

Centre Handbook

Preparing for a Business Venture

OCR Level 2 Award in Preparing for a Business Venture

OCR Level 2 Certificate in Preparing for a Business Venture

Scheme codes 09896 and 09897

Version 3 Issued February 2019

Key updates to this handbook

Section	Title of section and change	Version and date issued
All sections	Updated: Address for registered office Copyright statement Contact details	Version 03 – February 2019
1.3	Added weblink for funding arrangements in Northern Ireland	
7.4	Updated Documents and links	
All sections	<p>Removed references to Level 3 Award and Certificate in Preparing for a Business Venture (scheme codes 09898 and 09899), as these qualifications have passed their end certification date.</p> <p>Amended reference to the Admin Guide to the new Administration area on the OCR website</p> <p>References to the Qualifications and Credit Framework (QCF) have been changed to Regulated Qualifications Framework.</p> <p>The format of this handbook has been updated. The qualification content and structure remains unchanged from previous version, but some of the supporting information has been brought up-to-date, following a review of documents.</p>	Version 02 – May 2018
	First issue.	Version 01 – March 2011

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1 Introduction

Title	OCR scheme code	Qualification number
OCR Level 2 Award in Preparing for a Business Venture	09896	600/1120/8
OCR Level 2 Certificate in Preparing for a Business Venture	09897	600/1093/9

The information provided in this handbook is correct at the time of production. Occasionally we may update it so please check the qualification webpages for the most up-to-date information.

This handbook contains what you need to know about the planning, delivery and assessment of these qualifications. Staff involved in the delivery of these qualifications must have access to and understand the requirements in this handbook.

To access information on how to administer these qualifications please follow the link to the Administration area <http://www.ocr.org.uk/administration/>.

You should ensure 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.

1.1 About these qualifications

These qualifications provide valuable opportunities for candidates to:

- develop skills
- gain underpinning knowledge and understanding
- provide progression to higher education
- improve employability

1.2 Qualification size

The size of the qualification is described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT).

GLH indicates the approximate time (in hours) that the candidate will be supervised during any teaching, learning or assessment activities. We have worked with people who are experienced in delivering these qualifications to determine what content needs to be taught and how long it will take to deliver.

TQT is comprised of two elements: GLH, and an estimate of the number of hours a candidate will reasonably spend on any unsupervised learning or assessment activities (including homework) so they can successfully achieve their qualification.

Each qualification requires the following GLH and TQT:

Level 2 Award in Preparing for a Business Venture 69 GLH and 90 TQT.

Level 2 Certificate in Preparing for a Business Venture 125 GLH and 150 TQT.

1.3 Funding

Funding arrangements can be subject to change. For the latest details about approval and funding eligibility, we recommend you visit the following websites:

[Register of Regulated Qualifications](#) – Ofqual’s register of regulated qualifications

Department for Education (DfE) [Section 96](#) – for confirmation of the approval of qualifications to be delivered to specific age ranges.

[Education and Skills Funding Agency](#) for funding education and training for children, young people and adults in England

[Department for the Economy](#) for public funding in Northern Ireland

[Qualifications in Wales](#) database (QiW) for public funding in Wales.

[NIEFQAN](#) – Approval of qualifications by the Department of Education in Northern Ireland

Use the Ofqual Qualification Number (QN) when you’re looking for information on qualification eligibility for public funding.

If you have any queries about funding for this qualification email us at funding@ocr.org.uk.

1.4 Unique Learner Number (ULN)

This is a personal ten-digit number, which is used to ensure learner achievement information can be provided to their Personal Learning Record (PLR). ULNs are provided and administered by the Learning Records Service (LRS).

Learners over the age of 14 in UK education or training can access the PLR using their ULN. Learners keep the same ULN to access their PLR throughout their lives and whatever their level of learning.

Candidates that claim certification for publically funded qualifications must have a valid ULN.

Where a candidate has a ULN, you must enter their ten digit number in the ULN field when making entries via Interchange. 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 PLR.

For more information, and to generate a ULN, please refer to the [Learning Records Service](#).

