

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Moderators' report

BUSINESS

05834–05837, 05878

Summer 2024 series

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Introduction

Our 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 comment on the quality of centre assessment decisions against individual Learning Objectives. The 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 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 can be viewed on the Interchange claim once processed by the moderator. 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.

Online courses

We have created online courses to build your confidence in delivering, marking and administering internal assessment for our qualifications. Courses are available for Cambridge Nationals, GCSE, A Level and Cambridge Technicals (2016).

Cambridge Nationals

All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 are asked to complete the Essentials for the NEA course, which describes how to guide and support your students. You'll receive a certificate which you should retain.

Following this you can also complete a subject-specific Focus on Internal Assessment course for your individual Cambridge Nationals qualification, covering marking and delivery.

GCSE, A Level and Cambridge Technicals (2016)

We recommend all teachers complete the introductory module Building your Confidence in Internal Assessment, which covers key internal assessment and standardisation principles.

Following this you will find a subject-specific course for your individual qualification, covering marking criteria with examples and commentary, along with interactive marking practice.

Accessing our online courses

You can access all our online courses from our teacher support website [Teach Cambridge](#).

You will find links relevant to your subject under Assessment, NEA/Coursework and then Online Courses from the left hand menu on your Subject page.

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

General overview

Centres are reminded that the Cambridge Technicals in Business Level 3 2016 suite of qualifications has been extended. The current review date is 31/12/2026.

This qualification overlaps with Wave 2 Diplomas and so as of July 2024 the final 2 year course for students will begin in September 2025. However, centres are advised to check the OCR website for the latest information regarding post-16 reforms as this information may be subject to change.

This report covers the delivery, assessment and moderation of the centre-assessed units. Separate reports are published for the examined units in January and June and these are available from Teach Cambridge.

Centres are reminded of the two main sources of information that comprise the Cambridge Technicals in Business:

- The Centre Handbook which is the main reference point for course leaders and tutors (there is one version for the Certificate qualifications and one for the Diploma qualifications).
- The Admin Guide which is the main reference point for administering entries and maintaining quality assurance structures across the centre. This is a set of webpages on the Exams Officer section of the OCR website.

In addition, a guide to the command verbs has been published by OCR. It is strongly recommended that both tutors and students familiarise themselves with the contents of this document.

Each unit specification contains a guidance on assessment section – it is important to carefully note the statements in this section, especially any requirements including 'must' as such instructions are mandatory.

Most units have Model Assignments. These are available to download from [Teach Cambridge](#). The purpose of these assignments is to provide a scenario and set of tasks that are typical of how industry practitioners might encounter the topics covered in the unit. The tasks will tutor to assess students against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit. Detailed guidance on how to use each assignment, including how to adapt then, is given in the opening pages of each assignment.

Most centres have used the OCR Model Assignments and have used them appropriately. In a few instances centres have made modifications that could potentially result in excessive guidance being given to students. Centres are reminded that the tasks in the assignment must not instruct students how to complete a task or provide evidence. Students who do not possess the understanding required to complete the assignment tasks can be deemed 'not ready' to complete the assignment and may be given additional time to learn the issues covered by the unit's teaching content.

Most centres this year have submitted evidence using Secure Exchange. OCR has published a guide to uploading files. Pages 5 and 6 of this are the most important as they contain the file restrictions – the main issues that can cause problems is the length of the filename; each filename needs to be both unique and short. This is because the system moderators use to view the sample files is different from the one centres use to upload them – and the moderators' system can only pull files across if they meet the file limitations mentioned above. So it's possible that moderators are unable to view files that the centre has uploaded – usually because one of the file limitations hasn't been met.

It is a concern that some centres with registered candidates did not access the moderator visits last year and presumably are intending to wait until they have delivered all the internally assessed units before requesting a moderation visit. Centres are encouraged to access the two 'paid for' moderation visits per year. While the moderator is not permitted to look at partially completed units, they can provide feedback on the completed units allowing students to address any weaknesses or even improve their grades at a later date. Moderators can also provide guidance on the units that the centre is intending to offer.

