

## Administration (Business Professional)

### Centre Handbook

OCR Level 2 Award in Administration (Business Professional)

Entry code 03955

OCR Level 2 Certificate in Administration (Business Professional)

Entry code 03956

OCR Level 2 Diploma in Administration (Business Professional)

Entry code 03957

This is version 4. Updated June 2019

See Section 11 for key updates to this handbook.

# Contents

<b>1</b>	<b>Introduction</b>	<b>4</b>
1.1	Qualifications covered by this handbook	4
1.2	Why choose the Administration (Business Professional) suite of qualifications?	4
1.3	Entry requirements	5
1.4	Funding	5
1.5	Qualification size	5
1.6	Performance information	6
<b>2</b>	<b>Qualification summary</b>	<b>7</b>
2.1	OCR Level 2 Award in Administration (Business Professional) summary	7
2.2	OCR Level 2 Certificate in Administration (Business Professional) summary	8
2.3	OCR Level 2 Diploma in Administration (Business Professional) summary	9
<b>3</b>	<b>Structure and content</b>	<b>10</b>
3.1	Qualification structure and rule of combination	10
3.2	OCR Level 2 Award in Administration (Business Professional)	10
3.3	OCR Level 2 Certificate in Administration (Business Professional)	11
3.4	OCR Level 2 Diploma in Administration (Business Professional)	13
3.5	Barred combinations	15
3.6	Equivalencies	16
3.7	Exemptions	16
<b>4</b>	<b>Centre assessor and internal standardisation requirements</b>	<b>17</b>
4.1	Assessment centre requirements	17
4.2	Centre Assessor responsibilities	17
4.3	Centre standardisation for multiple assessors	18
<b>5</b>	<b>Assessment and postal moderation</b>	<b>19</b>
5.1	Initial assessment of candidates	19
5.2	How these qualifications are assessed	19
5.3	Suitable to the needs of the candidate	19
5.4	Model assignments	20
5.5	Evidence	20
5.6	Witness statements / Tutor observation	21
5.7	Authentication	22
5.8	Submitting claims	23
5.9	External moderation – how it works	26
5.10	Centre feedback reports	27
5.11	Reporting suspected malpractice	27
<b>6</b>	<b>Text Processing units and assessment</b>	<b>28</b>
<b>7</b>	<b>Support</b>	<b>29</b>
7.1	Free resources	29
7.2	Model assignments	29
7.3	Interchange	29
7.4	Professional Development Programme	30
7.5	Documents referred to in this handbook	30
<b>8</b>	<b>Certification</b>	<b>31</b>
8.1	Claiming certificates	31
8.2	Replacement certificates	31
<b>9</b>	<b>Other information</b>	<b>32</b>
9.1	Avoidance of bias	32
9.2	Regulatory requirements	32

# Contents

9.3	Language	32
9.4	Mode of delivery	32
9.5	Delivery in Wales and Northern Ireland	33
9.6	Recognition of Prior Learning (RPL)	33
9.7	Accessibility	33
9.8	Wider issues	34
9.9	Unique Learner Number (ULN)	34
<b>10</b>	<b>Contacting us</b>	<b>35</b>
10.1	Feedback and enquiries	35
10.2	Complaints	35
<b>11</b>	<b>Key updates to this handbook</b>	<b>36</b>

© OCR 2019

This document can be reproduced for teaching purposes.

Centres cannot reproduce OCR materials if the purpose is to sell the materials (to learners or others).

Permission to make this document available on an internet site must be obtained in writing from OCR's copyright Team at OCR (Oxford Cambridge and RSA Examinations), The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, Email: [ocr.copyright@ocr.org.uk](mailto:ocr.copyright@ocr.org.uk). For full details of OCR's copyright policy please see our website.

# 1 Introduction

The information provided in this handbook is correct at the time of production. Occasionally we may update this information. Please refer to 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 Qualifications covered by this handbook

---

This is the handbook for the following qualifications.

Title	Qualification Number (QN)
OCR Level 2 Award in Administration (Business Professional)	500/6124/0
OCR Level 2 Certificate in Administration (Business Professional)	500/6563/4
OCR Level 2 Diploma in Administration (Business Professional)	500/6125/2

These qualification titles and numbers will appear on candidates' certificates.

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.

## 1.2 Why choose the Administration (Business Professional) suite of qualifications?

---

The aims of these qualifications are to give candidates the opportunity to develop their:

- knowledge and understanding of a range of key administrative functions and activities
- skills to work effectively in a business environment, both independently as well as in a team, to the standard required by business.

Candidates achieving one of the qualifications can progress:

- to employment
- within employment
- to further study in Further Education (FE)

## 1.3 Entry requirements

---

All 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 learners before entering them for one of these qualifications.

These qualifications have been developed so they are free from any barriers that restrict access or progression and therefore promote equal opportunities.

These qualifications are regulated in the RQF for learners aged 14 years and over.

## 1.4 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 these qualifications email us at [funding@ocr.org.uk](mailto:funding@ocr.org.uk).

