OCR

Oxford Cambridge and RSA

QCF

Business and Administration

OCR Level 4 NVQ Certificate in Business and Administration

Scheme code 04709

Centre Handbook

Contents

1   Introduction

This centre handbook provides information for centre staff involved in the planning, delivery and assessment of the following qualification which has been accredited onto the Qualifications and Credit Framework (QCF).

OCR Level 4 NVQ Certificate in Business and Administration

The OCR scheme code for this qualification is 04709

It is important that centre staff involved in the delivery of the above qualification understand the requirements laid down in this handbook. Centres should therefore ensure that all staff involved in the delivery of this qualification have access to this document.

1.1   The OCR NVQ in Business and Administration suite of qualifications

The OCR NVQ in Business and Administration suite of qualifications provides candidates with high quality, nationally recognised qualifications. They are vocationally-related, credit-based qualifications that provide valuable opportunities for individuals to develop skills, gain underpinning knowledge and understanding and demonstrate competence in the workplace or provide progression within the OCR NVQ in Business and Administration suite of qualifications and/or in to employment. They support achievement of Key Skills/Functional Skills/Essential Skills and relate to national occupational standards (NOS).

The awarding body for these qualifications is Oxford Cambridge and RSA Examinations (OCR) and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual).

These qualifications have been accredited onto the Qualifications and Credit Framework (QCF). They are endorsed by the Council for Administration, the sector body for business and administration.

1.2   Administration arrangements for this qualification

A separate publication, the *Admin guide: Vocational Qualifications* (A850) provides details of the administration arrangements for this qualification. The Admin Guide is available to download from our website: www.ocr.org.uk.

1.3   What is the Qualifications and Credit Framework (QCF)?

The QCF is a unit and credit-based regulatory framework which replaces the National Qualifications Framework (NQF). It is a way of recognising skills and qualifications by awarding credit for qualifications and units achieved.

1.4   If centre staff have queries

This Centre Handbook, the individual units and the Admin Guide contain all the information needed to deliver and administer this qualification. These documents are available on the qualification webpages of the OCR website (www.ocr.org.uk). If centre staff have any queries about this qualification that are not answered in these publications, they should refer to the section Further support and information for details of who to contact. Support is also available on the OCR webpages for this qualification.

1.5   Documentation updates

The information provided in this handbook was correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification webpages at www.ocr.org.uk for details regarding updates to this qualification. The latest version of this handbook is available to download from the OCR website.

2   General information

2.1   Qualification profile

Title	OCR Level 4 NVQ Certificate in Business and Administration
OCR code	04709
QAN	500/9508/0 (Qualification Accreditation Number)
Level	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 4
Qualification structure	The credit required for this qualification is 30. To achieve this qualification, candidates must complete a total of 30 credits from 6 mandatory units and 44 optional units. 20 credits must come from the mandatory units and a minimum of 10 credits must come from optional group B. 20 credits must be achieved at Level 4.

Age group approved	Pre-16	16-18	18+	19+
	ü	ü	ü	ü

This qualification is suitable for	This Level 4 Certificate is designed to reflect the work of administration staff across a wide range of industries and types of organisations and is for those who are working with autonomy and personal responsibility. It is aimed at candidates who are developing, implementing and monitoring administrative services within their organisation.
Entry requirements	There are no formal entry requirements for this qualification.
Assessment	This qualification is pass/fail. This qualification is internally assessed by centre staff and externally verified by OCR Assessors.
Funding	For details on eligibility for public funding please refer to the following websites: http://www.dcsf.gov.uk/section96/ http://skillsfundingagency.bis.gov.uk/
Performance figures	For information on this qualification's contribution to performance measurement please see the National Database of Accredited Qualifications (NDAQ): http://www.accreditedqualifications.org.uk
Last date to enter candidates	This is the operational end date for the qualification. 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.*

2.2   Target market

This qualification is suitable for those who are working with autonomy and personal responsibility within a business environment that want a qualification that reflects their current role. They are also suitable for those who supervise others as part of their role.

2.3   Qualification aims

The OCR Level 4 NVQ Certificate in Business and Administration qualification is a competence based qualification which will accredit competence in the requirements of the work place in the context of a business environment. The qualification will provide learners with an array of business functional areas and specialisms from which they may achieve competence in a variety of contexts.

2.4   Entry requirements

This qualification is available to anyone who is capable of reaching the required standards. They have been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

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

There are no formal requirements for entry to this qualification.

2.5   Unique Learner Number (ULN)

It is an Ofqual requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all candidates who have claimed certification for OCR Level 4 NVQ Certificate in Business and Administration. Where a candidate has a ULN, you should enter their number in the ULN field of the entry form. For candidates 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 Diploma Aggregation Service. Further information about this can be found in the *Admin guide: Vocational Qualifications* (A850) available to down load from www.ocr.org.uk.

2.6   Progression opportunities

This qualification has been designed to encourage progression.

The OCR Level 4 NVQ Certificate in Business and Administration will allow progression to the OCR Level 4 NVQ Diploma. Both the Level 4 Certificate and the Diploma qualifications will also allow progression to foundation degrees or other further or higher education courses in business-related disciplines. Learners achieving this qualification may also progress directly into employment, or within already existing employment as they provide accreditation of competence in the workplace.

2.7   Supporting OCR candidates

Centres should ensure that candidates 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.

Centre staff should provide guidance to candidates on the assessment process and help candidates prepare for assessment. Full details on how the units are assessed are in sections 3 and 6 of this centre handbook.

2.8   Wider issues

This qualification provides potential for centres to develop candidates' understanding of spiritual, moral, ethical, social and cultural issues and heighten candidates' awareness of environmental issues, health and safety considerations and European developments.

Spiritual, moral, ethical, social and cultural issues

Centre staff delivering a course that supports this qualification would have opportunities to address spiritual, moral, ethical, social and cultural issues.

For Example,

Environmental issues, health and safety considerations and European developments

Centre staff delivering a course that supports this qualification may have opportunities to address environmental issues, health and safety considerations and European developments depending on the method of delivery/choice of teaching materials.

