

## **Vocational Qualifications (QCF, NVQ, NQF)**

### **Business Enterprise**

Level 2 Award Business Enterprise – **10313**

Level 3 Award Business Enterprise – **10314**

## **OCR Report to Centres 2013-2014**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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# Levels 2 and 3 Award Business Enterprise 10313-10314

## 1 The qualifications and standards

- **Structure and content**

### **Assessment Team:**

The team found that overall centres were better prepared in terms of both delivery of the content and also as far as administration aspects were concerned.

### **Resources:**

The availability of resources varied enormously depending on whether the centre was a HMP or a FE College/School. In the latter candidates could be expected to access not only the college/school library, but also external sources such as town libraries, organisations such as banks, significant adults, etc. In the case of the former candidates have to rely extensively on tutors accessing the internet on their behalf. These centres' libraries do have good links with their County Library Services and many have now established 'virtual campuses'. All of this means that there is a greater range of resources becoming available.

### **Candidate Support:**

There appears to now be universal use of ILPs and greater individual support throughout the completion of each unit.

Where problems have occurred this has been as a result of new tutors taking over, sometimes on a temporary, basis and not being sufficiently familiar with the needs of the course. Centres are advised to ensure that training takes place prior to, or as soon as possible after, tutors start. In all cases where this issue arose Centres have taken appropriate action following the external verifier's visit.

### **Assessment and Verification:**

A wider range of assessment methods is now being used in nearly all centres including: observation; peer witness statements; 'Dragons Den' activities often with outside business people; greater use of presentations; etc.

Verification is carried out in all cases. Where this is done on a regular basis, i.e. after each unit, rather than at the end there appears to be less issues which need resolving and less concerns expressed by the external verifiers.

Centres are urged to encourage and support both assessors and IQAs to achieve the appropriate qualifications.

### **Management Systems and Records:**

In all cases these were at least adequate and centres have made a genuine attempt to improve record keeping so that it is possible to see at a glance what candidates have done and achieved.

**Assessment Summary:**

There has been considerable improvement in all aspects this year following the introduction of the new specifications last year.

As a result, the number of 'action points' has been greatly reduced and replaced by the use of 'recommendations'.

**2 Sector Developments**

The number of FE colleges offering the qualifications has increased. This appears to be linked with initiatives linked with Job Centres to get people back into work and to equip them with the skills needed to establish their own businesses or, in some cases, to run them more efficiently. This may be a growing area with more colleges looking for a suitable qualification. With its emphasis on individual research based on setting up a specific business and the completion of a business plan capable of being presented to funding organisations this qualification meets this requirement.

It is, therefore, worrying to see a number of HMPs going away from this because more funding is available for other similar qualifications which are less capable of equipping their candidates with the depth of skills which is needed once they are discharged.

Government policy on getting people into work is still a positive factor in terms of these qualifications.

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