## 1.5 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 learner 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 learner will reasonably spend on any unsupervised learning or assessment activities (including homework) so they can successfully achieve their qualification.

The latest GLH and TQT values assigned to these qualifications can be found in section 2 Qualification summary at a glance.

## 1.6 Performance information

---

You'll find information on:

- performance tables for England on the [Department for Education](#) website
- performance points for Northern Ireland on the [Department of Education](#) website

performance measures for Wales on Qualifications in Wales database (QiW). If you have any queries about the performance information then please email [ims@wales.gsi.gov.uk](mailto:ims@wales.gsi.gov.uk).

## 2 Qualification summary

### 2.1 OCR Level 2 Award in Administration (Business Professional) summary

<b>OCR entry code</b>	03955	<b>Qualification Number (QN)</b>		500/6124/0
<b>Approved age group</b>	Pre-16	16-18	18+	19+
	Yes	Yes	Yes	Yes
<b>This qualification is suitable for</b>	Candidates wishing to develop the knowledge, skills and understanding of administrative practice.			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Guided Learning Hours (GLH)</b>	100	<b>Total Qualification Time (TQT)</b>		100
<b>Credit requirement</b>	minimum of 10 credits			
<b>Structure and options</b>	2 mandatory units from mandatory group			10 credits
	minimum to be achieved at level 2 or above			10 credits
<b>Assessment model</b>	<p>This qualification is pass/fail.</p> <p>This qualification is internally assessed by your assessors and quality assurance personnel (e.g. teachers, tutors) and externally moderated by OCR.</p>			
<b>Last date to enter candidates</b>	This is the operational end date in the Register of Regulated qualifications. We will always provide you with advanced notice when setting a last entry date and a last certification date.			

## 2.2 OCR Level 2 Certificate in Administration (Business Professional) summary

<b>OCR entry code</b>	03956	<b>Qualification Number (QN)</b>		500/6563/4
<b>Approved age group</b>	Pre-16	16-18	18+	19+
	Yes	Yes	Yes	Yes
<b>This qualification is suitable for</b>	Candidates who wish to develop the knowledge, skills and understanding of administrative practice.			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Guided Learning Hours (GLH)</b>	180	<b>Total Qualification Time (TQT)</b>	180	
<b>Credit requirement</b>	minimum of 18 credits			
<b>Structure and options</b>	2 mandatory units from mandatory group			10 credits
	minimum credit from optional Group(s), 3 credits must be from optional Group A, remaining 5 credits can be from any of the optional units (Groups A and/or B)			8 credits
	minimum to be achieved at level 2 or above			12 credits
<b>Assessment model</b>	<p>This qualification is pass/fail.</p> <p>The Administration (Business Professional) units in this qualification are internally assessed by your assessors and quality assurance personnel (e.g. teachers, tutors) and externally moderated by OCR.</p>			
<b>Last date to enter candidates</b>	This is the operational end date in the Register of Regulated qualifications. We will always provide you with advanced notice when setting a last entry date and a last certification date.			



## 2.3 OCR Level 2 Diploma in Administration (Business Professional) summary

<b>OCR entry code</b>	03957	<b>Qualification Number (QN)</b>		500/6125/2
<b>Approved age group</b>	Pre-16	16-18	18+	19+
	Yes	Yes	Yes	Yes
<b>This qualification is suitable for</b>	Candidates who wish to develop the knowledge, skills and understanding of administrative practice			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Guided Learning Hours (GLH)</b>	370	<b>Total Qualification Time (TQT)</b>	370	
<b>Credit requirement</b>	minimum of 37 credits			
<b>Structure and options</b>	2 mandatory units from mandatory group			10 credits
	minimum credit from optional Group(s) 9 credits must be from optional Group A, remaining 18 credits can be from any of the optional units (Groups A and/or B)			27 credits
	minimum to be achieved at level 2 or above			31 credits
<b>Assessment model</b>	<p>This qualification is pass/fail.</p> <p>The Administration (Business Professional) units in this qualification are internally assessed by your assessors and quality assurance personnel (e.g. teachers, tutors) and externally moderated by OCR.</p>			
<b>Last date to enter candidates</b>	This is the operational end date in the Register of Regulated qualifications. We will always provide you with advanced notice when setting a last entry date and a last certification date.			

## 3 Structure and content

### 3.1 Qualification structure and rule of combination

Each qualification has a Rule of Combination (ROC).

The ROC specifies how units can be combined and the overall number of credits to be achieved for the qualification to be awarded.

Candidates do not have to achieve units in any particular order and learning programmes should be tailored to meet individual needs. It is recommended that, wherever possible, you deliver these qualifications holistically by identifying opportunities to link the units and levels.

If a candidate is not able to complete the full qualification, we will issue unit certificates listing the unit(s) and credit achieved.

When combining units for the chosen qualification, it is your responsibility to ensure the rule of combination is followed.

The units are available to download from our qualification [webpages](#).