For example, Unit 422 requires the candidate to 'describe actions one can take to minimise any adverse environmental impact of using physical resources' and Unit 423 requires that the candidate can 'communicate environmental benefits resulting from changes to work activities'.

2.9   Guided learning hours

Each of the units in this qualification is allocated a number of guided learning hours (glh) which indicates the approximate number of hours for teacher supervised or directed study time and assessment. Information on unit glh for this qualification is given in section 6.

2.10 Funding

This qualification is accredited at Level 4 of the Qualifications and Credit Framework and is eligible for funding under Section 96 and/or Skills Funding Agency. For details on eligibility for public funding please refer to the following websites:

http://www.dcsf.gov.uk/section96/

http://skillsfundingagency.bis.gov.uk/

2.11 Mode of delivery

OCR does not specify the mode of study or specify a time limit for the achievement of this qualification other than the expiry dates for entry and certification laid down by the regulatory authorities.

Centres are free to deliver this qualification using any mode of delivery that meets the needs of their candidates. Whatever mode of delivery is used, centres must ensure that candidates have appropriate access to the resources identified below.

Centres should consider the candidates' complete learning experience when designing learning programmes. This is particularly important in relation to candidates studying part time alongside real work commitments where candidates may bring with them a wealth of experience that should be utilised to maximum effect by centre staff.

2.12 Resources

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

Candidates should be encouraged to read around the subject and have an appropriate knowledge of the application of the appropriate legislation (e.g. Health and Safety).

In addition, staff conducting assessment must understand fully the requirements of this qualification. Centres should ensure that appropriate physical resources are made available to candidates.

Centres will need to provide appropriate assessment facilities for candidates that comply with the regulations laid down by OCR in the *Admin guide: Vocational Qualifications (*A850) and the *JCQ Instructions for Conducting Examinations,* available on the OCR website www.ocr.org.uk.

Centres will need to meet the above requirements when they seek centre approval from OCR.

2.13 Delivery in Wales and Northern Ireland

The specification for this qualification has been approved by the Department for Children, Education, Lifelong Learning and Skills (DCELLS) for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

Candidates in Wales or Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral so that candidates may apply whatever is appropriate to their own situation.

We will provide specifications, assessments and supporting documentation in English.

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

2.14 Access arrangements and special consideration

Adjustments to standard assessment arrangements are made on the basis of the individual needs of candidates.

It is important, therefore, that centres identify as early as possible whether candidates 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 the centre. Centre staff should consult the consult the Joint Council of Qualifications' (JCQ) booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* www.jcq.org.uk.

For further guidance on access arrangements and special consideration please refer to OCR's *Admin guide: Vocational Qualifications (*A850) on the OCR website www.ocr.org.uk.

2.15 Results enquiries and appeals

Please refer to the *Admin guide: Vocational Qualifications* (A850) which can be downloaded from the OCR website www.ocr.org.uk .

2.16 Centre malpractice guidance

It is the responsibility of the Head of Centre[*] to report (in writing) all cases of suspected malpractice involving centre staff or candidates, to the OCR Standards Division.

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

Further information is contained in the JCQ publication*: Suspected Malpractice in Examinations and Assessments* which is available from www.jcq.org.uk together with OCR's *Malpractice Procedures – A Guide for Centres.*

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[*] The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, eg the Principal of a College, the Head Teacher of a school, the Managing Director of a Private Training Provider or the Group Training Manager of a major company.

3 Assessment

3.1 Assessment: how it works

Please note that all centres for this qualification must familiarise themselves with the CfA Assessment Strategy – 2009 Business & Administration Standards, in addition to the Assessment Strategy for the IT, Customer Services and/or Management if assessing units imported into the Business Administration suite from any of these sectors. Sections 3 and 4 of this handbook should be read in conjunction with these documents.

When assessors are satisfied that the candidate has met all of the requirements for a unit, they must confirm this by signing an evidence record sheet for that unit to show that the assessment process is complete (see Supporting Documentation).

3.2 Initial assessment of candidates

It is important for centres to carry out some form of initial assessment that identifies what competence and knowledge a candidate already has and the gaps that they need to look at. This will help plan the assessment because it allows assessors to help candidates understand the best place to start collecting evidence. It will also identify units which candidates might have difficulty finishing.

3.3 Assessment planning

Assessors must take responsibility for assessment planning with candidates. This will involve agreeing a number of issues with candidates including:

·   finding the best source of evidence to use for particular units

·   finding the best way of assessing the candidate

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

Assessors must make a note of their assessment planning and regularly give feedback to candidates.

3.4 Making assessment decisions

It is not necessary for candidates to meet all the criteria every time they carry out an activity but **it is necessary that all candidates produce their own evidence to meet all assessment criteria**. They must consistently provide enough evidence for assessors to believe that the candidate is competent in their working environment.

In line with the Learning and Development standard A1, assessors should:

·   plan with the candidates

·   assess candidate performance, knowledge and understanding

·   look at the evidence

·   question and give feedback to the candidate working towards this qualification.

They should also be satisfied that the candidate has demonstrated competence when meeting the assessment criteria.

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

Full details of the administration arrangements associated with this qualification are included in the *Admin guide: Vocational Qualifications* (A850) which can be downloaded from the OCR website www.ocr.org.uk.

3.5 Methods of assessment

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

·   valid

·   reliable

·   safe and manageable

·   suitable to the needs of the candidate.

Valid

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

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

As well as assessment methods being valid, the evidence presented must also be valid. For example, it would not be appropriate to present an organisation's health and safety policy as evidence towards the requirement of Unit 113 "Use occupational and safety guidelines when using keyboards", unless developed by the candidate, as it would not allow for valid assessment. It may be more appropriate for the candidate and assessor to have a discussion about the policy and for the candidate to explain how it is relevant, illustrated with examples from their work of their compliance to the requirements. This discussion could then be assessed by the assessor and recorded as evidence.

Reliable

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

Safe and manageable

Assessors and internal verifiers must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the candidate and/or the organisation they work for.

Suitable to the needs of the candidate

OCR has tried to make sure that achievement of this qualification is free from constraints outside the requirements of the candidate's job role.

For candidates who have access requirements please see section 2.14 of this handbook.

