence to demonstrate they have met all assessment criteria in the unit**.

They must consistently provide sufficient evidence for you to be able to confirm that your learner is competent in their working environment.

Centre assessors should:

* plan with the learner

* assess learner performance, knowledge and understanding

* look at the evidence

* question and give feedback to the learner working towards the qualifications being assessed.

All criteria in the unit must be completed before you as centre assessor can sign the unit off as complete.

## 5.9 Generation and collection of evidence

Learners' evidence should be in an appropriate format to demonstrate the skills, competency, or application of knowledge and understanding, as specified in each assessment criteria in the unit in question.

Learners must not reference another individual's personal details in any evidence produced for summative assessment. It is the learner's responsibility to ensure that any evidence which includes another individual's personal details is anonymised to comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

Evidence can take many forms, for example, written work, audio/visual recordings, digitally formatted documents, a product or photographs (of a product). It is not permitted to use photographs of children without parental permission.

If group work is used as evidence, the learner's contribution must be clearly identified.

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

- Observation

- Questioning

- Professional discussion

- Work products – the outcome or product of a learner's work activity

- Witness statements

- Personal or learner statement

- Assignments, tasks, projects or tests – centre devised projects, e.g. a case study

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

Where evidence is relevant to more than one assessment criterion in one or more units, the learner should cross-reference the evidence within their unit portfolio so that it can be considered by you as centre assessor and by the OCR external verifier if required.

An Evidence record sheet is available to download from our website. Learners can use this sheet to record their evidence and link it to the assessment criteria in one unit. You **must** use this sheet or your own suitable alternative to allow the OCR external verifier to see which assessment criterion each piece of evidence refers to.

## 5.10  How much evidence is needed?

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

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

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

Assessors must be convinced, from the evidence presented, that learners working on their own can work independently to the required standard.

## 5.11  Assessment of the evidence

It is the assessor's responsibility to:

- assess the evidence presented by the learner

- provide feedback to the learner

- make an assessment decision, which will be confirmed through internal and external quality assurance.

Assessors will judge learners' evidence against the assessment criteria specified in the unit.

## 5.12  Observation

Centre assessors may carry out observations of a learner undertaking activities or tasks and make an assessment decision based on the learner's performance, i.e. what they can do or the process they have gone through.

Sometimes, the observation can also provide inferred evidence of what a learner knows.

The observation should be of naturally occurring practice in the learner's work role.

Centre assessors and learners should plan observations together but it is the centre assessor's responsibility to record the observation. After the observation has taken place, you must record an assessment decision and the justification for the decision. This should include sufficient information about what was observed to ensure the assessment criteria has been met and enable the assessment to be quality assured. Centre assessors should also give feedback to the learner.

## 5.13  Questioning

Centre assessors may question a learner for the assessment of this qualification.

Questioning the learner is usually an ongoing part of the assessment process, and it is necessary to:

* test a learner's knowledge of facts and procedures

* check if a learner understands principles and theories *and*

* collect information on the type and purpose of the activities a learner has been involved in.

For the most part, you should use open-ended questions, i.e. questions that cannot be answered by the learner with one word responses, e.g. 'yes' or 'no'. Open-ended questions require thought and detail in order to answer the question. You should be careful to avoid complicated questions which may confuse the learner.

It is important that you record assessment decisions after you have questioned the learner. You must record enough information to justify your decisions. This does not mean that you must record the questions and answers word for word, but you must record enough detail to allow the assessment to be quality assured.

## 5.14  Professional discussion

Professional discussion is a structured, planned and in-depth discussion recorded by your centre assessor. It allows the learner to present evidence of competence and to demonstrate skills, knowledge and understanding through discussing the evidence and showing how it meets the requirements of the qualification.

The purpose of the discussion is to explore the level of the learner's competence and ensure their actions are based on a firm understanding of principles which underpin the competence.

You should guide the discussion by using open questioning and active listening.