### 3.2 OCR Level 2 Award in Administration (Business Professional)

#### Rules of combination

This award requires a minimum of 10 credits.

10 credits must come from the mandatory units.

There are no barred combinations

#### Equivalencies

Old unit reference numbers (URNs) are equivalent of new URNs, as detailed in the following table.

OCR Unit No	Unit Title	Old URN	New URN	Credit	Level	GLH
<b>Mandatory units</b>						
06	Working in administration	M/502/4703	A/505/7011	6	2	60
07	Written business communication	F/502/4706	L/505/7045	4	2	40

### 3.3 OCR Level 2 Certificate in Administration (Business Professional)

#### Rules of combination

This Certificate requires a minimum of 18 credits.

10 credits must come from the mandatory units in Group 1.

A minimum of 3 credits must come from the optional units in Group A.

The remaining 5 credits can be from any of the optional units (Groups A and/or B).

Barred combinations apply to the units in Group B; see section 3.5 for details.

#### Equivalencies

Old unit reference numbers (URNs) are equivalent of new URNs, as detailed in the following table.

#### Text Processing (Business Professional) withdrawal

Following the withdrawal of the Text Processing units in 2017, learners taking Administration (Business Professional) will still be able to use any prior achievement of Text Processing units for certification.

Table of units for Level 2 Certificate						
OCR Unit No	Unit Title	Old URN	New URN	Credit	Level	GLH
<b>Group 1 –Mandatory units</b>						
06	Working in administration	M/502/4703	A/505/7011	6	2	60
07	Written business communication	F/502/4706	L/505/7045	4	2	40
<b>Group 2 - Optional units</b>						
<b>Group A – Administration (Business Professional) units</b>						
<b>Level 1 units</b>						
03	Making & receiving calls	T/502/4007	No change	2	1	20
04	Welcome visitors	M/502/4006	No change	2	1	20
05	Handling mail	A/502/4008	No change	2	1	20
<b>Level 2 units</b>						
08	Career planning in administration	D/502/4714	R/505/7046	5	2	50
09	Communicate with customers	H/502/4715	D/505/7048	3	2	30
10	Teamwork in administration	K/502/4716	D/505/7051	3	2	30
11	Financial transactions	R/502/4712	H/505/7052	3	2	30
12	Organise business travel and accommodation	Y/502/4713	K/505/7053	4	2	40
13	Organise meetings	M/502/3826	No change	3	2	30
14	Handling diary systems	T/502/3827	Y/505/7114	3	2	30
<b>Level 3 units</b>						
17	Supporting recruitment and selection procedures	D/502/3854	T/505/7055	4	3	36

OCR Unit No	Unit Title	Old URN	New URN	Credit	Level	GLH
18	Verbal communication in business	Y/502/3853	A/505/7056	4	3	36
19	Support business meetings	H/502/3855	F/505/7057	3	3	27
20	Organise a business event	K/502/3856	J/505/7058	4	3	36
21	Reviewing and developing office procedures	M/502/3857	L/505/7059	6	3	54
22	Carry out research and prepare a report	T/502/3858	F/505/7060	4	3	36
23	Legislation affecting organisations	A/502/3859	J/505/7061	3	3	27
24	Working in an administration team	T/502/3861	L/505/7062	5	3	45
<b>Group B – Text Processing (Business Professional) units</b>						
<b>Level 2 units</b>						
00005	Text Production - Screen Reader	Y/501/6322	L/505/7093	5	2	50
06975	Text Production	R/501/6318	M/505/7152	5	2	50
Closed	Cynhyrchu Testun	R/501/6318	M/505/7152	5	2	50
06976	Audio-Transcription	K/501/4221	F/505/7088	4	2	40
06977	Business Presentations	R/501/4231	A/505/7090	5	2	50
06978	Document Presentation	Y/501/4232	J/505/7092	5	2	50
06980	Legal Audio-Transcription	F/501/4225	R/505/7094	5	2	50
06994	Mailmerge	Y/501/4229	F/505/7091	5	2	50
06995	Medical Audio-Transcription	J/501/4226	A/505/7087	5	2	50
06996	Medical Word Processing	L/501/4227	J/505/7089	5	2	50
06997	Shorthand Speed Skills	M/501/4222	D/505/7096	5	2	50
06998	Speed Keying	T/501/4223	Y/505/7095	4	2	40
06999	Word Processing	A/501/4224	T/505/7086	5	2	50
Closed	Prosesu Geiriau	A/501/4224	T/505/7086	5	2	50
<b>Level 3 units</b>						
00007	Text Production - Screen Reader	Y/501/5820	T/505/7105	6	3	60
03932	Text Production	A/501/4210	H/505/7102	6	3	60
Closed	Cynhyrchu Testun	A/501/4210	H/505/7102	6	3	60
03933	Audio Transcription	Y/501/6501	J/505/7108	5	3	50
03934	Document Presentation	K/501/4218	No change	6	3	60
03935	Legal Word Processing	J/501/4212	K/505/7103	6	3	60
03936	Shorthand Speed Skills	L/501/4213	A/505/7106	6	3	60
03937	Speed Keying	R/501/4214	F/505/7107	5	3	50
03938	Word Processing	M/501/4219	M/505/7104	6	3	60
Closed	Prosesu Geiriau	M/501/4219	M/505/7104	6	3	60

## 3.4 OCR Level 2 Diploma in Administration (Business Professional)

### Rules of combination

This Diploma requires a minimum of 37 credits.