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

OCR in partnership with the Council for Administration (CfA) and other awarding bodies have identified the following main assessment methods which are suitable for this qualification:

· **direct observation** of practice by a qualified assessor or by the expert witness for occupational specific units

· **examining the evidence** by an assessor

· **questioning** the candidate or witness by an assessor

· **inference of knowledge** from direct observation.

In some situations, the assessor can speak to the candidate to provide evidence of the candidate's performance and knowledge (see Professional discussion).

3.6   Examining the evidence

Only approved and qualified assessors (see Assessor and internal verifier requirements) may examine the evidence for the assessment of this qualification.

Evidence can:

·   reflect how the candidate carried out the process

·   be the product of a candidate's work

·   be a product relating to the candidate's competence.

For example:

The process that the candidate carries out could be recorded in an observation or witness testimony. It is the assessor's responsibility to make sure that the evidence a candidate submits for assessment meets the requirements of the qualification.

The product of a candidate's work could be; letters to or from external customers, or email messages to or from colleagues, project reports, case studies, service user/carer testimony.

After the assessor has examined the evidence, the assessor must record an assessment decision and the justification for the decision. The assessor should also give feedback to the candidate (see Supporting Documentation).

3.7   Observation

Only approved and qualified assessors (see Assessor and internal verifier requirements) may carry out observations for the assessment of this qualification.

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

After the observation has taken place, the assessor needs to record an assessment decision and the justification for the decision. The assessor should also give feedback to the candidate (see Supporting Documentation).

3.8   Questioning

Only approved and qualified assessors (see [Assessor and internal verifier requirements](#)) may question a candidate or witness for the assessment of this qualification.

Questioning the candidate is normally an ongoing part of the assessment process, and is necessary to:

·   test a candidate's knowledge of facts and procedures

·   check if a candidate understands principles and theories *and*

·   collect information on the type and purpose of the processes a candidate has gone through.

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

It is important that assessors record assessment decisions after they have questioned the candidate. They must record enough information to justify the decisions they make. This does not mean that assessors must record, word for word, the questions put to the candidate and the answers the candidate gives. However, assessors must record enough information about what they asked and how the candidate replied to allow the assessment to be verified.

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses should not just be used for this purpose. Assessors should be able to speak to witnesses and record, in whatever way is suitable, the verbal statements of these witnesses. A record of verbal statement is a form of witness statement and could provide valuable evidence to confirm a candidate's competence over a period of time.

3.9   Professional discussion

Professional discussion is a structured, planned and in depth discussion recorded by the assessor. It allows the candidate 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 assessor should guide the discussion by using open questioning, active listening and knowledge of the standards.

3.10 Witness testimonies

Witness testimonies can be used as evidence of a candidate's performance. Such testimonies could be made verbally to the assessor or could be written in a short note.

If a witness provides a written statement they should include the following:

- the candidate's name

- the date, time and venue of the activity carried out

- a description of the activities performed by the candidate

- the date of writing the testimony

- a description of the witness' relationship to the candidate

- their signature and job title

- their contact details (such as telephone number).

It is not appropriate for witness testimonies to contain a list of the skills to which it relates. Witnesses must direct the information in their testimonies to describing what the candidate did. The assessor will then judge whether the candidate's activities demonstrate competence to the standards. It is not acceptable for candidates to produce written witness testimonies for witnesses to sign, to support a qualification they are working towards.

3.11 Personal statements

This is a candidate's own account of what they did, backed up by reference to evidence or witnesses. Candidates can also produce logs or diaries, reflective accounts, but someone who can authenticate them as a true account of what took place must countersign these.

3.12 Performance evidence

Performance evidence provides proof of what a candidate can do. Sometimes, performance evidence can also provide evidence of what a candidate knows. Performance evidence can take the form of the following:

- products or outcomes of the candidate's work (for example, things that the candidate produced or worked on). The evidence presented for assessment may be the actual product or a record of the product

- if group work is used as evidence, the candidate's contribution must be identified clearly. Other products (for example, company policies) may have been reproduced by someone else but relate to the candidate and their competence

- proof of the way the candidate carried out their work (that is, the process they went through). An assessor's observation of a candidate or a witness' testimony both provides performance evidence and would be suitable for this qualification.

3.13 Where evidence comes from

Evidence may come from a number of different sources, for example:

·   performance evidence may come from a candidate carrying out workplace activities

·   knowledge evidence may come from a candidate carrying out workplace activities or from the candidate answering the assessor's questions.

3.14 Real work

Real work is 'where the candidate is engaged in activities that contribute to the aims of the organisation by whom they are employed' for example administrators in paid employment, administrators working in a voluntary capacity or on extensive work experience programmes.

3.15 Simulation

In line with the CfA Assessment Strategy, simulation is acceptable for all the Business and Administration sector units in this qualification but should only be undertaken where the candidate is unable to complete the units because of the lack of opportunity within their practice.

Where simulations are used they **must** replicate working activities in a realistic workplace environment.

A realistic working environment is defined by an environment that replicates what is likely to happen when an individual is carrying out their normal duties and activities. The candidate is subjected to a work environment and is producing performance evidence subject to all of the following conditions:

• time pressures

• work problems

• accountabilities

• office environment

• tools to do the job

for example learners in a model or virtual office.

Units in Levels 3, 4 and 5 should be completed with as little simulation as possible as tasks performed require more specific circumstances, which a RWE may struggle to replicate.

All units within the OCR NVQ Business & Administration suite that are imported from other sectors (please see unit tables) must be assessed in line with the requirements of the Assessment Strategy for that sector:

Management

Simulation is not allowed for any of the Management sector units.

Customer Service

The following two units imported from the Customer Service sector may be assessed using simulated activities, in line with the Customer Service Assessment Strategy:

- Recognise and deal with customer queries, requests and problems

- Take details of customer service problems

Other Level 1 and Level 2 units imported from the Customer Service sector may be assessed using real work or within a Realistic Working Environment. Higher level units imported from the Customer Service sector may only be assessed using real work.

IT

All IT units imported into the Business & Administration NVQ suite are ITQ units and the evidence for these units therefore may come from any of the areas listed in the ITQ handbook.