## 5.15  Work products

Work products are produced in the workplace. They should be of naturally occurring practice in the learner's role. The evidence presented for assessment may be the actual product or a record of the product, e.g. business letter, email, spreadsheet.

## 5.16  Witness statements

Witness statements are a record of witness testimonies. A witness statement is used to support work or evidence sourced from confidential or sensitive material, e.g. data protection. It should not be used to evidence achievement of a whole unit.

The witness must not be related to the learner and must be in a position to make valid comments about the learner's performance, e.g. tutors or workplace supervisors.

It is not acceptable for learners to produce written witness statements for witnesses to sign.

Witness statements:

- must describe what they witnessed the learner doing

- can be written or verbal accounts of the learner's performance

- 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

- can be used to directly support work or as evidence of work based on confidential or sensitive sources e.g. data protection

- should not contain a list of skills

- should not be used as evidence of achievement for a whole unit.

A centre assessor will judge whether the evidence presented meets the standards required by the assessment criteria for the unit. Often, it will be necessary for assessors to contact witnesses to ensure:

- the witness statement is authentic

- the assessor's interpretation of the witness statement is accurate.

Where a witness provides a written statement, they should include the following:

- the learner's name

- the date, time and venue of the activity

- a description of the activities performed by the learner

- the date the statement was written

- a description of their relationship to the learner

- the witness' signature and job title

- the witness' contact details, e.g. telephone number.

## 5.17  Personal or learner statement

This is a learner's own account of what they did.

Personal statements can be a:

- written or verbal account of specific incidents, activities or situations

- log or diary

- reflective account.

All personal statements made by learners must be authenticated as a true account of what took place by an appropriate witness, e.g. tutor, employer, peer.

## 5.18  Assignments, tasks, projects or tests

For some units it may be appropriate for your centre to devise assignments, tasks, projects or tests. This provides your centre with opportunities to meet the needs of the learner and local employers.

Centres will need to ensure that any assignments, tasks, projects or tests enable learners to meet all of the assessment criteria in the units.

Your centre is best placed to decide on an appropriate context for the assessment for your learners.

Tutors must ensure learners are clear about the tasks they are to undertake and the assessment criteria which they are expected to meet.

## 5.19 Learner cumulative assessment record (CAR)

A cumulative assessment record (CAR) is the learner's record of the evidence that has been assessed and accepted as proof of competence by the internal assessor.

Templates for the recording documents to be used in a cumulative assessment record (CAR) may be provided by OCR or they may be designed by the centre and approved during the approval visit or by the OCR external verifier. The forms can be in any format but as a minimum they must contain the following information:

- the learner's name and location

- the title and level of the qualification they are taking

- the learner's start date on the programme and confirmation of learner registration

- the name of the centre assessor

- the name of the internal quality assurance personnel

- the date and outcome of the initial assessment of the learner

- dates and details of learner reviews and feedback sessions

- assessment method(s) used

- dates of all assessments and their outcomes (that is, the decision whether the learner has met the requirements or not) cross-referenced to the unit

- enough detail of the assessments to justify the decision made

- dates and outcomes of internal quality assurance

- action resulting from internal quality assurance

- learner's achievement(s).


Learners must record, on the relevant documents, all the evidence presented for assessment. These records will also be used by the centre assessor and internal quality assurance personnel to record assessment decisions. They can also be used to record progress towards the achievement of units.

Filling in these documents, is an on-going process involving discussion and agreement between the learner and their centre assessor. The learner should fill in and keep the CAR while working towards their qualification. A centre assessor may help the learner complete the CAR if necessary. It may be viewed by the centre's internal quality assurance personnel and OCR external verifier for sampling purposes as part of the quality assurance process.

# 5.20 Quality assurance – how it works

## Internal quality assurance

It is your centre's responsibility to appoint internal quality assurance personnel (See section 4.4 Internal Quality Assurance Personnel (IQA)) to manage the internal quality assurance (IQA) process.