2 General information

2.1 Qualification profile

OCR Level 2 Award in Preparing for a Business Venture

OCR entry code	09896			
Qualification Number (QN)	600/1120/8			
Level	This qualification has been regulated in the Regulated Qualifications Framework (RQF) at Level 2			
Qualification structure	The credit required for this qualification is 9. To achieve this qualification, candidates must complete a total of 9 credits from 3 mandatory units.			
Guided Learning Hours (GLH)	69	Total Qualification Time (TQT)		90
Age group approved	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
This qualification is suitable for	Candidates considering a potential business idea and thinking of setting up their own business to deliver/create a product or service			
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 (e.g. teachers/tutors, support workers, carers, assessors) and externally moderated by OCR.			
Funding	Please see the Funding Section 1.3			
Performance figures	For information on this qualification's contribution to performance measurement please see the Ofqual's Register of Regulated Qualifications http://register.ofqual.gov.uk/			
Last entry date	If we're going to withdraw a qualification we'll set an end date for entries and certification and we'll tell you what the arrangements are for the last date to enter learners and make claims for certificates.			

OCR Level 2 Certificate in Preparing for a Business Venture

OCR code	09897			
Qualification Number (QN)	600/1093/9			
Level	This qualification has been regulated in the Regulated Qualifications Framework (RQF) at Level 2			
Qualification structure	The credit required for this qualification is 15. To achieve this qualification, candidates must complete a total of 15 credits made up of; 9 credits from 3 mandatory units and at least 6 credits from optional units.			
Guided Learning Hours (GLH)	125	Total Qualification Time (TQT)		150
Age group approved	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
This qualification is suitable for	Candidates considering a potential business idea and are thinking of setting up their own business to deliver/create a product or service			
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 (e.g. teachers/tutors, support workers, carers, assessors) and externally moderated by OCR.			
Funding	Please see the Funding Section 1.3			
Performance figures	For information on this qualification's contribution to performance measurement please see the Ofqual's Register of Regulated Qualifications http://register.ofqual.gov.uk/			
Last entry date	If we're going to withdraw a qualification we'll set an end date for entries and certification and we'll tell you what the arrangements are for the last date to enter learners and make claims for certificates.			

2.2 Qualification aims

The **OCR Level 2 Award in Preparing for a Business Venture** aims to:

Equip candidates with the ability to consider all aspects of setting up in business from a personal and practical perspective

Equip candidates to consider the potential of their business idea and their own personal needs as a business person working for themselves

Ensure candidates are able to identify any training or personal development that they may require to set up their own business

Equip candidates with the skills to investigate the business idea and start to define a market and customer base

In addition

The **OCR Level 2 Certificate in Preparing for a Business Venture** aims to:

Ensure candidates have an understanding of some of the more in-depth requirements for setting up in business, such as: legal structures and their implications, methods of selling, financial requirements, knowledge of attracting and retaining customers

Provide candidates with the tools to draft the basis of a business plan

2.3 Entry requirements

These qualifications are 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 these qualifications should understand the requirements of the qualification and match them to the needs and capabilities of individual candidates before entering them as candidates for one of these qualifications.

There are no formal requirements for entry to these qualifications.

2.4 Progression opportunities

A candidate achieving an OCR qualification in Preparing for a Business Venture has the following progression routes available:

- Undertake further optional units at the same level which will allow for a greater breadth of understanding
- Undertake further business related qualifications e.g. OCR Level 3 Cambridge Technicals in Business

Alternatively, candidates will have some of the essential skills and knowledge to equip them to produce the basis of a business plan or to start their own business.

2.5 Wider issues

These qualifications provide 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 these qualifications would have opportunities to address spiritual, moral, ethical, social and cultural issues.

For example, candidates will need to understand issues such as individual responsibility, and business and social responsibilities. Some units will allow candidates to explore the individual's responsibility towards the customer.

Candidates will also need to consider issues such as confidentiality of information (clients), responsibility of honesty and accuracy in recording and providing information and the need to ensure security of information.

Environmental issues, health and safety considerations and European developments

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

Environmental issues could be explored through the way in which resources are selected and used and also through the disposal of waste products.

European developments may be explored in relation to the way in which enterprise activities may be affected by European rulings.

Health and safety issues may be covered as part of discussions regarding responsible disposal of products, or the responsibility to potential customers.

2.6 Functional skills signposting

Training provided for Preparing for a Business Venture 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.

2.7 Mode of delivery

OCR does not specify the mode of study or specify a time limit for the achievement of these qualifications other than the last entry date laid down by the regulatory authorities detailed in the qualification profiles.

Centres are free to deliver these qualifications 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.

2.8 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, each unit will contain guidance on the resources required. Staff conducting assessment must understand fully the requirements of these qualifications. Centres should ensure that appropriate physical resources are made available to candidates.