If a candidate has already achieved one of these units whilst working towards an ITQ qualification, the credit from this unit will automatically count towards their Business and Administration full qualification. In this case, the unit will have been moderated by post by an ITQ moderator and no further action needs to be taken by the centre – as long as the candidate name is the same on both registrations, OCR systems will pick this up automatically.

However, if a candidate wishes to take one or more of the IT units available within the Rules of Combination as part of their Business and Administration NVQ but they have not registered for a full ITQ qualification, the assessment of this unit will be different.

Under these circumstances, the work for the unit will be assessed within the centre in the normal way, but **will NOT then be sent to an OCR ITQ moderator**. The evidence should be internally verified by the Internal Verifier for Business and Administration, kept in the same way as all the other units for this qualification and will be externally verified by the OCR External Verifier.

3.16 Media that may be used

Evidence can take many forms, for example, photographs, videos, audio tapes, CD-ROMs and paper-based or digitally formatted documents.

3.17 Amount of evidence 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 assessors.

For a candidate to be judged competent in a unit, the evidence presented must satisfy all the assessment requirements and assessment criteria.

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate is competent or not. Assessors must be convinced that candidates working on their own can work independently to the required standard.

OCR may accept some evidence from candidates who have been assessed in a language other than English, Welsh or Irish as long as there is enough evidence to show that candidates are competent in English, Welsh or Irish to the standard required for competent performance throughout the UK.

3.18 Cumulative assessment record (CAR)

As well as collecting evidence, candidates must record all their assessed evidence in their personal **cumulative assessment record (CAR)**. The CAR is the candidate's record of what evidence has been accepted as proof of competence and where that evidence can be found. It can also be used to record progress towards, and achievement of units.

To build a CAR, candidates will need to fill in an evidence record sheets (or equivalent) for each unit. Compiling the CAR is an ongoing process involving discussion and agreement between the candidate and their assessor. The candidate should fill in and keep the CAR while working towards their qualification. An assessor may help the candidate complete the CAR if necessary

Centres can design their own recording documents if they want to. You should talk about any document you want to use with your external verifier before you use them. OCR's publication *Admin guide: Vocational Qualifications* (A850) includes information and criteria for designing recording documents.

We have provided other forms and recording documents which assessors and candidates might want to use for this qualification. Please see the OCR website www.ocr.org.uk.

3.19   Verification – how it works

Internal verification

It is the centre's responsibility to appoint an internal verifier to manage the internal verification process. The purpose of internal verification is to make sure and show that assessment is valid and consistent, through monitoring and sampling assessment decisions.

Internal verifiers must agree the use of simulated activities before they take place and must sample all evidence produced through simulated activities (see section **Simulation**).

The role of the internal verifier is more fully explained in the *Administrative Guide to Vocational Qualifications* (A850).

External verification

OCR will allocate an external verifier who will visit the centre to verify assessments and internal verification.

External verifiers will want to interview candidates, assessors and internal verifiers during their visits. Assessment records and evidence for all candidates must also be available for verifiers to see if they ask to. It is the assessor's (and not the internal or external verifiers') responsibility to 'sign off' each unit of competence.

Centres should have the following available for each external verification visit:

·   a list of candidates registered for this qualification, together with their achievements to date plus certification records

·   access to evidence (for example, up-to-date portfolios) and CARs (see Cumulative assessment record)

·   access to OCR on-line claim system (Interchange)

·   relevant assessors and selected candidates as requested by the external verifier (EV), including those whose certificates have been claimed through Direct Claims Status (DCS)

·   all portfolios (access to evidence) relating to certificates claimed through DCS

·   a copy of the external verifier's last visit report

·   a sample signature list for all assessors and internal verifiers

·   details of training and curriculum vitae for new members of the assessment team

·   all **centre records** (see **Centre records – assessment and verification** for more details)

·   evidence of achieving action points since the last external verifier visit

·   notes of any action carried out due to particular points mentioned by an external verifier in any correspondence since their last visit

·   recommendations to the external verifier

·   if recorded evidence is used, ensure all recordings and appropriate playback equipment is available.

Centre records – assessment and verification

A centre must make sure that assessment and verification records are available for external verification purposes. Assessment and/or internal verification records must record the following minimum information:

·   candidate's name and location

·   the title and level of the qualification they are taking

·   candidate's start date on the programme and confirmation of registration with OCR

·   name of the assessor

·   name of the internal verifier

·   date and outcome of the initial assessment of the candidate

·   dates and details of candidate reviews and feedback sessions

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

·   enough detail of the assessment to justify the decision made

·   an indication of the use of simulation, if used

·   dates and outcomes of internal verification

·   action resulting from internal verification

·   certification.

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

4 Assessment Centre Requirements

4.1 Assessment Centre Requirements

The Assessment Centre must:

·   Ensure that there are a sufficient number of people either trained or qualified to assess the number of candidates they anticipate to register

·   Ensure that there are a sufficient number of people either trained or qualified to internally verify for the number of candidates and assessors

·   Put verification systems and internal verifiers in place to ensure that all assessments are valid, reliable, authentic and sufficient and provide quality assured training for those people identified as being responsible for verification

·   Ensure that there is a system of standardisation in place to ensure that all assessments are consistent and fair

·   Ensure that those undertaking the roles of verification and assessment maintain their skills, knowledge and understanding regarding assessment and verification and the associated qualification (continuous professional development).

The occupational expertise of those undertaking the roles of assessment and internal verification is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and verifications is of paramount importance. Centres must ensure that there is sufficient time to conduct effective assessment and internal verification.

4.2 Assessors

Assessment is an activity that can be performed by a dedicated individual or as part of an individual's wider role e.g. supervisor, manager, tutor. All assessors must:

·   be qualified as an assessor (A1) or have undertaken training that maps 100% to the National Occupational Standards for this qualification. Where Centres use trained assessors they must provide evidence of the training undertaken to OCR

·   have the role of assessor identified within their role profile, where assessment forms part of an individual's role

·   be occupationally competent in the unit they are assessing. This means that each assessor must have gained their occupational competence working within the appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing. Centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal verification process to minimise the possibility of collusion between candidates and assessors. Assessors must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the units they are assessing as a practitioner, trainer or manager

- be familiar with the units that relate to the qualification and must be able to interpret and make judgements on current working practices and technologies within the area of work

- maintain their occupational competence by either actively engaging in continuous professional development activities or by performing the operational role as part of their regular responsibilities in order to keep up to date with developments within the sector.