10 credits must come from the mandatory units in Group 1.

A minimum of 9 credits must come from the optional units in Group A.

The remaining 18 credits can be from any of the optional units (Groups A and/or B).

Barred combinations apply to the units in Group B; see section 3.5 for details.

### Equivalencies

Old unit reference numbers (URNs) are equivalent of new URNs, as detailed in the following table.

### Text Processing (Business Professional) withdrawal

Following the withdrawal of the Text Processing units in 2017, learners taking Administration (Business Professional) will still be able to use any prior achievement of Text Processing units for certification.

<b>Table of units for Level 2 Diploma</b>						
<b>OCR Unit No</b>	<b>Unit Title</b>	<b>Old URN</b>	<b>New URN</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
<b>Group 1 –Mandatory units</b>						
<b>06</b>	Working in administration	M/502/4703	A/505/7011	6	2	60
<b>07</b>	Written business communication	F/502/4706	L/505/7045	4	2	40
<b>Group 2 - Optional units</b>						
<b>Group A – Administration (Business Professional) units</b>						
<b>Level 2 units</b>						
<b>08</b>	Career planning in administration	D/502/4714	R/505/7046	5	2	50
<b>09</b>	Communicate with customers	H/502/4715	D/505/7048	3	2	30
<b>10</b>	Teamwork in administration	K/502/4716	D/505/7051	3	2	30
<b>11</b>	Financial transactions	R/502/4712	H/505/7052	3	2	30
<b>12</b>	Organise business travel and accommodation	Y/502/4713	K/505/7053	4	2	40
<b>13</b>	Organise meetings	M/502/3826	No change	3	2	30
<b>14</b>	Handling diary systems	T/502/3827	Y/505/7114	3	2	30
<b>Level 3 units</b>						
<b>17</b>	Supporting recruitment and selection procedures	D/502/3854	T/505/7055	4	3	36
<b>18</b>	Verbal communication in business	Y/502/3853	A/505/7056	4	3	36
<b>19</b>	Support business meetings	H/502/3855	F/505/7057	3	3	27
<b>20</b>	Organise a business event	K/502/3856	J/505/7058	4	3	36
<b>21</b>	Reviewing and developing office procedures	M/502/3857	L/505/7059	6	3	54

OCR Unit No	Unit Title	Old URN	New URN	Credit	Level	GLH
22	Carry out research and prepare a report	T/502/3858	F/505/7060	4	3	36
23	Legislation affecting organisations	A/502/3859	J/505/7061	3	3	27
24	Working in an administration team	T/502/3861	L/505/7062	5	3	45
<b>Group B</b>						
<b>Level 1 Administration (Business Professional) units</b>						
03	Making & receiving calls	T/502/4007	No change	2	1	20
04	Welcome visitors	M/502/4006	No change	2	1	20
05	Handling mail	A/502/4008	No change	2	1	20
<b>Level 2 Text Processing (Business Professional) units</b>						
00005	Text Production - Screen Reader	Y/501/6322	L/505/7093	5	2	50
06975	Text Production	R/501/6318	M/505/7152	5	2	50
<b>Closed</b>	Cynhyrchu Testun	R/501/6318	M/505/7152	5	2	50
06976	Audio-Transcription	K/501/4221	F/505/7088	4	2	40
06977	Business Presentations	R/501/4231	A/505/7090	5	2	50
06978	Document Presentation	Y/501/4232	J/505/7092	5	2	50
06980	Legal Audio-Transcription	F/501/4225	R/505/7094	5	2	50
06994	Mailmerge	Y/501/4229	F/505/7091	5	2	50
06995	Medical Audio-Transcription	J/501/4226	A/505/7087	5	2	50
06996	Medical Word Processing	L/501/4227	J/505/7089	5	2	50
06997	Shorthand Speed Skills	M/501/4222	D/505/7096	5	2	50
06998	Speed Keying	T/501/4223	Y/505/7095	4	2	40
06999	Word Processing	A/501/4224	T/505/7086	5	2	50
<b>Closed</b>	Prosesu Geiriau	A/501/4224	T/505/7086	5	2	50
<b>Level 3 Text Processing (Business Professional) units</b>						
00007	Text Production - Screen Reader	Y/501/5820	T/505/7105	6	3	60
03932	Text Production	A/501/4210	H/505/7102	6	3	60
<b>Closed</b>	Cynhyrchu Testun	A/501/4210	H/505/7102	6	3	60
03933	Audio Transcription	Y/501/6501	J/505/7108	5	3	50
03934	Document Presentation	K/501/4218	No change	6	3	60
03935	Legal Word Processing	J/501/4212	K/505/7103	6	3	60
03936	Shorthand Speed Skills	L/501/4213	A/505/7106	6	3	60
03937	Speed Keying	R/501/4214	F/505/7107	5	3	50
03938	Word Processing	M/501/4219	M/505/7104	6	3	60
<b>Closed</b>	Prosesu Geiriau	M/501/4219	M/505/7104	6	3	60

### 3.5 Barred combinations

Barred combinations are units that cannot be counted together as part of the rule of combination. For these qualifications they only relate to the Text Processing units in Group B.