Centre assessors are also reminded that they are required to complete a unit recording sheet for every unit for every individual student and provide comments as to why they are accepting the evidence, i.e. feedback. Most assessors are using the forms correctly and providing some excellent feedback to their students.

Centres are reminded to refer to Section 8 of the Centre Handbook which lays out the mandatory requirements for internal standardisation. A good number of centres are using the Guidance on Internal Standardisation booklet which contains detailed guidance as well as sample documentation – this is available in the Administration section of the subject webpage.

All centre claims are made on OCR Interchange and this system is then used by the visiting moderator to submit details of the sample required at moderation and then to process the moderation outcomes. It is important that centres make sure that any claims entered onto OCR Interchange are accurate. To help ensure this centres are reminded to:

1. Make sure that each assessor is declared on Interchange and then matched to each candidate when building the claim. Moderation cannot take place as planned if the relevant centre assessors for each candidate cannot be identified on the claim.
2. Check that the claim is free from error before submitting it. All claims can be saved, edited and re-saved before finally submitting it to the moderator, at which point it cannot be edited and may have to be withdrawn in case of errors.
3. Check the Centre Handbook and Administration Guide for full details of the processes and deadlines involved with submitting claims for moderation and for the visits themselves.

Claims must be submitted at least **two weeks before the moderation visit**. There have been instances this year where moderators have spent a lot of time chasing centres to upload their claims.

Developments in Artificial Intelligence (AI) are causing concerns in centres as AI makes it possible for students to present evidence that is potentially original and authentic, but not written by the student. Centres need to have robust systems in place to safeguard against uses of AI which result in malpractice. More centres are making use of software to check for plagiarism, while others are introducing controls on how, when, and in who's presence, students' assessment work is generated. It is also important that centres show students how to reference their sources appropriately and that even when referenced, make it clear, they still need to show that they have the knowledge and understanding by describing, explaining and comparing, using their own words.

Centres are reminded that it is an OCR requirement that all candidate work has an OCR Unit Recording Sheet (URS) on the front. This sheet includes spaces to record whether the portfolio was used as part on an internal standardisation exercise. In addition to the URS all portfolios should have a Candidate Authentication Statement completed by the candidate. Centre authentication of the work submitted for moderation is given on Interchange before submitting the claim.

Overall, the administration and documentation from centres has been very good and moderators have been able to access the evidence with very little trouble. It is important that the evidence is well referenced and made fully available for the moderator. A moderator does not have the time to look through evidence in the hope that they may find what they are looking for. If the presentation of the evidence is too difficult to navigate, a moderator could stop the visit and arrange to come back at a later date.

Most common causes of grades being amended by moderators

Where grades submitted have not been agreed this is usually for one of the following reasons:

1. The command verb requirements have not been met. For example instead of *analysing* the impact on a business of a particular action, the student *describes* the actions the business might take in response to it.
2. Not meeting the wider requirements of an assessment criterion. For example not applying the teaching content to a specified business, or only describing legal constraints when ethical constraints are also required.
3. Not addressing the requirements of the Guidance on Assessment section of the unit specification.
4. Applying teaching content in an incorrect way. For example an incorrect explanation of a relevant motivation theory.

Additional comments

Centres have used a variety of resources to support their students. A number of centres have adapted existing student support materials or made use of materials designed for small and new business start-ups. An approach that has worked particularly well has been the use of local employers as case studies, often involving a mixture of visits to the business and/or hosting visiting speakers. Such local organisations are usually an ideal resource for students when carrying out research for their assessment evidence.

Centres have understandably delivered whole units, typically one at a time. Most centres have delivered Unit 4 first then other mandatory units for their particular qualification. The most common units moderated in 2023-2024 were Units 4, 5 and 8.

Centres have used a variety of methods of evidencing students' achievement of the assessment criteria. However, most portfolios have consisted of a mixture of written reports and witness testimonies/video evidence. Centres are encouraged to make use of smartphones rather than video cameras to record student activities as they are less intrusive and allow for a more natural performance from the student(s).