The purpose of internal standardisation is to monitor standards and to ensure consistent and reliable assessment decisions across all staff, ensuring that all assessment requirements of the qualification are met. Internal standardisation provides a system for checking the quality of assessment to make sure that it is, valid, authentic, current, and reliable.

For this qualification you must carry out internal quality assurance to make sure that all learners' evidence is assessed consistently to the required standard.

A nominated member of staff (IQA) at your centre must take responsibility for the process and will:

- advise on interpretation of the standards, including feedback from previous assessments (where relevant)

- provide advice and support to centre assessors (staff who are assessing the qualification)

- monitor and observe assessment practice to ensure that all assessments are in line with the required standards.

- make sure feedback is given to all centre assessors and documented e.g. records of feedback

- maintain quality assurance documentation

- liaise with the allocated EQA.

There are three stages of assessment where internal standardisation plays a vital role: setting of assessments – including devising and/or modifying by centres, production of evidence and expectations and standardising centre staff assessment decisions.

Internal standardisation is an ongoing process and should always include the following formal stages:

- review centre devised / modified assignments, if relevant

- standardise assessment decisions

- sample assessment evidence

- review assessment practices.

A guide to internal standardisation for vocational qualifications is available on the OCR website.

## External quality assurance

Once you make learner registrations, we will allocate an EQA who will arrange to visit your centre to verify your assessments and internal quality assurance. OCR will contact you to request information on the learners and assessment staff is sent to the EQA.

EQA visits take place twice a year (roughly 6 months apart) and at the end of each EQA visit a provisional date is agreed for the next visit. Visits take place irrespective of whether certification claims have been made as learners are sampled mid-qualification as well as at the point of certification. When learners have completed units of the qualification and they have been assessed

and internally quality assured, claims for the units or full awards can be made via OCR Interchange.

The EQA **must** interview learners, centre assessors and internal quality assurance personnel during their visits.

For each external quality assurance visit your centre must have available and provide access to the OCR EQA:

- the learner assessment records for all learners

- all evidence/portfolios for learners certificated by Direct Claims Status (DCS) since the last EQA visit

- the portfolios for learners the EQA has requested to sample

- assessments taking place for observation, when requested/arranged

- OCR's on-line claim system (Interchange)

- as requested by the EQA, learners, centre assessors and internal quality assurance personnel which may include any claims for certificates through Direct Claims Status (DCS)

- a sample signature list for all centre assessors and internal quality assurance personnel

- details of training, curriculum vitae and original certificates for new members of the assessment team. Authorised copies of original certificates and updated documents for existing assessment team members

- all centre records, see the next section for more details

- evidence of achieving action points and/or recommendations since the last EQA visit,

- if recorded evidence is used, make sure all recordings and appropriate playback equipment is available.

## Centre records required for quality assurance

Your centre must make sure that internal quality assurance and learner assessment records are available for external quality assurance purposes. These records must be securely held by your centre for a minimum of three years following learner achievement of the qualification (i.e. from the date of certification).

As a minimum these must record the following information:

- the learner's name and location

- the title and level of the qualification they are taking

- the learner's start date on the programme and confirmation of learner entry

- the name of the centre assessor

- the name of the internal quality assurance personnel

- the date and outcome of the initial assessment of the learner

- dates and details of learner reviews and feedback sessions

- assessment method(s) used

- dates of all assessments and their outcomes (that is, the decision whether the learner has met the requirements or not) cross-referenced to the unit

- enough detail of the assessments to justify the decision made

- an indication of the frequency, and reason for, the use of simulation, if used

- dates and outcomes of internal quality assurance

- action resulting from internal quality assurance

- learner's achievement(s).

Records should show formative assessment decisions (ongoing decision making), summative assessment decisions and feedback to the learner.

## OCR External Quality Assurer (EAQ) reports for centres

Our EQA will report against the OCR criteria for verified qualifications. Our EQA will use the report to provide feedback to your centre and to OCR.