Unqualified assessors should have a clear action plan for achieving A1 or equivalent training within 18 months of beginning assessment.

Assessment decisions by assessors who are still working towards certification of A1 must be supported by a qualified assessor and internal verifier throughout their training period. Support for trainee assessors' decisions should be recorded by the qualified assessor. This can be achieved by counter-signing assessment decisions (in CARs or in the centre's internal assessment and verification records) – see Supporting Documentation.

4.3 Internal verifiers

Internal verification is an activity that can be performed by a dedicated individual or as part of an individual's wider role. All Internal verifiers must:

- be either qualified as a verifier (V1) or have been trained to perform the function of verification as part of training that maps 100% to the National Occupational Standards for this qualification. Where Centres use trained verifiers, they must provide evidence of the training undertaken to OCR

- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. IVs 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 (CPD) activities in order to keep up-to-date with developments taking place in the sector.

- have an appropriate induction to qualifications and the standards that they are verifying provided to them by the Centre, and have access to ongoing training and updating on current issues relevant to this qualification. Information on the induction and continuing professional development of internal verifiers must be made available to the external verifier.

Unqualified internal verifiers should have a clear action plan for achieving Unit V1 within 18 months of beginning internal verification.

Verification carried out by internal verifiers who are still working towards certification of V1 must be supported by a qualified internal verifier throughout their training period. Support for trainee IV decisions should be recorded by the qualified IV. This can be achieved by counter-signing verification decisions (in CARs or in the centre's internal verification records) – see Supporting Documentation.

5   Certification

Candidates who achieve the full qualification will receive:

· a certificate listing the unit achieved with their related credit value, and

· a certificate giving the full qualification title

OCR Level 4 NVQ Certificate in Business and Administration

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

5.1   Claiming certificates

Certificates will be issued directly to the centre for successful candidates. In order to ensure that these are automatically issued centres must ensure that the OCR candidate number is **always** used where a candidate has already achieved one or more units. See the *Admin guide: Vocational Qualifications* (A850) for full details.

5.2   Replacement certificates

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

6   Qualification structure and units

6.1   Qualification structure

Candidates do not have to achieve units in any particular order and teachers/tutors should tailor learning programmes to meet individual candidate needs. It is recommended that, wherever possible, centres adopt a holistic approach to the delivery of this qualification and identify opportunities to link the units.

If a candidate is not able to complete the full qualification, their achievements will be recognised through the issue of a unit certificate listing the units achieved.

OCR Level 4 Certificate in Business and Administration

(Qualification Accreditation Number 500/9508/0)

To achieve a Level 4 Certificate in Business and Administration, you must complete a **minimum of 30 credits**, of which **20 credits** must be selected from **units at level 4:**

1.   20 credits must be completed from GROUP A MANDATORY UNITS; and

2.   A minimum of 10 credits from GROUP B OPTIONAL UNITS

The following barred combinations apply to this qualification:

One of unit 316 or 410

The following tables contain the groups of mandatory and optional units.

Group A – Mandatory units

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH	Sector
401	Manage and be accountable for own performance in a business environment	L/601/2553	3	4	18	BA
402	Evaluate and improve own performance in a business environment	R/601/2554	4	4	14	BA
403	Support the purpose and values of an organisation	Y/601/2555	3	4	14	BA
404	Support sustainability in a business environment	D/601/2556	3	4	14	BA

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH	Sector
405	Assess, manage and monitor risk in a business environment	H/601/2557	4	4	18	BA
409	Communicate in a business environment	M/601/2562	3	4	25	BA

Group B – Optional units

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH	
310	Develop a presentation	M/601/2528	3	3	15	BA
311	Deliver a presentation	T/601/2529	3	3	15	BA
316	Support the design and development of an information system	L/601/2536	7	3	35	BA
317	Monitor information systems	R/601/2537	7	3	30	BA
318	Analyse and report data	Y/601/2538	6	3	30	BA
319	Order products and services	D/601/2539	5	3	35	BA
320	Plan and organise an event	R/601/2540	4	3	28	BA
321	Co-ordinate an event	Y/601/2541	4	3	30	BA
322	Plan and organise meetings	D/601/2542	5	3	25	BA
323	Organise business travel or accommodation	H/601/2543	5	3	20	BA
324	Evaluate the organisation of business travel or accommodation	K/601/2544	2	3	10	BA
327	Contribute to running a project	J/601/2549	5	3	30	BA
328	Deliver, monitor and evaluate customer service to internal customers	A/601/2550	3	3	12	BA
329	Deliver, monitor and evaluate customer service to external customers	F/601/2551	3	3	12	BA
330	Agree a budget	J/601/2552	4	3	25	BA
353	Use customer service as a competitive tool	D/601/1228	8	3	53	CS
354	Monitor and solve customer service problems	J/601/1515	6	3	40	CS
406	Evaluate and solve business problems	K/601/2558	6	4	16	BA
407	Make decisions in a business environment	H/601/2560	4	4	24	BA
408	Negotiate in a business environment	K/601/2561	7	4	40	BA
410	Design and develop and information system	T/601/2563	7	4	30	BA
411	Manage and evaluate an information system	A/601/2564	6	4	20	BA