A good range of organisations have been used to support assignments. In general, small to medium-sized employers (SMEs) operating on a single site in the local area offer better contexts than large multinational or multi-branch organisations. Supermarket chains or franchise-based restaurants are often a poor choice because candidates seem to struggle with identifying exactly what the business is; for example with some fast-food organisations is the business being studied the foreign-owned holding company, the wholly-owned UK-subsidary or the franchised outlet in the town centre? The benefit with local SMEs is that it is usually possible to walk through and around the business in under twenty minutes and see several different functional areas operating. Such businesses make it far easier for a Level 3 student to get a concrete understanding of the whole business and how the various parts (literally and figuratively) fit-together.

Most centres have recognised the importance of separating learning and assessment however a number of issues have arisen which may be explained by these two aspects being confused.

Candidate evidence has usually been well structured and organised although there has been a tendency from some centres to include evidence which is either irrelevant or does not fully address the relevant assessment criterion.

Very occasionally candidates have provided evidence in their portfolios which has been generated from tasks contained in OCR student support materials or other similar resources. OCR has published a number of such materials – such as Delivery Guides and Lesson Elements but as is stated in the Delivery Guide for each unit: 'The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes.'

In general centres have understood that candidates are expected to apply their understanding of the teaching content, developed through a teaching/learning phase, to generate their assessment evidence. In a few instances it was clear that students had not been taught the teaching content before undertaking assignment work and this limited the extent to which evidence produced met the required standard. Centres must not guide students on how to complete the assignment tasks. Instead, tutors should emphasise to students that when completing assignments the student should aim to identify and then apply only the teaching content relevant to meeting the requirements of the particular task and its business context. The extent to which students have chosen relevant content and their ability to apply it accurately are key considerations for the assessor when deciding whether or not an assessment criterion has been met.

On rare occasions the extent of guidance and support given to students during assessment work has been too great. As a rule students should be taught all that they need to be taught in order to take them to the point where the tutor is confident that they are ready to complete an assessment task; but the task itself should not provide support that would mean that the candidate has been unable to demonstrate that they alone are able to use their understanding to meet the assessment criterion.

Where centres have used witness statements the quality and level of detail has been variable. Witness statements must provide a full description of what the witness observed the student do. This should be in sufficient detail to allow a third party (e.g. the assessor, internal moderator or visiting moderator) to read the statement and be able to form a judgement as to whether or not the observed activities did or did not demonstrate competence. In general, where an assessment criterion is likely to be evidenced through an activity such as a talk or discussion then the teaching content will contain a list of relevant competencies and these should be the focus of the descriptions in the witness statement. It is unlikely that a witness statement on its own will contain sufficient detail to enable such activities to be fully evidenced and centres should consider alternative forms of evidence such as audio/video recordings.

Students have generally tried successfully to provide original and authentic evidence. Malpractice in the form of plagiarism or collusion (whether intentional or unintentional) is much less likely to occur when:

1. Students produce their evidence on their own and not, for example, as part of a group. As a general principle, group work is not recommended when undertaking any assessment activity unless specifically required.
2. Students demonstrate their understanding of sources quoted, for example by paraphrasing or showing how the quote can help to illustrate the point being made.
3. Students do not include classroom-based learning materials, which are likely to have been produced under close guidance from the tutor and are therefore likely to be very similar to materials produced by other students.

Centres are encouraged to make use of the Guide to Command Verbs document and use it with their students to develop their understanding of the requirements of each assessment criterion. In addition, the following comments about **particular command words** should be noted:

- If a criterion asks students to **analyse** the implications of an issue (e.g. Unit 4 M1: Analyse the benefits to a specific business and to its customers of maintaining and developing customer service) then students should seek to develop chains of argument linking cause (improved customer service) with effect (e.g. the impact on customer satisfaction, retention, spending, business costs, revenues and profitability).
- If a criterion asks students to **recommend and justify** actions (e.g. Unit 4 D1 Recommend and justify changes to the customer service provided by a specific business in order to improve the customer experience), students should aim to ensure their justification makes a sound case for how and why the recommendation will have a positive impact – the expectation is that students will not only discuss benefits that result from the changes but also make a 'business case' i.e. demonstrate how the performance of the business will improve.