All EQA reports are reviewed by OCR and their actions/recommendations are considered. The final decision on the application of sanctions at Level 2 or above lies with OCR.

If your centre is found to be non-compliant with any of the OCR criteria this will result in action(s) and appropriate sanction(s) being recommended. When a sanction is recommended there will always be one or more actions for your centre to address.

If you wish to appeal a sanction or EQA decision then you should follow the link to OCR Administration area - Post result services.

## 5.21 Direct Claim Status (DCS)

Centres who consistently meet all the required criteria and deliver high quality assessment for an individual qualification over approximately a twelve month period could be awarded DCS. This is when centres can claim certification for identified qualifications in between their EQA visits.. Please see the OCR Administration area - Direct claim status for more details.

The decision on whether DCS is awarded, retained, or withdrawn lies with OCR.

In addition to the checks made by the OCR EQA during an EQA visit, OCR (not EQAs) will undertake short notice record reviews of DCS claims. OCR will contact centres and request a copy of the candidate claims record.

### Critical points regarding Direct Claim Status

- A **candidate claims record** must be completed and maintained for all claims made via DCS. A template is available for this or centres can create their own record or use an existing report from a management information system. The record must include learner and unit details for any DCS claims made since the centre's last quality assurance visit.

- Centres will keep assessment and internal quality assurance records relating to learners for who direct certification has been claimed for at least three years from the date of the claim. These records will include learner names and registration numbers with details of assessment decisions, internal quality assurance and claims for certification.

- Centres **must** advise OCR immediately of any staffing or resource changes. Where Internal Quality Assurers (IQAs) change, we reserve the right to remove DCS pending the evaluation of a new IQA. Direct Claim Status may be removed at any time if we believe that the above information is no longer current or the assessment and quality assurance at the centre is compromised.

- All portfolios for learners certificated via DCS since the previous quality assurance visit must be available to the EQA on request during the visit. This is in addition to the portfolios pre-selected for sampling by the EQA.

- All learners, including any who leave the centre following certification via DCS, must be asked to retain their portfolios and Cumulative Assessment Records (CARs) in good condition until the next EQA visit **for the qualification** claimed.

- Certificates issued under DCS must be confirmed through a quality assurance visit. If a portfolio is not available for sampling by the OCR EQA when requested or the work in the portfolio does not meet the required standards the certificate may be considered invalid. In these circumstance OCR may request the return of the certificate for withdrawal. Centres are expected to support learners to complete work to meet the standards and/or enable OCR to sample the portfolio.

- Please note that centre practice that has resulted in OCR issuing an invalid certificate is considered to be malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures document and which the Head of Centre may be required to investigate. This may result in sanctions and/or penalties being imposed on the centre and/or member(s) of staff in the centre.

- Centres must ensure that an EQA visit takes place before they close, withdraw from delivering the qualification and/or the last certification date of a qualification. All learners claimed by DCS since the last EQA visit must be included for sampling by the EQA at the final visit.

- Direct Claims Status will be withdrawn from all centres 3 months before the last certification date of a qualification or after the final EQA visit to the centre, whichever is sooner.

- The decision on whether DCS is awarded, retained or withdrawn lies with OCR. OCR reserves the right to remove DCS at any time without notice.

## Direct Claim Status additional quality checks

- Your candidate claims record will be requested and reviewed by OCR (not the EQA) **as additional short notice quality checks** of DCS claims **made by centres between EQA visits**.

- Copies of your candidate claims record may be requested over the course of the year depending on the number of DCS claims which are made.

- When requested, you will need to email us a copy of the record **within three working days**.

- We will then check your candidate claims record against your DCS claims on our system and let you know if there are any issues or not.

- Please refer to the OCR criteria for verified qualifications in respect of sanctions that may be imposed if issues are identified during a short notice quality check.

# 5.22 Reporting suspected malpractice

It is the responsibility of the Head of Centre[1] to report all cases of suspected malpractice involving centre staff or learners. A JCQ Report of Suspected Malpractice form (JCQ/M1 for learner suspected malpractice or JCQ/M2 for staff suspected malpractice) is available to download from the JCQ website and should be completed as soon as possible and emailed to malpractice@ocr.org.uk.

