Vocational Qualifications (QCF, NVQ, NQF)

Business and Administration

Level 4 Diploma in Business and Administration – 10337

Moderators' report 2019 series

About this Moderators' report

This report on the 2019 series assessments aims to highlight:

- areas where students were more successful

- main areas where students may need additional support and some reflection

- points of advice for future examinations

It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**

- Link to **grade boundaries**

- **Further support that you can expect from OCR**, such as our CPD programme

Reviews of results

If any of your students' results are not as expected you may wish to consider one of our reviews of results services. For full information about the options available visit the OCR website. If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/

Grade boundaries

Grade boundaries for this, and all other assessments, can be found on the OCR website .

Further support from OCR

CPD Training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

Please find details for all our courses on the relevant subject page on our website.

www.ocr.org.uk

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We value your feedback

We'd like to know your view on the resources we produce. By clicking on the icon above you will help us to ensure that our resources work for you.

Overview
The OCR Level 4 Diploma in Business and Administration is aimed at learners who have significant experience of working in a business environment and forms the Technical Certificate element of the Level 4 NVQ apprenticeship in Business and Administration. Learners will have experience of working in a number of areas such as managing staff and providing input to the development and updating of business systems.

The eight units are all compulsory, for those wishing to complete the full award. They enable learners to analyse and evaluate their own knowledge and practices and to carry out research into other theories and approaches and weigh up their relative merits and disadvantages. The units also enable learners to update or recognise the implications of relevant statutory and regulatory implements which are relevant to the work of senior administrators and organisations.

Additionally, working through the units carrying out the different tasks, ensure that learners have the opportunity to take stock of their current level of knowledge and expertise and measure themselves and their organisations against examples of best practice and to develop their knowledge further.

General comments
Overall, learners who undertake this scheme, provide strong evidence which is well presented and there is no doubt that the recently introduced revised Evidence Check Lists, a separate one for each unit, have assisted assessors and learners in understanding what is required when asked to analyse or evaluate an aspect of knowledge or practical application.

Weaknesses tend to occur when the assessor or candidate has:
- misread a particular assessment criterion,
- has not properly identified or attributed a quotation,
- not recognised the depth and range of evidence required when analysing or evaluating materials.

Referencing of sources has continued to improve and while there is no requirement for centres to use a particular referencing method, it is expected that a formal method will be identified and applied systematically.

Centres now recognise that Level 4 is a Higher Apprenticeship level and therefore the depth and quality of the evidence required is greater than at other levels.

There is a number of areas where there is overlap between units, in communications and statutory and regulatory requirements, for example, enabling the cross-reference work across units. Many centres now take advantage of this option but this is not universally the case.

The OCR CPD Hub can provide support for new centres and there is a Business administration - Writing, referencing and avoiding plagiarism guide (PDF, 2MB) specifically written for this scheme which can be found at https://www.ocr.org.uk/Images/290525-business-administration-writing-referencing-and-avoiding-plagiarism-guide.pdf and a range of model assignments are also available.

Comments on individual units
The units can be attempted in any order, at the discretion of the Centre and Assessors. Each unit has a specification which provides not only the expected learning outcomes (LOs) and Assessment Criteria (ACs) but also teaching content, which is needed in order for learners to achieve the assessment outcomes. If learners are in the workplace they often use their own experience as part of their evidence, where they have no such experience they should carry out research to ascertain the necessary evidence.

Unit 1: Supporting Business Activities.
This is a wide-ranging unit, covering five LOs, which cover simple explanations of concepts to complex analyses and evaluations of models, methods of working, etc.

The evidence checklists demonstrate how the ACs can be grouped together around tasks, although it is acceptable for learners to work through the ACs, in the order in which they appear in the unit specification or in an order which fits more with their own experience or working environment.

Good evidence is provided when the learner has researched the ACs included in the tasks and clearly identify the ACs within the report or other presentation. This is a level 4 qualification and the accuracy of the content must be matched by the accurate application of spelling, punctuation and grammar to the work itself.

Comparison and contrast are areas which can be difficult for new centres and assessors. The comparison and contrast must cover all of the elements e.g. the AC2.2 compare and contrast the advantages and disadvantages of modern office practices. The learners who have achieved this AC have compared all of the practices and then identified when and where these advantages and disadvantages actually matter using examples to support their arguments. A learner who had been charged with supporting the setting up of a new department was able to use their experience to argue the case for and against different practices and to clearly articulate why they would or would not work in the new department.