Most centres have shown a secure grasp of the required standards and have made accurate assessment decisions. Where not, it has often been because of a misreading of the assessment criteria or a failure to provide valid evidence or a misunderstanding over the requirements of the command verbs. Most of these issues have been addressed in the evidence section above.

Centres are entitled to two paid for moderation visits each year. Most centres have taken advantage of this, whether they are delivering a one-year or a two-year learning programme. All centres are encouraged to make full use of their entitlement as any unused visits in one academic year cannot be carried over into the next.

Centres are required to have in place suitable systems to make sure that all evidence in the centre is assessed to the same standard. Such systems are required regardless of the number of assessors in the centre however a centre which only has one assessor is not expected to use the same internal standardisation methods as a centre with several assessors.

Where there was only one assessor it was usually the case that a colleague (typically with relevant vocational-assessment experience if not relevant subject experience) sampled the portfolios. In most centres where there was more than one assessor then it was usual practice for one assessor to take the lead in standardising assessment however it was not always clear from the documentation provided how the various assessors were brought into agreement in the event of any disagreements between them.

Comments on individual units

Unit 4 – Customers and Communication

For this mandatory unit most centres have used the OCR Model Assignment. Many centres have successfully adapted the context to a local business, for example a hotel or leisure centre, and have visited the organisation to help their students gather information about the business. Many centres have a good understanding of the requirements of this unit, but some potential areas of difficulty for assessors and students include the points below:

Misconception



For P1 some students are unclear about the difference between internal and external customers. Centres are advised to make sure that students understand that the main difference between them is whether the person relying on an employee of the business to deliver effective customer service is an external customer or a colleague (internal customer). An example of an internal customer would be a server in a restaurant who relies on kitchen staff to supply them with a plate of food. An external customer would be the member of the public who relies on the server to bring the plate of food to their table.

Misconception



For P3 some students explain services offered by the business (e.g. membership services or golf equipment supplied) rather than customer services (e.g. how the organisation adapts its standard provision to meet the specific requirements of individual customers).

For D1, students' justifications of why the customer service improvements should be implemented are often strongest where the rationale lies in spotting some customer needs (described in P1) that are not being met by the organisation (as described and explained in P2 and P3).

For P4, some centres have provided students with examples of business communications that include examples of good and poor examples of form, content and layout. This is good practice and has allowed students to assess each document more effectively.

For P5, some students have struggled to understand the difference between corporate standards and the corporate profile. One way to understand this difference is that corporate standards are the means by which the organisation attempts to ensure that the messages it transmits reflect a single corporate image. The resulting 'view' of the company that the customer receives from these communications is the resulting corporate profile. So, M2 can be understood as the means by which the business attempts to control what customers think about the business by the way it manages its media (e.g. social media) activity.

For P6 and P8, most centres are now choosing to respond to the Guidance on Assessment by providing video recordings of students. Some centres are continuing to rely on witness statements only. While this is acceptable, it does require the statements to contain very detailed descriptions of what the student did and said. It is important that assessors use this evidence to assess students and not, for example, their opinion at the time of seeing the original performance.

Documents that only record a summary of the assessor's judgement are not a witness statement because they do not describe what the witness observed. Moderators can only moderate using the same evidence base as was available to the centre's assessor hence either video/audio or a detailed witness statement is needed.

For D2, students do not need to create an amended communication, they do however need to justify any changes that should be made to one to make it suitable for a different audience.