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

2.9 Accessibility

There can be adjustments to standard assessment arrangements 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 shared between the centre and OCR. Please read the JCQ booklet *Access Arrangements and Reasonable Adjustments at www.jcq.org.uk*.

For further guidance on access arrangements and special consideration refer to the Exams Officers area of the [OCR website](http://www.ocr.org.uk).

If the tutor/assessor thinks any aspect of these qualifications unfairly restricts access and progression, please email or call the OCR Customer Support Centre.

3 Assessment

3.1 Assessment: How it works

In order for candidates to be able to effectively progress towards meeting the requirements of each assessment criterion, tutors must make sure that the supporting knowledge, understanding and skills requirements for each criterion are fully addressed. The identified knowledge, understanding and skills in the unit are not exhaustive and may be expanded upon or tailored to particular contexts to which the unit is being taught and the assessment criteria applied.

Centre assessed unit(s) and OCR moderated

All units are centre-assessed and externally moderated by OCR. OCR has produced assessments for use by centres that enable candidates to meet all of the assessment criteria.

Key features of the assessment for these qualifications are:

- Assessment of all units is assessed by means of an OCR-set on-demand assignment
- The assignments are provided in a separate booklet that is available to download
- Achievement at unit level is Pass or Fail.

Assessment of these qualifications will be conducted in accordance with the appropriate codes of practice approved and published by the regulatory authorities.

When candidates complete an assignment/activity, the centre assessor (usually the tutor) assesses their work. Centres will need to identify staff who will act as assessors. Assessors will need to have experience in making judgments about candidates' progress.

Assessors must:

- judge candidate work against the standard identified to meet the assessment criterion
- identify valid and sufficient evidence
- identify gaps in evidence
- give feedback to candidates
- liaise with other assessors in the centre to ensure standards are consistent
- verify candidate achievement by completing and signing OCR documentation (e.g. Witness Statement Forms)
- maintain records of candidates' achievements.

Centre assessors, who are responsible for assessing candidates' evidence for internally assessed units, must make sure that candidates know they must comply with the Data Protection Act when they are producing work for assessment. Candidates must not reference another individual's personal details in any evidence produced for assessment. It is the candidate's responsibility to make sure evidence that includes another individual's personal details is anonymised.

Internal standardisation

Internal standardisation is an important part of the local assessment process. Centres are required to demonstrate that a system is in place which ensures that all assessment is being carried out in a similar way and to an equivalent standard across all teachers/tutors acting as assessors. OCR will

require evidence of this process. Centres are required to keep evidence of standardisation and records of any decisions/issues for a minimum of one year.

In order to maintain a consistent approach to internal standardisation, a centre co-ordinator should be nominated. The centre co-ordinator will be responsible for:

- maintaining a list of current assessors
- ensuring that all current assessors are working to the same standard
- arranging regular meetings
- ensuring cross-moderation of work between assessors
- maintaining records of the outcome of cross-moderation activities
- regularly sampling the assessment of all assessors and documenting the outcome
- advising assessors of any discrepancies in assessment and suggesting ways in which assessment may be brought into line with the work of other assessors
- completing the relevant centre standardisation document.

External moderation

External moderation ensures centres' internal assessments meet the national requirements of these qualifications.

OCR Examiner-moderators are allocated by OCR to moderate centre assessment decisions.

OCR requires centres to submit only the appropriate documentation for specific units for moderation. OCR does not require centres to submit for moderation additional evidence produced by the candidate in the course of an activity. OCR, however, anticipates that centres will wish to create programmes of learning for candidates towards the completion of these units that will generate additional items of evidence. Centres are free to do this, but OCR does not require these items for certification of unit achievement.

OCR requires that all Evidence Checklists submitted in support of achievement are signed by the teachers/tutor prior to submission for moderation.

Tutors must check that each criterion has been successfully met by the candidate before work is signed and sent for external moderation.

Centres must use candidates' Submission Cover Sheet to send to their OCR Examiner-moderator only those items required as evidence for the unit concerned.

External moderation of a centre's assessment decisions is achieved through systematic sampling. The assessment decisions of each assessor submitting work will be sampled. The outcomes of moderation will apply to all work submitted in each batch for moderation. No substitution of candidates' work will be allowed unless prior agreement of the OCR Examiner-moderator has been obtained.

The Examiner-moderator will complete a Centre Feedback Report Form (eNQF6) for the batch. If the centre assessment is satisfactory, arrangements will be made for certification.

If an Examiner-moderator disagrees with an assessor's assessment decision; the claims from that assessor will be rejected. The Examiner-moderator will record the information on the Centre Feedback Report Form (eNQF6).