One learner presented work which was just a table of advantages and disadvantages, with no more than a phrase or clause of rationale and without drawing together of the arguments and this was not of the appropriate standard or level.

Evaluations require significant research to identify when and where particular approaches or practices have been used, their outcomes and reach a conclusion as to whether they are appropriate for a particular circumstance. For example, in Unit 1 AC2.3 Evaluate measures of effectiveness and efficiency used in office environments, the learner must investigate the measures identified in the learning content and any others which they may use in their own organisations and identify where they have worked and where they have failed. The learner must then reach a conclusion as to why the measures were or were not successful and whether, as a result, they would use them in specified circumstances.

Successful learners use not only their own experience, if that is available, but also research other examples both for and against the use of different methods and provide clear conclusions on their interpretation of the evidence.

Assessors do not always ensure that learners recognise the different levels of depth and range of evidence required for the different command verbs. A learner wrote a single paragraph of three lines as evidence of AC5.3 (Evaluate models and technologies used to promote effective

diary management). The sparsity of content meant that the assessor had not drawn the learner's attention to the learning content which gave examples of areas that should be covered or explained the range of evidence and research required. The same learner provided two and a half pages of thorough evidence for AC3.1 (Outline the factors to be taken into account when designing an office layout that optimises the use of space). Clearly, the level of detail required for each command verb had been misunderstood.

Unit 8, Managing Business Facilities, AC1.2, requires the learner to evaluate the relationship between operations function and facilities management. Learners and assessors do not always appreciate that this requires the learner to consider the relationship from a number of perspectives and types of relationship and again, the teaching content provides a list of possible relationships including operations and operations management. The learner should investigate what operations and operations management means in an organisational context and for each type of operation research instances of where operations have flourished or suffered due to the presence or absence of facilities management.

The results of these findings, which may include examples from their own organisation, should be reviewed and a final conclusion reached as their efficacy and efficiency in aiding operations and operations management and justifying why they work or fail in particular areas. Whilst giving definitive word counts or numbers of pages, is of limited use, those learners who are successful produce a detailed piece of evidence: as a rule of thumb, one or two short paragraphs will not be sufficient detail.

The successful learner, provides an outline of the various operations functions that may be found in an organisation with which they are familiar, have researched or where they are currently employed. They go on to outline or cross-reference to the location of their explanations of the various tasks undertaken by facilities management and how they interact with the operations functions, using examples that they have identified in their workplace or via research to support their arguments. Finally, they produce a clear conclusion justifying why they believe that the relationship is positive or negative.

Most of the assessors now use the up to date evidence checklists, as previously mentioned and many of the assessors now complete the location of evidence correctly. The evidence location should allow the moderator to go straight to the document and page or pages of the evidence which they believe meets the requirements of the assessment criteria. This allows the moderator to be sure that they have accurately identified the specific evidence but also gives them confidence that they have identified exactly how the assessor has arrived at their decision. In turn, this gives the moderator confidence that their feedback accurately identifies the assessor's rationale for their decision. It is also helpful in ensuring that the moderator feedback is accurate and relevant, when the evidence contains evidence of assessment and feedback to the learner. Some centres who provide electronic copies of evidence use the comment box system in Word, for example, to comment directly on the evidence and this is very useful.
Occasionally, evidence checklists are received which merely refer to "document" which is not helpful.

There are still occasions when the evidence received where the learner has used uncited or reference content. This can result in work having to be reviewed by OCR. Centres are encouraged to scroll down to the bottom of the scheme web page and click on the final link entitled "Support Materials" here there is a downloadable guide entitled https://www.ocr.org.uk/Images/290525-business-administration-writing-referencing-and-avoiding-plagiarism-guide.pdf and discuss the content with their learners.

Sector update

The qualification review date has been updated until 31st August 2020. As the new apprenticeship schemes are being implemented it is unclear what this means for the future of the scheme.

About OCR

OCR (Oxford Cambridge and RSA) is a leading UK awarding body. We provide qualifications which engage people of all ages and abilities at school, college, in work or through part-time learning programmes.

As a not-for-profit organisation, OCR's core purpose is to develop and deliver general and vocational qualifications which equip learners with the knowledge and skills they need for their future, helping them achieve their full potential.

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