Unit 5 – Marketing and Market Research

Most centres have a good understanding of the requirements of this unit however some issues arise particularly with Learning Outcomes 3 and 4. This is often because a key premise of these two Learning Outcomes is that students need to conduct market research in order to 'test' an existing marketing proposal. Some centres have adapted the OCR Model Assignment, or used their own, and in so doing have required students to conduct the research in order to identify a marketing proposal – this approach makes it difficult if not impossible to achieve P5 and P7. Students need to be given an existing marketing proposal (e.g. a business wishes to introduce a new version of an existing product or wishes to change an existing product's packaging) and then conduct research designed to judge whether or not the proposal should be implemented.

In order to achieve P7, students must assess the extent to which the market research findings they obtain are valid (i.e. students should judge the extent to which their research has given them sufficient evidence in order to make a recommendation as to whether the proposal should be implemented). Students should consider the extent to which their questions and their sampling strategy have achieved this. Some evidence seen is weak because it focuses more on the validity of the research methods used rather than the findings obtained. Other evidence is weak because the assessment of validity is more of an attempt to justify the usefulness of the research method and the results obtained.

An example might help to illustrate the requirements of P7: If a student claims that a key finding of their research is that '65% of your customers say they would use the new product' then this can only be a valid finding if:

- a. an unbiased sample of the business' customers was used
- b. the customers were actually asked a question that enabled this conclusion to be drawn (in this example customers were actually asked if they would consider using the product – hence the finding is not valid because it conflates 'consider using' and 'will use').

Findings that are valid can then form the basis of the recommendations in D2. Any that are of limited validity can inform the improvements in research that are made in M3.

Unit 6 – Marketing Strategy

Centres delivering this unit as well as Units 5 and 7 might find it useful to consider whether this unit should be delivered first; it takes a strategic approach to marketing versus the more practical/tactical nature of Unit 5 and the more tactical/operational nature of Unit 7. Some centres have found delivering them in the order of 6, 5 and then 7 gives students an understanding of marketing from a strategic down to an operational level.

For P1, the objectives that students should identify must be SMART, i.e. each target must contain elements that are specific, measurable, achievable, realistic and timely. Students should ideally be able to show how each target contains each of these elements.

For P8, some evidence seen contains a disjointed approach between the strategy and the business tools. An appropriate strategy will incorporate and apply the tools. For example the SWOT analysis might reflect the product and its market as revealed by plotting the business' existing product as well as competitors on the Boston Matrix and together this might suggest how a particular quadrant of Ansoff's Matrix might be appropriate for the business to move into. The marketing strategy can then show how this move might be achieved by adapting/changing the business' existing marketing mix.

Unit 7 – Marketing Campaign

Centres might consider using the evidence for P9/P10 alongside P8/M3 of Unit 4 as there is the potential for cross-referencing. It would be important to ensure that the evidence fully meets the requirements of both units.

Unit 8 – Introduction to Human Resources

For Unit 8 it is important that assessors have a good understanding of the differences between P3 and D1. For P3 each method of training and development used by the business must be assessed separately. For example students should assess whether on-the-job training is an effective method, if used by the business. For D1 students must judge whether the overall training and development offered by the business is effective. For example students should consider whether the needs of the business are being met by its overall approach to training and development.

For P5 many students are providing detailed descriptions of each motivation theory they have learned, followed by a short descriptive statement of how the method is used by the business. Instead, the criterion invites students to discuss the actual methods used to motivate employees (e.g. financial and non-financial rewards, professional and personal development opportunities, management styles etc) and then how these methods might be explained using relevant motivation theories. There is no requirement for students to apply every theory they have learned, only those that can be used to help explain the methods the business uses.

Unit 11 – Accounting Concepts

Most centres have a good understanding of this unit. Most centres have used the OCR Model assignment although it should be noted that this assignment was amended in July 2007 and this is the version that centres should use. Some issues have arisen during moderation. These include:

For P2 the evidence must relate to three named stakeholders in a specific organisation and how the requirements of these stakeholders influence the accounting records kept.

For P4 students must prepare (i.e. complete) at least two of the source documents listed in the teaching content under 3.1. In order to do this they must be supplied with relevant financial information, the Model Assignment Task 2 and Appendix A provide an example of a suitable Task.