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

More information about reporting and investigating suspected malpractice and the possible sanctions and penalties which could be imposed, is contained in the JCQ Suspected Malpractice Policies and Procedures document available from the JCQ website. Centres may also like to refer to the OCR Website for more details.

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

# 6.    Support

## 6.1    Free resources

The following materials are available on our website:

- Evidence recording sheets

- Units containing Additional Guidance

- (RoC) calculator

- Learner progress tracker

We recommend that your centre uses the assessment documents listed. You are free to design your own recording sheets for your learners to use, but you must make sure that they capture similar information to the OCR recording documents and are acceptable to the centre's OCR external verifier.

## 6.3    Our professional development programme

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

To find out more about professional development, please visit our website.

## 6.4    Useful documents and links

| | |
|---|---|
| OCR | OCR's Administration area www.ocr.org.uk/administration/<br><br>OCR's criteria for verified qualifications<br><br>What is malpractice? |
| JCQ | Publications at https://www.jcq.org.uk/<br><br>*Access arrangements, reasonable adjustments and special considerations*<br><br>*JCQ Suspected Malpractice Policies and Procedures* |
| Ofqual | https://www.gov.uk/government/organisations/ofqual<br><br>register.ofqual.gov.uk/ |
| QiW | www.qiw.wales/ |
| CCEA | ccea.org.uk/ |

# 7. Certification

Learners who achieve the full qualification will receive:

• a unit certificate listing the unit or units achieved, with their related credit value and the unit reference number(s), and

• a certificate stating the full qualification title and the qualification number.

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

## 7.1 Claiming certificates

Certificates (unit and/or full award) issued for learners will be sent to your centre for distribution. In order to make sure that these are automatically issued, you must make sure that the OCR learner number is **always** used where a learner has already achieved one or more units. For more details refer to the OCR Administration area – Certificates.

Please ensure you carry out careful checks before making certification claims to avoid incorrect/invalid certificates being issued. Before submitting a claim, carefully check to make sure the correct units have been selected and the correct grades have been entered. You must check each certificate you receive before handing it to the learner.

## 7.2 Assessment review/appeals

Learners appealing against their assessor's assessment decision should follow the centre's appeal process.

If a centre wishes to appeal against the OCR EQA's assessment decision, they should request that their EQA submit their appeal to the Chief EQA.

Centres can appeal against the outcome of a malpractice case and sanctions imposed due to non-compliance with the OCR criteria.

To find out more about these, please refer to OCR Administration area - Post result services.

## 7.3 Replacement certificates

For details on replacement certificates refer to the OCR Administration area – Certificates.

# 8. Administration and other information

## 8.1 Administration

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

You will find all the details about how the qualification runs, what you need to do and when. It covers everything from becoming an OCR centre, to making entries, claiming certificates, special arrangements and contacting us for advice.

## 8.2 National Occupational Standards (NOS)

This qualification provides a key progression route between education and employment or further study/training leading to employment. It is directly relevant to the needs of employers and relates to the Business Administration NOS.

## 8.3 Functional Skills

Training provided for the OCR Level 4 NVQ Diploma in Business Administration may help to prepare learners for Functional Skills assessment, e.g. report writing may be good preparation for English. It is likely, however, that further training would be needed to fully prepare learners for Functional Skills assessment.

## 8.4 Avoidance of bias

We have taken great care in the preparation of this qualification to avoid bias of any kind. Special focus is given to the eight strands of the Equality Act with the aim of ensuring direct and indirect discrimination is avoided.

## 8.5 Regulatory requirements

We will assess this qualification in accordance with the qualifications regulator's General Conditions of Recognition.

## 8.6 Mode of delivery

You are free to deliver this qualification using any mode of delivery that meets the needs of your learners. Whatever mode of delivery is used, you must ensure that learners have appropriate access to resources.

