

**CAMBRIDGE TECHNICALS LEVEL 2 (2016)**

**Moderators' report**

**BUSINESS**

**05893, 05891, 05892**

**Summer 2022 series**

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## Introduction

Our Lead Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by the moderation team. These reports include a general commentary of accuracy of internal assessment judgements; identify good practice in relation to evidence collation and presentation and comments on the quality of centre assessment decisions against individual Learning Objectives. This report also highlights areas where requirements have been misinterpreted and provides guidance to centre assessors on requirements for accessing higher mark bands. Where appropriate, the report will also signpost to other sources of information that centre assessors will find helpful.

OCR completes moderation of centre-assessed work in order to quality assure the internal assessment judgements made by assessors within a centre. Where OCR cannot confirm the centre's marks, we may adjust them in order to align them to the national standard. Any adjustments to centre marks are detailed on the Moderation Adjustments report, which can be downloaded from Interchange when results are issued. Centres should also refer to their individual centre report provided after moderation has been completed. In combination, these centre-specific documents and this overall report should help to support centres' internal assessment and moderation practice for future series.

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## General overview

This is the fourth year in which this qualification has been available. This report covers the internally assessed units only. For details of the externally assessed units please refer to the reports to centres for Units 1 and 2.

The qualification is designed to support candidates wishes to gain an understanding of the requirements of a career in business administration. Candidates who successfully achieve the qualification can progress on to relevant Level 3 qualifications or seek their first full-time position working in an administrative support capacity.

There are five internally assessed units, each of which covers a specific aspect of working in an administrative capacity within business. Different combinations of units make up each of the three qualifications within the business administration suite. Details of these qualifications and their requirements are found in the Centre Handbook which is available on the OCR website.

The number of centres and candidates taking this qualification both continue to grow. Centres report that they find the qualification engaging and interesting for both teachers and candidates with a range of practical administration-related activities that are assessed in a genuinely applied-way. This report will address some of the main issues that centres taking this qualification have experienced this year. Delivery has been affected by the restrictions in place during the Covid-19 pandemic but from the work seen by moderators this has not unduly affected the experiences of candidates as they have generally been able to make adaptations to all units including making greater use of internet-based remote working technology to both teach unit content and to support assessment.

Most units require candidates to conduct practical business administration activities. It is important that these activities are evidenced correctly. Centres are strongly advised to carefully study the 'What evidence is needed to assess a learner?' section of the qualification handbook (page 43). It is also worth mentioning that several centres have started to capture evidence using the candidate or observer's own smartphone. This can have the benefit of being less intrusive than a formal video-recording session using a video-camera and so can result in capturing candidates' performance in more natural settings. Providing such an approach meets the centre's own guidelines on the use of such devices this is an acceptable way to generate evidence.

Centres are also reminded of the importance of following the requirements contained in the assessment guidance section of each unit. This section includes some mandatory requirements for specific named assessment criteria - these requirements must be met.

It is entirely appropriate for a specific piece of evidence to be used to meet the criteria for more than one unit, for example an agenda for a business meeting that is produced for Unit 5 P7 can also be used to support Unit 5 P1. If the agenda is emailed to colleagues before the meeting the evidence of this can be used towards Unit 5 P3 and P9 as well as Unit 6 P2.

## Comments on individual units

### Unit 3 – Use social media for business purposes

Centres have typically either used their own centre context for the assignment or have used a local business organisation. Whichever approach is taken it is important that candidates are provided with the organisations social media policy for employees who make posts on its behalf (for example staff with responsibility for public relations). This policy can then also be used in Learning Outcome 3 to help candidates review their own social media post for fitness-for-purpose. To support the assessment of P3, many centres provide candidates with a curated selection of social media posts; this is appropriate provided it represents the actual social media activity of the organisation over a typical five-day period. It is important also that centres make sure that the posts include some that require high, medium or low-priority responses, but it is important for M3 that candidates make this judgement themselves.

### Unit 4 - Provide administrative support

Most criteria in this unit require candidates to undertake practical business administration activities. There is no requirement for candidates themselves to generate evidence of these activities. The evidence should comprise outcomes of activities (e.g., confirmation of stock purchases (P5) hotel bookings (P8)), together with detailed witness statements or video evidence. Some criteria, especially at Merit and Distinction require candidates to make recommendations, these recommendations should ideally be in the learners' own words but could be produced in realistic work-related settings and activities (e.g., writing an email to a colleague containing the evidence required for D1).

### Unit 5 - Follow administrative practices and create procedures

The documents produced for P1 should be accurate, i.e., they should be fit-for-purpose.

For P2 candidates should demonstrate appropriate use of the relevant teaching content when distributing the documents. The task given to candidates could be simulated (e.g., an 'in-tray' exercise) but it must help candidates to demonstrate their ability to distribute the documents rather than describe how they could distribute them.

For P4 candidates could be asked to locate a specific file within an organised paper-filing system – for example to find a specific letter from a specific customer sent on a specific date. They could then be asked to store a different letter. For electronic storage systems candidates need to use search facilities, i.e., the criterion does not require them to browse through folders but rather to use keywords to search for a specific item.

For P9 candidates must be given specific requirements to then choose when and how to dispatch the materials in line with those requirements. For example, they could be given a deadline and the preferences of specific individuals, e.g., preferences for paper or electronic copies of documents), some meeting participants may only need to see the agenda, others may need to see briefing papers.

## Unit 6 - Communicate in a business environment

For P2 the use of the listed email requirements must be purposeful. For example, the decision as to whether to cc or bcc a recipient should be based on the context in which the email is being sent and the nature of the involvement of the recipients. Candidates must not be told in advance who is to be cc'd or bcc'd.

The tasks for P4, M2, D1 must involve the candidate making use of a telephone system, i.e., the tasks cannot be simulated using a face-to-face conversation. The voicemail system for P6, M3 must be for business purposes i.e., cannot be personal voicemail systems for private use.

## Unit 7 - Support the organisation of an event

Centres are advised to study the assessment guidance for this unit carefully. In particular the requirements that this unit is synoptic and should be delivered at the end of the learning programme, and also the guidance as to what constitutes an appropriate business event. Centres need to make sure that evidence for each individual candidate is sufficient to cover each assessment criteria in full and does not, for example, depend on the contribution of others. It is acceptable that candidates engage in collaborative activities, indeed the unit is based on the assumption that the candidate is a member of a team, however all evidence must be the candidates own original work. So, for example, candidates could work as a group to plan and deliver an event, but each candidate must individually produce their own evidence for each criterion. For example, the list of required resources for P1 must be produced by each candidate individually and cannot be the outcome of a group decision. One approach to take is for each candidate to be responsible for a specific aspect of the event – but if this route is chosen each candidate will need to perform the activities required for each criterion, for example P3 (arrange for the production of, or book, the required resources with their chosen source).

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