For D1 students must assess one of the four concepts/policies listed in the teaching content (matching, prudence, consistency, materiality). For example they could assess the extent to which an organisation consistently applies depreciation methods across different assets over time and the extent to which any inconsistencies affect the validity of the accounting records.

For M2 students must accurately compare cash discounts (a reduction in the amount to be paid by a creditor in return for prompt payment of an invoice) and trade discounts (an offer to sell a product for less than the list price) in terms of how they are treated in both the day-books and the ledger accounts.

For D2 students must evaluate the use of cash and trade discounts in more than one business organisation. For example they could compare how two organisations offer cash discounts for prompt payment of invoices and judge the extent to which the beneficial impact on cash-flow outweighs the negative impact on total income received.

Unit 16 – Principles of Project Management

The Model Assignment asks students in Task 2 to 'include evidence of how you initiated and produced your plan'. This is to make sure that students fully evidence P4 and P5.

P4 requires students to 'produce a project plan' so the requirement is for them to show that the plan was produced (i.e. P4 is not assessing the plan in terms of quality but the act of producing one. The plan needs to be fit for purpose and include the required aspects but otherwise there is no qualitative judgement needed about the plan for P4, the requirement is to show evidence that it was produced). Centres are reminded that the Assessment Guidance states that: 'The project plan produced for P4 must incorporate all key elements taught in LO4.' In other words the content of the Project Plan must include all aspects listed in the Teaching Content for LO4. The plan itself should be fit for purpose. One test of this is whether the plan is sufficiently detailed for it to be possible for another person to implement the project.

For P5 the requirement is that the choice of tools used is justified. So the evidence needs to specifically address this point. This could be a commentary on the plan i.e. a separate document.

What form the evidence of initiating (i.e. planning) and producing the plan takes does not matter – so long as it is robust. It could be a reflective diary, task log, annotated versions, or a witness testimony from a suitable observer that describes what the student did to initiate and produce the plan.

Some centres have adapted their assignment to require students to produce a project plan for an activity that they are then going to implement. This helps students to see the plan as a meaningful rather than an abstract exercise and has led to some very detailed plans being produced. Centres may wish to consider combining the plan produced for Unit 16 with that produced for Unit 22 although careful cross-referencing would be required to ensure the requirements of both units are met.

Unit 17 – Responsible Business Practices

The key aim of this unit is to help students to understand, from the perspective of the business itself, how it manages and responds to conflicting stakeholder pressures, in particular how it balances the needs of its owners and all others.

Most centres have developed good relations with at least one local business that provides students with access to its internal decision-making processes. Good examples seen this year include local airports and local manufacturers undergoing expansion. This is vital because, although all Pass criteria can be evidenced using secondary information (i.e. using a 'from the outside-looking-in' perspective). All Merit and Distinction criteria require students to consider the internal decision-making processes used to establish responsible business practices and to reconcile competing stakeholder interests.

It is possible for students to use different organisations, for example one business to meet all Pass criteria and a separate one to explore at Merit and Distinction.

Misconception



Some students produce limited evidence for M1 because they have not discussed the internal decision-making processes the business went through to select which responsible business practices to implement. It is highly unlikely that this criterion can be achieved without gaining access to at least some of the key personnel involved in these processes.

Unit 19 – International Business

For Learning Outcome 3, P3 is about describing the opportunities and challenges that a specific business has actually faced when first operating in a new, international market. Students should discuss a business that has recently started operating in a new export market. Students are advised to choose a small local business rather than a large multinational organisation.

P4 is about identifying the potential challenges a business could face if moving into a European market compared to moving into a non-European market. As outlined in the Assessment Guidance, students 'need to outline the new market which they are considering their selected business could expand into. They need to look at a business planning to move into a European market but compare this to moving into a non-European market and hence the benefits/challenges of each scenario. As the evidence produced by students needs to be applied to a specific business, there should be reference to both the business and the chosen new market throughout.' Students could, for example, consider a firm wishing to expand into an Asian or African market compared with starting to export to France or Germany. As with P3, ideally this would be a small local business seeking to expand internationally for the first time and students should be tasked with providing the business owners with comparative information about the benefits and drawbacks of doing this in either a European or non-European country.