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH	
412	Prepare specifications for contracts	F/601/2565	5	4	30	BA
413	Chair meetings	J/601/2566	4	4	16	BA
414	Manage an office facility	L/601/2567	6	4	30	BA
415	Propose and design administrative services	Y/601/2569	8	4	36	BA
416	Prepare, co-ordinate and monitor operational plans	L/601/2570	6	4	26	BA
417	Implement, monitor and maintain administrative services	Y/601/2572	7	4	15	BA
418	Contribute to innovation in a business environment	K/601/2575	6	4	25	BA
419	Plan change for a team	M/601/2576	6	4	22	BA
421	Manage budgets	T/601/2580	5	4	29	BA
422	Manage physical resources	K/600/9711	3	4	25	M
423	Manage the environmental impact of work activities	M/600/9712	5	4	10	M
426	Provide leadership and direction for own area of responsibility	T/600/9601	5	4	30	M
427	Support learning and development within own area of responsibility	M/600/9676	5	4	25	M
428	Develop working relationships with colleagues and stakeholders	K/600/9661	4	4	20	M
429	Plan, organise and control customer service operations	A/601/1236	10	4	67	CS
501	Invite tenders and select contractors	R/601/2585	6	5	32	BA
502	Monitor and evaluate contracts	Y/601/2586	6	5	35	BA
503	Plan change across teams	D/601/2587	6	5	26	BA
504	Implement, monitor and review change	K/601/2589	6	5	20	BA
505	Manage a project	A/601/2578	10	5	33	BA
521	Monitor and review business processes	A/600/9759	3	5	20	M
524	Recruit staff in own area of responsibility	T/600/9663	4	5	25	M

Sector key: BA = Business and Administration, M = Management and Team Leading, CS = Customer Service, IT = ITQ

6.2   Unit format

The format of OCR's units is detailed below. The units are available on the qualification pages of the OCR website (www.ocr.org.uk).

Unit title

This is a summary of the content of the unit.

Level

This advises the QCF level on which the unit is accredited.

Credit value

This advises how many credits the candidate will achieve for successful achievement of the unit.

Guided learning hours (glh)

This specifies the amount of time that the average candidate would be expected to take to complete all requirements of the unit.

Unit expiry date

This section specifies the end accreditation date of the unit.

Unit purpose and aim

This section specifies the overall purpose and aim of the unit.

Learning outcomes

These set out what the candidate is expected to know, understand or be able to do as a result of the learning process.

Assessment criteria

These detail the requirements that the candidate will be assessed against in order to evidence the learning outcomes.

Knowledge, understanding and skills

This details the underpinning knowledge, understanding and skills which candidates will need in order to be able to undertake the assessment for the unit and to meet the requirements of the assessment criteria.

Assessment

This section details how the assessment criteria will be assessed.

Evidence requirements

These provide specific detail to amplify the knowledge or understanding required to meet the assessment criteria.

Guidance on assessment and evidence requirements

This provides guidance on how the assessment could be carried out and how the evidence requirements could be met.

National Occupational Standards (NOS) mapping/signposting

This section provides mapping/signposting to the relevant National Occupational Standards.

Functional skills signposting

This section provides signposting to functional skills.

Resources

This section contains details of any specific resources that must be available to the candidate or suggested resource material that will support learning.

6.3   Units

Units can be downloaded from the OCR website www.ocr.org.uk.

7   Administration arrangements

This section provides an overview of the administration arrangements operating for this qualification. Please refer to the *Admin guide: Vocational Qualifications* (A850) for further information.

7.1   Overview of full process

For detailed information on this qualification centres must refer to *OCR's Admin guide: Vocational Qualifications* (A850).

The following flow chart provides a brief summary of how this qualification is delivered.

Administration flowchart for verification

Apply for centre approval
Complete the approval form

↓

Make entries
Via Interchange

↓

Schedule Verifier visits
Your verifier contacts you: you are entitled to two free visits per academic year

↓

Assess and standardise
Before the verifier visit

↓

Submit claim via Interchange
Let your verifier know which candidates are ready to be verified

↓

Prepare sample
Your Verifier will tell you which candidates'

↓

Verifier visit takes place
The Verifier confirms assessment decisions, provides feedback, advice and guidance

↓

OCR issues certificates
OCR publishes electronic results and sends unit and full award certificates as appropriate

8   Supporting Documentation

8.1   OCR assessment material

OCR assessment material is available for all levels. Centres must use these assessments for the summative assessment of candidates

OCR assessment material is available to download from the qualification pages of the OCR website www.ocr.org.uk.

Assessment materials

The OCR assessment materials include candidate resource sheets, guidance and assessments for each entry sub-level and assessment records.

The following recording documents are included:

• Evidence Record Sheet (one for each unit)

• Evidence Summary Sheet

• Assessment Planning Record

• Assessment Decision Record

• Assessment Feedback Record

• Witness List

• Record of Achievement.

Evidence Record Sheet (one to be completed for each unit)

This form (or a suitable alternative) is **mandatory** for candidates' CARs (cumulative assessment record). It is the vehicle for linking the evidence to the assessment criteria. The evidence for the unit should be listed (as it is gathered) down the left hand side. The Evidence Record Sheet, where possible, should be completed by the candidate with the help of an assessor if necessary.

You are free to design alternative recording sheets for your candidates and centre to use. They must meet certain criteria and be approved by your external verifier. Full details on the design and approval of recording sheets are described in *The Admin Guide: Vocational Qualifications* (A850).

Evidence Summary Sheet (one for each unit)

This form is designed to list all of the assessed evidence, indicating its reference code and where it can be found. It also includes a column for identifying which method of assessment the assessor

has used for each piece of evidence. It allows the candidate and assessor to see at a glance where to find each piece of evidence and which method of assessment has been used. It also includes a space at the top for the candidate's OCR registration number. The use of this form is **optional**.

Assessment Planning Record

This form (or a suitable alternative) is **mandatory** for centre records. It is designed to be completed by an assessor to capture when and how assessment planning took place.

Assessment Decision Record

This form (or a suitable alternative) is **mandatory** for centre records. It is designed to be completed by an assessor to capture the breadth of assessment methods used and the reasoning behind assessment decisions.

Assessment Feedback Record

This form (or a suitable alternative) is **mandatory** for centre records. It is designed to be completed by an assessor to provide candidates with written feedback after an assessment has been carried out. It can also be used to capture any feedback the candidate gives to the assessor.

Please note: the assessment planning, assessment decision and assessment feedback records do not need to be separate documents. One or two forms which combine these activities can be used as long as each stage is clearly recorded.

Witness List

This form is designed to capture all the necessary information about witnesses who have contributed to a candidate's evidence of competence. The use of this form is **optional**.

Record of Achievement

For use by candidates to record progress through their chosen units. The use of this form is **optional**.