Candidates may not count the credit from multiple units covering similar content. Therefore the credit from only one unit from each of the following topics, regardless of level, may be used towards a Level 2 Certificate or Level 2 Diploma in Administration (Business Professional):

- Topic A: Text Production, Text Production – Screen Reader, Cynhyrchu Testun
- Topic B: Word Processing, Prosesu Geiriau, Medical Word Processing, Legal Word Processing
- Topic C: Audio-transcription, Medical Audio-transcription, Legal Audio-transcription
- Topic D: Speed Keying
- Topic E: Shorthand Speed Skills
- Topic F: Document Presentation

The following table lists the units in these qualifications that are barred with other units of similar content. Please see the table of units in the Rules of combination for a full list of the old and new unit reference numbers.

OCR unit No	Unit Level	Unit title	URN
<b>Topic A</b>			
06975	2	Text Production	M/505/7152
00005	2	Text Production - Screen Reader	L/505/7093
Closed	2	Cynhyrchu Testun	M/505/7152
03932	3	Text production	H/505/7102
00007	3	Text Production - Screen Reader	T/505/7105
Closed	3	Cynhyrchu Testun	H/505/7102
<b>Topic B</b>			
03935	3	Legal Word Processing	K/505/7103
06996	2	Medical Word Processing	J/505/7089
06999	2	Word Processing	T/505/7086
03938	3	Word Processing	M/505/7104
Closed	2	Prosesu Geiriau	T/505/7086
Closed	3	Prosesu Geiriau	M/505/7104
<b>Topic C</b>			
06976	2	Audio-Transcription	F/505/7088
03933	3	Audio-Transcription	J/505/7108
06980	2	Legal Audio-Transcription	R/505/7094
06995	2	Medical Audio-transcription	A/505/7087
<b>Topic D</b>			
06998	2	Speed Keying	Y/505/7095
03937	3	Speed Keying	F/505/7107
<b>Topic E</b>			
06997	2	Shorthand Speed Skills	D/505/7096
03936	3	Shorthand Speed Skills	A/505/7106
<b>Topic F</b>			
06978	2	Document Presentation	J/505/7092
03934	3	Document Presentation	K/501/4218

## 3.6 Equivalencies

---

Equivalencies specify when a candidate can count credits from units achieved in other qualifications in place of units identified in the qualification's rule of combination.

For these qualifications candidates' achievement of units with the old unit reference numbers will be recognised as the equivalent of new unit reference numbers. Please see the table of units in the Rules of combination for a full list of the old and new unit reference numbers.

## 3.7 Exemptions

---

These specify any exemption from the requirement to achieve credit for units that candidates can claim, based on certificated achievement and deemed to be of equivalent value to the unit or units identified.

There are no exemptions for these qualifications.



## 4 Centre assessor and internal standardisation requirements

This section relates only to the Administration (Business Professional) units and provides information on centre assessor and internal standardisation requirements for moderated qualifications.

### 4.1 Assessment centre requirements

---

Tutors should have the relevant level of subject knowledge and skills to deliver these qualifications.

Tutors must make sure that the supporting knowledge, understanding and skills requirements for each learning outcome are fully addressed, so that candidates can effectively progress towards meeting the requirements of each assessment criterion.

The teaching content/exemplification contained within each unit is not exhaustive. This may be expanded or tailored to particular contexts in which the unit is being taught or to meet the interests and needs of the candidates.

We recommend that teaching and development of subject content and associated skills be referenced to real life situations, using appropriate work-based contact, vocationally experienced delivery personnel, and real life case studies.

### 4.2 Centre Assessor responsibilities

---

The centre assessor is normally the course tutor and is responsible for assessing candidates' evidence.

If you have more than one centre assessor we expect you to make sure that the quality and standard of assessment is consistent (see section 4.3).

Your centre is responsible for identifying staff that are able to act as assessors. We require assessors to have the relevant level of subject knowledge and skills to deliver these qualifications and to assess candidates' work in accordance with the unit specifications and any assessment requirements. Where centre assessment fails to meet national requirements, as determined by the learning outcome and assessment criteria of the unit(s), the unit or claim may be withdrawn.

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.