Examiner-moderators are not empowered to enter into direct contact with centres. In no circumstances must centres attempt to contact their Examiner-moderator in any way other than through posting candidate work to the address provided to them by OCR. Any queries concerning the units or assessment must be directed to OCR, Coventry.

4 Assessor and Internal Verifier 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.

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.

The Assessment centre must ensure that those making assessment decisions have the necessary expertise to do so, which may include Assessors having, or be working towards, appropriate qualifications, these would include D32/33, A1/ Award in Assessing Competence in the Work Environment.

Where Centres use trained assessors they must provide evidence of the training undertaken to OCR.

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, D34 or Award in the Internal Quality Assurance of Assessment Processes and Practice). 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 activities in order to keep up-to-date with developments within the sector.

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

Candidates achieving one or more units but who do not meet the credit requirements for a full qualification 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 your centre for successful candidates. In order to ensure that these are automatically issued, you must ensure that the OCR candidate number is **always** used where a candidate has already achieved one or more units. For more details refer to the Administration area, certificates, <http://www.ocr.org.uk/administration/>

5.2 Enquiries about results

Under certain circumstances, you may wish to query the result(s) issued to one or more candidates.

To find out more about this, please refer to the JCQ *Post-Results Services* booklet and the Administration area, post results services, <http://www.ocr.org.uk/administration/>.

5.3 Replacement certificates

For details on replacement certificates refer to the Administration area, certificates, <http://www.ocr.org.uk/administration/>.

6 Qualification structure

6.1 Qualification structure

Candidates do not have to achieve units in any particular order and 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 these qualifications and identify opportunities to link the units. The units can be downloaded from the OCR website www.ocr.org.uk.

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 2 Award in Preparing for a business venture

(Qualification Number 600/1120/8)

To achieve this qualification, candidates must achieve a total of 9 credits from the 3 mandatory units.

The following table contains the mandatory units.

OCR Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
Mandatory units					
1	Considering a business idea	T/502/9949	3	2	23
2	Identifying personal development needs to start a business venture	K/502/9947	3	2	23
3	Identifying the resources and location for a business venture	M/502/9948	3	2	23

OCR Level 2 Certificate in Preparing for a business venture

(Qualification Number 600/1093/9)

To achieve this qualification, candidates must achieve a total of 15 credits made up as follows:
9 credits from the 3 mandatory units at least 6 credits from the optional units.

The following table contains the mandatory and optional units.

OCR Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
Mandatory units					
1	Considering a business idea	T/502/9949	3	2	23
2	Identifying personal development needs to start a business venture	K/502/9947	3	2	23
3	Identifying the resources and location for a business venture	M/502/9948	3	2	23
Optional units					
4	Attracting customers through marketing	K/502/9950	4	2	33
5	Investigating legal issues relating to a business venture	M/502/9951	3	2	28
6	Planning the financial management of a business venture	L/502/9956	4	2	33
7	Understanding selling within a business venture	Y/502/9958	3	2	28
8	Importance of business plans	A/502/9967	3	2	28

7 Further Support and Information

7.1 Feedback and enquiries

We aim to provide consistently great customer service and your feedback is invaluable in helping us to achieve our goal. For questions about our qualifications, products and services, please contact the [Customer Support Centre](#). To leave your feedback on the OCR website, people and processes please use our [feedback form](#).

Write to: Customer Support Centre
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ

Telephone: 024 76 851509

Email: vocational.qualifications@ocr.org.uk

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

7.2 Complaints

We are committed to providing a high quality service but understand that sometimes things can go wrong. We welcome your comments and want to resolve your complaint as efficiently as possible. To make a complaint please follow the process set out on our [website](#).

7.3 Our professional development programme (CPD)

As part of our teacher training we offer a broad range of courses. We're constantly looking for ways to improve the support we offer you and to make our professional development programme more accessible and convenient to all.

To find out more about professional development, please visit our website.

7.4 Documents and links

OCR	OCR's Administration area www.ocr.org.uk/administration/ What is malpractice?
JCQ	Publications at www.jcq.org.uk/ <i>Access arrangements and reasonable adjustments</i> <i>Suspected Malpractice in Examinations and Assessments</i>
Ofqual	www.gov.uk/guidance/ register.ofqual.gov.uk/
CCEA	ccea.org.uk/
Department of Education, Northern Ireland	www.education-ni.gov.uk/publications/niefqan-201819

8 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