9 Guidance For Candidates

9.1 What is the Level 4 NVQ Certificate in Business and Administration qualification?

This qualification aims to:

1. provide accreditation for the skills identified as critical for those intending to work autonomously in a business and administration environment

2. accredit the skills identified and/or prepare candidates for employment in a role that includes supervising the work of others in business and administration

3. improve the specialist knowledge, understanding and skills required for employment in a business and administration role in a variety of business environments

4. update the knowledge skills and understanding of those already employed in a business and administration role to enable them to improve their performance

9.2 What do I have to do to achieve this qualification?

To achieve this qualification you must achieve the required combination of units from those listed below.

OCR Level 4 Certificate in Business and Administration

(Qualification Accreditation Number 500/9508/0)

To achieve a Level 4 Certificate in Business and Administration, you must complete a **minimum of 30 credits**, of which **20 credits** must be selected from **units at level 4:**

1. **20 credits** must be completed from **GROUP A MANDATORY UNITS**; and

2. A **minimum of 10 credits** from **GROUP B OPTIONAL UNITS**

The following barred combinations apply to this qualification:

One of unit 316 or 410

The following tables contain the groups of mandatory and optional units.

Group A – Mandatory units

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
401	Manage and be accountable for own performance in a business environment	L/601/2553	3	4	18
402	Evaluate and improve own performance in a business environment	R/601/2554	4	4	14
403	Support the purpose and values of an organisation	Y/601/2555	3	4	14
404	Support sustainability in a business environment	D/601/2556	3	4	14
405	Assess, manage and monitor risk in a business environment	H/601/2557	4	4	18
409	Communicate in a business environment	M/601/2562	3	4	25

Group B – Optional units

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
310	Develop a presentation	M/601/2528	3	3	15
311	Deliver a presentation	T/601/2529	3	3	15
316	Support the design and development of an information system	L/601/2536	7	3	35
317	Monitor information systems	R/601/2537	7	3	30
318	Analyse and report data	Y/601/2538	6	3	30
319	Order products and services	D/601/2539	5	3	35
320	Plan and organise an event	R/601/2540	4	3	28
321	Co-ordinate an event	Y/601/2541	4	3	30
322	Plan and organise meetings	D/601/2542	5	3	25
323	Organise business travel or accommodation	H/601/2543	5	3	20
324	Evaluate the organisation of business travel or accommodation	K/601/2544	2	3	10
327	Contribute to running a project	J/601/2549	5	3	30
328	Deliver, monitor and evaluate customer service to internal customers	A/601/2550	3	3	12
329	Deliver, monitor and evaluate customer service to external customers	F/601/2551	3	3	12
330	Agree a budget	J/601/2552	4	3	25
353	Use customer service as a competitive tool	D/601/1228	8	3	53
354	Monitor and solve customer service problems	J/601/1515	6	3	40

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
406	Evaluate and solve business problems	K/601/2558	6	4	16
407	Make decisions in a business environment	H/601/2560	4	4	24
408	Negotiate in a business environment	K/601/2561	7	4	40
410	Design and develop and information system	T/601/2563	7	4	30
411	Manage and evaluate an information system	A/601/2564	6	4	20
412	Prepare specifications for contracts	F/601/2565	5	4	30
413	Chair meetings	J/601/2566	4	4	16
414	Manage an office facility	L/601/2567	6	4	30
415	Propose and design administrative services	Y/601/2569	8	4	36
416	Prepare, co-ordinate and monitor operational plans	L/601/2570	6	4	26
417	Implement, monitor and maintain administrative services	Y/601/2572	7	4	15
418	Contribute to innovation in a business environment	K/601/2575	6	4	25
419	Plan change for a team	M/601/2576	6	4	22
421	Manage budgets	T/601/2580	5	4	29
422	Manage physical resources	K/600/9711	3	4	25
423	Manage the environmental impact of work activities	M/600/9712	5	4	10
426	Provide leadership and direction for own area of responsibility	T/600/9601	5	4	30
427	Support learning and development within own area of responsibility	M/600/9676	5	4	25
428	Develop working relationships with colleagues and stakeholders	K/600/9661	4	4	20
429	Plan, organise and control customer service operations	A/601/1236	10	4	67
501	Invite tenders and select contractors	R/601/2585	6	5	32
502	Monitor and evaluate contracts	Y/601/2586	6	5	35
503	Plan change across teams	D/601/2587	6	5	26
504	Implement, monitor and review change	K/601/2589	6	5	20
505	Manage a project	A/601/2578	10	5	33
521	Monitor and review business processes	A/600/9759	3	5	20
524	Recruit staff in own area of responsibility	T/600/9663	4	5	25

9.3   What if I cannot gain enough credits for a full qualification?

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

9.4   How do I know that this qualification is right for me?

This qualification is designed for candidates wishing to gain an appropriate qualification for the purposes of employment in an administrative role.

This qualification may also form a progression route to higher level courses such as Higher National Diploma (HND) or other appropriate higher education qualifications.

9.5   How are the units assessed?

All of the units are assessed by the verification process outlined in section 3.18.

9.6   Do I need to pass all of the units?

The units that need to be passed in order to achieve a full Level 4 NVQ Certificate in Business and Administration are detailed in section 9.2. However, each unit represents a worthwhile achievement in its own right, and certification is also available at unit level.

9.7   How do I keep track of my achievements?

We have designed a **Record of Achievement** form for you to use to keep track of your achievements. This form is optional (you do not have to use it if you do not want to). This form can be downloaded from the Business and Administration qualification pages of the OCR website (www.ocr.org.uk).

OCR wishes you every success in your achievement of this qualification.

10 Mapping and Signposting

10.1 National Occupational Standards (NOS) Mapping

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 National Occupational Standards (NOS) in Business and Administration.

Each unit contains details of the signposting to the NOS.

10.2 Functional skills signposting

Training provided for OCR NVQ Business and Administration units may help to prepare candidates for the 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 candidates for functional skills assessment.

Each unit contains details of the signposting to functional skills.

11 Further Support and Information

11.1 Enquiries

For enquiries relating to any of OCR's vocational qualifications, please contact the OCR Customer Contact Centre on:

Telephone: 024 76 851509
Fax: 024 76 851633
Email: vocational.qualifications@ocr.org.uk

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

11.2 Results enquiries

For information about result enquiries please refer to the OCR website at www.ocr.org.uk.