Assessors must:

- judge candidates' work against the assessment criteria identified in the units and the Model Assignments
- identify valid and sufficient evidence (by annotating the evidence)
- ensure candidates' work is authentic (see section 5.7)

- identify gaps in evidence and ensure gaps are filled before the unit is sent to the OCR moderator
- give feedback to candidates
- liaise with other assessors in the centre to ensure assessment decisions are to the required standard
- confirm candidate achievement by completing and signing the required OCR documentation, i.e. Witness Statement Forms, Learner Evidence Checklist, Submission Cover Sheets
- ensure copies of candidates' work are saved before submission in case work is lost in the post. Please note we do not return work
- maintain records of candidates' achievements which would be needed in the event of any submission or results enquiries.

Centre-assessed work is posted or submitted electronically to the OCR moderator for moderation so that we can sample it, in order to ensure that standards are met.

### 4.3 Centre standardisation for multiple assessors

---

If your centre has a number of assessors for these qualifications we recommend best practice is to carry out internal quality assurance and standardisation to ensure all work is assessed to the required standard.

If you are the only assessor in your centre for this qualification then best practice is to ensure that your assessment decisions are standardised. An example would be to ask another assessor in your centre to review a sample of your assessment decisions.

In order to maintain a consistent approach to internal standardisation, a centre co-ordinator **could** be nominated. The centre co-ordinator would then be responsible for:

- ensuring that all assessors are assessing to the required standard
- arranging regular standardisation meetings
- ensuring cross-moderation of work between assessors
- maintaining records of the outcome of cross-moderation activities
- advising centre assessors of any discrepancies in assessment
- suggesting ways in which assessment may be brought into line to meet the required standard
- confirming where internal standardisation has happened by signing the required OCR documentation in the appropriate place, e.g. the internal standardisation report form.

## 5 Assessment and postal moderation

This section relates only to the Administration (Business Professional) units and covers the assessment. These units are internally assessed by your assessors and quality assurance personnel and externally moderated by OCR.

### 5.1 Initial assessment of candidates

---

It is important that you carry out an initial assessment to identify candidates' level of competence, knowledge and understanding and any potential gaps that need to be addressed. This will help you and candidates to identify optional units which they might find most appropriate.

See section 10.10 for recognition of prior learning.

### 5.2 How these qualifications are assessed

---

Administration (Business Professional) units are:

- assessed by model assignments (see section 5.4)
- assessed by your assessors and quality assurance personnel, e.g. teachers, tutors
- externally moderated by OCR
- Pass or Fail.

Please note we use the term moderator throughout this handbook. On Interchange you will see the term examiner-moderator.

Assessment of this qualification will be carried out in accordance with the appropriate codes of practice approved and published by the regulatory authorities.

### 5.3 Suitable to the needs of the candidate

---

We have tried to make sure that achievement of these qualifications is free from constraints outside the requirements of the units.

For candidates who have access requirements see 'Access arrangements including special consideration' (see section 10.11).

If you think that any aspect of these qualifications unfairly restricts access and progression, please contact our Customer Support Centre by phone: 024 76 851509 or by email at [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk).

## 5.4 Model assignments

---

OCR has produced a model assignment for each of the Administration (Business Professional) units in this suite. Each model assignment is self-contained and includes a set of tasks which addresses all of the assessment criteria in the unit.

Centres may choose to:

- use the OCR-devised model assignment as an entire, holistic assessment for an individual unit.
- tailor the OCR-devised assignment to suit individual candidate need. Centres should note that no changes to the assessment criteria are permitted. You can, however, contextualise or amend the scenario to reflect the situation of an individual candidate or cohort of candidates.
- use the OCR-devised model assignment as a benchmark for devising their own assignment to use for the assessment of candidates.

If modifications are made to the model assignment it is up to the centre to ensure that all the assessment criteria are adequately covered. A copy of the amended/contextualised scenario and any other details that have been changed must be sent to the OCR moderator when units are sent for moderation.

Each model assignment consists of:

- a scenario and tasks which the candidate has to complete
- guidance for the tutor on what the candidate needs to do as well as a checklist of types of acceptable evidence
- tracking and recording documentation Learner Evidence Checklist.

Please note: some units/model assignments include specific evidence requirements, for example the written communication units (units 2, 7 and 15) call for a specific number of documents to be produced. Any adaption to model assignments must retain specific requirements.

If you adapt a model assignment, you should ensure the evidence produced by the candidates covers a similar range and depth as would be produced by following the OCR model assignment.

The OCR-devised model assignments may not be used as practice material, but centres may use these as a benchmark to devised suitable practice material.

**The model assignments can be downloaded from qualification [webpage](#).**

## 5.5 Evidence

---

When a portfolio of evidence is produced, this must meet all evidence and assessment requirements and assessment criteria contained within the unit(s). This must be accompanied by a Learner Evidence Checklist detailing where the appropriate evidence can be found and the requirements have been met.

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

Where permitted by the unit specification, the work of individual candidates may be informed by working with others, for example, in undertaking research, but candidates must provide an individual response as part of any task outcome.

Some of the practical assessment criteria may also be evidenced through real work which could be through your centre assessor or an expert witness observing the candidate in the workplace, or in the form of real work products to evidence specific assessment criteria.