Unit 22 – Delivering a Business Project

Centres are reminded to ensure that the requirements in the Guidance on Assessment section are met in full. In particular, that the event is sufficiently 'business' in purpose and large enough in scope to help students to access all the assessment criteria.

For P4 students must be provided with an overall budget for the project.

Learning Outcome 2 requires students to collaborate in order to be able to deliver a project. This has resulted in some uncertainty as to what evidence should be presented by each individual student. As a general rule each student must produce individual and original evidence, either of their own planning or of their own contribution to a group process (the latter could be video or witness testimony evidence showing the individual student's contribution to a group discussion). An example of the requirements for each student are as follows:

For P6 each student must individually produce a plan for the project as a whole.

For P7 each student must individually produce a proposal for what each group member will do in order to help the project plan to be fulfilled. This could be a written document produced by the individual student. The group then meet and agree who does what. The evidence for this could be a video of the meeting or a witness statement describing in detail what each individual student did and said.

For P8 each student must then produce a plan outlining how they will achieve their part of the plan.

The unit guidance for P8 states: For LO2 P8, students must have their own individual plan which shows their own responsibilities, progress against the plan and any changes they have agreed. Students will, however, need to collaborate with others to make sure they know how their role will interact with other team members and the overall plan.

Online courses

Enhance your skills and confidence in internal assessment

What are our online courses?

Our online courses are self-paced eLearning courses designed to help you deliver, mark and administer internal assessment for our qualifications. They are suitable for both new and experienced teachers who want to refresh their knowledge and practice.

Why should you use our online courses?

With these online courses you will:

- learn about the key principles and processes of internal assessment and standardisation
- gain a deeper understanding of the marking criteria and how to apply them consistently and accurately
- see examples of student work with commentary and feedback from OCR moderators
- have the opportunity to practise marking and compare your judgements with those of OCR moderators
- receive instant feedback and guidance on your marking and standardisation skills
- be able to track your progress and achievements through the courses.

How can you access our online courses?

Access courses from [Teach Cambridge](#). Teach Cambridge is our secure teacher website, where you'll find all teacher support for your subject.

If you already have a Teach Cambridge account, you'll find available courses for your subject under Assessment - NEA/Coursework - Online courses. Click on the blue arrow to start the course.

If you don't have a Teach Cambridge account yet, ask your exams officer to set you up – just send them this [link](#) and ask them to add you as a Teacher.

Access the courses **anytime, anywhere and at your own pace**. You can also revisit the courses as many times as you need.

Which courses are available?

There are **two types** of online course: an **introductory module** and **subject-specific** courses.

The introductory module, Building your Confidence in Internal Assessment, is designed for all teachers who are involved in internal assessment for our qualifications. It covers the following topics:

- the purpose and benefits of internal assessment
- the roles and responsibilities of teachers, assessors, internal verifiers and moderators
- the principles and methods of standardisation
- the best practices for collecting, storing and submitting evidence
- the common issues and challenges in internal assessment and how to avoid them.

The subject-specific courses are tailored for each qualification that has non-exam assessment (NEA) units, except for AS Level and Entry Level. They cover the following topics:

- the structure and content of the NEA units
- the assessment objectives and marking criteria for the NEA units
- examples of student work with commentary and feedback for the NEA units
- interactive marking practice and feedback for the NEA units.

We are also developing courses for some of the examined units, which will be available soon.

How can you get support and feedback?

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

We welcome your feedback and suggestions on how to improve the online courses and make them more useful and relevant for you. You can share your views by completing the evaluation form at the end of each course.

Supporting you

Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

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Signed up for ExamBuilder?

[ExamBuilder](#) is a free test-building platform, providing unlimited users exclusively for staff at OCR centres with an [Interchange](#) account.

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Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk


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