11.3 Customer feedback

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

The OCR Qualification Manager
NVQ Business and Administration
Qualifications Division
OCR
Coventry Office
Westwood Way
Coventry
CV4 8JQ

11.4 OCR Training Events

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

OCR Training
Customer Support Division
Progress House
Westwood Way
Coventry CV4 8JQ

Telephone: 02476 496 398
Fax: 02476 496 399
Email: training@ocr.org.uk

11.5 OCR Publications

The OCR Publications Service offers support to OCR customers, centres, parents and candidates. It offers a wide range of up-to-date materials for sale which relate to our key qualifications. These materials include specifications, past papers, mark schemes and a range of support materials.

The OCR Publications Catalogue holds the full list of materials currently available to order. To obtain a copy of this and to order publications, please go to http://publications.ocr.org.uk or call our dedicated order line on 0870 770 6622.

Orders can also be emailed to publications@ocr.org.uk or posted to the address on the order form printed in the OCR Publications Catalogue.

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

11.6 Documents related to this qualification

OCR's *Admin guide: Vocational Qualifications* (A850)

JCQ publications:

- · *Access Arrangements, Reasonable Adjustments and Special Consideration;*
- · *Suspected Malpractice in Examinations and Assessments*

12 Glossary

Analyse	to examine in detail in order to discover meaning, essential features, etc
Apply	to devote oneself with diligence to bring into operation or use to put to practical use; utilise; employ
Assess	to judge the worth, importance, etc, of; evaluate
Calculate	to solve (one or more problems) by a mathematical procedure; compute
Carry out	to perform or cause to be implemented
Chart	to plot or outline the course of to make a detailed plan of to make a chart of
Classify	to arrange or order by classes; categorise
Collect	to gather together or be gathered together
Communicate	to impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures, etc
Compare	to regard or represent as analogous or similar; liken
Compile	to make or compose from other materials or sources
Complete	to make whole or perfect to end; finish
Conduct	to do or carry out
Contrast	to distinguish by comparison of unlike or opposite qualities
Contribute	to give (support, money, etc) for a common purpose or fund to supply (ideas, opinions, etc) as part of a debate or discussion
Cook	to prepare (food) by the action of heat, as by boiling, baking, etc, or (of food) to become ready for eating through such a process
Define	to state precisely the meaning of (words, terms, etc)
Deliver	to carry (goods, etc) to a destination, esp. to carry and distribute (goods, mail, etc) to several places to hand over, transfer, or surrender to produce or perform something promised or expected
Demonstrate	to show, manifest, or prove, esp. by reasoning, evidence, etc
Describe	to give an account or representation of in words
Design	to work out the structure or form of (something)
Detail	to list or relate fully to include all or most particulars
Develop	to come or bring to a later or more advanced or expanded stage; grow or cause to grow gradually
Devise	to work out, contrive, or plan (something) in one's mind
Discuss	to have a conversation about; consider by talking over; debate to treat (a subject) in speech or writing
Estimate	to form an approximate idea of (distance, size, cost, etc); calculate roughly; gauge

Evaluate	to ascertain or set the amount or value of
	to judge or assess the worth of; appraise
Examine	to look at, inspect, or scrutinise carefully, or in detail; investigate
Explain	to make (something) comprehensible, esp. by giving a clear and detailed account of the relevant structure, operation, surrounding circumstances, etc
Explore	to examine or investigate, esp. systematically
Generate	to produce or bring into being; create
Give	to present or deliver voluntarily (something that is one's own) to the permanent possession of another or others
	to impart or communicate
Identify	to prove or recognise as being a certain person or thing; determine the identity of
Illustrate	to clarify or explain by use of examples, analogy, etc
Implement	to carry out; put into action; perform
Interact	to act on or in close relation with each other
Interpret	to clarify or explain the meaning of; elucidate
Investigate	to inquire into (a situation or problem) thoroughly; examine systematically, especially in order to discover the truth
Justify	to prove or see to be just or valid; vindicate
	to show to be reasonable; warrant or substantiate
Keep	to have or retain possession of
Lead	to show the way to (an individual or a group) by going with or ahead
	to guide or be guided by holding, pulling, etc
	to phrase a question to (a witness) that tends to suggest the desired answer
Measure	to determine the size, amount, etc, of by measurement
Monitor	to observe or record (the activity or performance) of (an engine or other device)
Organise	to form (parts or elements of something) into a structured whole; co ordinate
Outline	to give the main features or general idea of
Participate	to take part, be or become actively involved, or share (in)
Perform	to carry out or do (an action)
Plan	to have in mind as a purpose
	to make a plan of (a building)
Prepare	to make ready or suitable in advance for a particular purpose or for some use, event etc
	to put together using parts or ingredients; compose or construct
	to equip or outfit
Present	to show, exhibit
	to put forward; submit
	to bring or suggest to the mind
Produce	to bring (something) into existence; yield
	to bring forth (a product) by physical or mental effort; make
Profile	to draw, write or make a profile of
Promote	to further or encourage the progress or existence of
	to raise to a higher rank, status degree etc

	to urge the adoption of; work for
	to encourage the sale of (a product) by advertising or securing financial support
Propose	**to put forward (a plan, motion, etc) for consideration or action**
Provide	to put at the disposal of; furnish or supply
Recognise	to perceive (a person, creature, or thing) to be the same as or belong to the same class as something previously seen or known; know again
Recommend	to advise as the best course or choice; counsel
Research	to carry out investigations into (a subject, problem etc)
Review	to look at or examine again
	to look back upon
Select	to choose (someone or something) in preference to another or others
Serve	to render or be of service to (a person, cause, etc); help
	to distribute or provide
Show	to make, be, or become visible or noticeable
	to indicate or explain; prove
Suggest	to put forward (a plan, idea, etc) for consideration
Summarise	to make or be a summary of; express concisely
Understand	to know and comprehend the nature or meaning of
Undertake	to contract to or commit oneself to (something) or to do (something)
Use	to put into service or action; employ for a given purpose