We require all documentation produced as evidence for these qualifications to be fit for purpose. It is assumed, that as these are business qualifications, everything produced by the candidate will be fit for purpose in the workplace and understandable to the assessor and the OCR moderator.

Candidates must not reference another individual's personal details in any evidence produced for summative assessment. It is the candidate's responsibility to make sure evidence that includes another individual's personal details is anonymised to comply with the Data Protection Act.

## Learner Evidence Checklists

---

A Learner Evidence Checklist is located at the back of each Model Assignment. When you are satisfied that the candidate has met all of the requirements for the unit, you must confirm this by signing the Learner Evidence Checklist for the unit to show that the assessment process is complete. Where the Learner Evidence Checklist is submitted electronically, the insertion of the tutor's name fulfils the same purpose.

If you adapt the model assignment or use real work as evidence you must produce an evidence checklist to identify which piece of evidence meets which assessment criterion. This should be sent to the moderator with the evidence.

## Type of evidence

---

Evidence can take many forms, for example, written work, audio/visual recordings, digitally formatted documents, a product or photographs (of a product).

## 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 the centre 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 a centre assessor is confident that a candidate is competent or not. Centre assessors must be convinced that candidates working on their own can work independently to the required standard..

## 5.6 Witness statements / Tutor observation

---

The witness must not be an individual related to the candidate and must be in a position to make valid comments about their performance, e.g. tutors, assessors or workplace supervisors.

It is not acceptable for the candidate to produce written witness statements for witnesses to sign.

A witness statement is used to support work or to support evidence sourced from confidential or sensitive material, e.g. data protection. It should not be used to evidence achievement of a whole unit.

Witness statements can be made verbally to the centre assessor, transcribed or recorded and submitted as evidence.

It is not appropriate for a witness statement to contain a list of the skills to which it relates. Witnesses must direct the information in the statements to describing what the candidate did. The centre assessor will then judge whether the candidate's activities demonstrate they meet the standards.

Witness statements must include the following:

- the candidate's name
- the date, time and venue of the activity
- a description of the activities performed by the candidate
- the date the statement was written
- a description of their relationship to the candidate
- the witness' signature and job title
- the witness' contact details (such as telephone number).

Where a witness statement might be required, for a unit, we have provided a template as part of the assignment materials. This is available to download from the qualification [webpage](#). Your centre should use these forms or a suitable alternative.

## 5.7 Authentication

---

Tutors/assessors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the tutor/assessor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the tutor/assessor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for tutors/assessors to check authenticity of the work and provide general feedback.

Where permitted by the specification, the work of individual candidates may be informed by working with others, for example, in undertaking research, but candidates must provide an individual response as part of any task outcome.

## Plagiarism

---

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources.

## Resubmitting work for assessment

---

If the tutor/assessor and the candidate feel they have not performed at their best during the assessment, the candidate can, at the tutor's/assessor's discretion, improve their work and resubmit it for assessment. The tutor/assessor must ensure it is in the candidate's interests to reattempt the assessment.

Whilst there are no restrictions on the number of times that a candidate can resubmit evidence, it is the responsibility of the tutor/assessor to ensure that the details of any feedback and guidance are clearly recorded. Any advice to individual candidates over and above that given to the class as a whole should be recorded.

Centres must not encourage multiple resubmissions of work. Resubmission at the centre assessment stage is intended to allow the candidate to reflect on feedback and improve, but not to be an iterative process where they make small modifications through ongoing feedback to eventually achieve the desired level.

## 5.8 Submitting claims

---

There are no specific deadlines for making certification claims; however, it is important only to make claims when you are confident that the requirements for the unit have been met.

Claims should not be made unless, in the final opinion of your centre, the evidence meets the requirements for certification.

### 5.8.1 Postal submissions

---

When sending the work through the post you **must** include:

- a printout of the full claim from Interchange
- a submission cover sheet for each candidate which can be downloaded from the [qualification page](#)
- the Learner Evidence Checklist
- all relevant evidence.

Your centre should clarify any assessment queries with OCR before submitting claims for centre-assessed work. **The moderation process must not be used as a means of obtaining a second opinion on assessment decisions.**

Centre assessed units should not be submitted to the moderator unless your assessor is satisfied that all the necessary criteria for an award of the unit have been met by the candidate.

Do not submit evidence in folders or plastic pockets but staple together evidence sheets in an appropriate order.

You **must** send the work to the moderator within 24 hours of submitting the claim via Interchange. Certificates will normally be issued 21 working days after correctly submitting your candidate work to the moderator.

You should make sure that work for each Interchange claim is packaged separately: do not submit work for more than one claim in the same package. We recommend that you use a secure form of delivery to send the candidates' portfolios to your allocated moderator.