You should consider the learners' complete learning experience when designing learning programmes. This is particularly important where learners are studying part-time alongside work commitments as they may bring with them a wealth of experience that should be utilised to maximum effect by your staff.

We do not specify the mode of study or a time limit for the achievement of this qualification other than the last entry/last certification dates.

## 8.7    Recognition of prior learning (RPL)

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

•      domestic/family life

•      education

•      training

•      work activities

•      voluntary activities.

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

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

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

## 8.8    Accessibility

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

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

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

For further guidance on access arrangements and special consideration refer to the Exams Officers area of the OCR website.

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

## 8.9    Wider issues

This qualification provides opportunities for you to develop learners' understanding of wider issues: spiritual, moral, ethical, social, legislative, economic and cultural issues as well as an awareness of sustainable development and health and safety considerations.

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

Tutors delivering a programme of learning leading towards this qualification will have opportunities to develop learners' understanding, for example through:

- Unit 5: *Contribute to the design and development of an information system*, Unit 6: *Manage information systems* – the rights of an individual to be informed of and to access data held about them by an organisation (Data Protection Act 1998), Freedom of Information

- Unit 5: *Contribute to the design and development of an information system*, Unit 6: *Manage information systems* – confidentiality of information (employer and clients); the need to ensure data security

- Unit 18: *Analyse and present business data* – responsibility of honesty and accuracy in recording, manipulating and presenting data.

## Sustainable development and health and safety considerations

Tutors delivering a programme of learning leading towards this qualification will have opportunities to develop learners' understanding, for example through:

- Unit 7: *Support environmental sustainability in a business environment* – print consumables, energy-saving software

- Unit 9: *Manage events* – observing relevant health and safety regulations.

# 9. Contacting us

## 9.1 Feedback and enquiries

We aim to provide consistently great customer service and your feedback is invaluable in helping us to achieve our goal. For questions about our qualifications, products and services, please contact the Customer Support Centre. To leave your feedback on the OCR website, people and processes please use our feedback form.

| | |
|---|---|
| **Write to:** | Customer Support Centre |
| | OCR |
| | Progress House |
| | Westwood Way |
| | Coventry |
| | CV4 8JQ |

| | |
|---|---|
| Telephone: | 01223 553998 |
| Email: | support@ocr.org.uk |

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

## 9.2 Complaints

We are committed to providing a high quality service but understand that sometimes things can go wrong. We welcome your comments and want to resolve your complaint as efficiently as possible. To make a complaint please follow the process set out on our website.

# 10.  Qualification summary

## OCR Level 4 NVQ Diploma in Business Administration summary

| OCR entry code | 10385 | Qualification Number (QN) | | 601/3677/7 |
|---|---|---|---|---|
| **Approved age group** | Pre–16 | 16–18 | 18+ | 19+ |
| | No | No | Yes | Yes |
| **This qualification is suitable for learners** | <ul><li>Studying in preparation for employment in a business administration role</li><li>Studying for career development and who are already in employment</li><li>Wishing to gain a Level 4 qualification to support further study in Further Education (FE) and Higher Education (HE) in the Business Administration sector</li><li>Wishing to gain a Level 4 qualification to support further study in FE or Higher Education (HE) in any other sector or subject area</li><li>Taking a Higher Apprenticeship in Business Administration.</li></ul> | | | |
| **Entry requirements** | There are no formal entry requirements for this qualification. | | | |
| **Credit requirement** | You need 57 credits to achieve the full qualification.<br><br>See section 2.2 OCR Level 4 NVQ Diploma in Business Administration for details on how you make up the 57 credits. | | | |
| **Assessment model** | This qualification is pass/fail.<br><br>This qualification is internally assessed by your assessors and quality assurance personnel and externally quality assured by OCR. | | | |
| **Last date to enter learners** | This is the operational end date for the qualification.<br><br>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our last entry/certification notification. | | | |