Please note we:

- **cannot take responsibility for any work lost in transit**
- **are unable to return candidate work to your centre, so we strongly recommend that you take a copy before submitting evidence**
- **will not return originals or copies of portfolios and they will be destroyed after six months.**

The OCR moderator will check that each assessment criterion for an individual unit has been satisfactorily evidenced. Work that is incomplete, or misses out on fully evidencing one or more assessment criterion, should not be sent to the moderator as the unit has not been passed until all assessment criteria are fully evidenced.

OCR does not place a limit on the number of attempts candidates are permitted at tasks in the assignments before the unit is sent to the moderator. Centres and assessors should use professional judgement in the amount of help they give to the candidate in completing the tasks – reasonable guidance is acceptable but should remain limited, particularly at higher levels.

When candidates have completed all the tasks in the assignment, the centre assessor (usually the teacher/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.

## 5.8.2 Electronic submissions (email)

---

When sending the work electronically you **must** include:

- a copy of the full claim from Interchange
- a submission cover sheet for each candidate which can be downloaded from the [qualification page](#)
- the Learner Evidence Checklist
- all relevant evidence.

You should clarify any assessment queries with OCR before making claims for centre-assessed work. **The moderation process must not be used as a means of obtaining a second opinion on assessment decisions.**

Centre assessed units should not be submitted to the moderator unless your centre assessor is satisfied that all the necessary criteria for an award of the unit have been met by the candidate.

You **must** make the work electronically accessible to the moderator within 24 hours of submitting the claim via Interchange. (Certificates will normally be issued 21 working days after correctly submitting your candidate work to the moderator.)

### Electronic submissions (email) - step-by-step guide

---

**To submit work electronically to the moderator you need their 4 digit OCR mailbox address, e.g. [ocremxxxx@ocr.org.uk](mailto:ocremxxxx@ocr.org.uk). When you make entries for the qualification, see section 8.3, we will send a letter to your centre's named contact (usually your exams officer) with the name, postal address and OCR mailbox address of your assessor. If you are unable to locate this information please contact our customer contact centre by phone: 024 76 851509 or by email at [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk).**

Candidate evidence can be emailed direct to this address as soon as the unit(s) are claimed on Interchange.



The subject heading should include the **centre number, scheme/entry code and claim number** as indicated on Interchange. Each email should only contain the evidence of one claim number (see point 8 below/overleaf about size limitations).

Follow these guidelines:

1. You need to include a copy of the whole claim from Interchange.
2. Create one folder for each candidate and include:
  - the Submission Cover Sheet
  - the Learner Evidence Checklist
  - the relevant evidence files.
3. If you are submitting more than one unit, create a sub-folder for each unit and include the Submission Cover Sheet in the main folder. The Learner Evidence Checklist should also be included in the sub-folder for each unit.
4. Ensure all files show evidence of the assessor's marking.
5. Evidence can be scanned to show marking.
6. If evidence is scanned, scan all pages the correct way (it is difficult to view pages on screen if they are scanned upside down). Also, scan prints in the correct sequence.
7. We accept any pdf, rar, zip, MS Office files (any version).
8. Size should be restricted to 10mb per email. If it is any larger, it should be split between emails and clearly labelled, e.g. **email 1 of 2, email 2 of 2**, etc.
9. Not all software packages are available to moderators; therefore, you can provide a screen shot of candidate evidence and put it into a word document.

### 5.8.3 Submissions using e-portfolios

---

**To submit work electronically to the moderator you need their 4 digit OCR mailbox address, e.g. [ocremxxx@ocr.org.uk](mailto:ocremxxx@ocr.org.uk). When you make entries for the qualification, see section 8.3, we will send a letter to your centre's named contact (usually your exams officer) with the name, postal address and OCR mailbox address of your assessor. If you are unable to locate this information please contact our customer contact centre by phone: 024 76 851509 or by email at [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk).**

If your centre is using an e-portfolio to organise the candidate's work, you can email your-moderator's OCR mailbox, giving them login details and instructions on how to navigate around the site. It is important to send the moderator this information each time you make a claim. The login details will also be required to make access available to other individuals, as advised by us, for quality assurance purposes. You **must** ensure that the work in the portfolio is accessible for a minimum of six months for quality assurance and in the event of a results enquiry. After this time the portfolios can be removed.

Follow these guidelines:

- Ensure that the Submission Cover Sheet and the Learner Evidence Checklist are included in the portfolio.
- Ensure that final candidate evidence is easy to find. Moderators will not have time to read through practice tasks in order to identify the final version.
- Ensure that all candidate evidence for each unit is contained within the same folder.

Please follow points 4-7 and 9 in the section on Electronic Submissions:

- Marking of candidate work can be submitted on a separate document.
- Size should be restricted to 10mb per file as otherwise it takes too long for the moderator to download.

**N.B. The moderator's OCR mailbox can only be used to send candidate evidence or to advise about e-portfolio login and navigation. It must not be used to ask questions, or enter into any other dialogue. Supplementary information or explanations to the moderator must not be provided in the email.**

For enquiries relating to these qualifications, contact our Customer Contact Centre by phone: 024 76 851509 or by email at [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk) .

## 5.9 External moderation – how it works

---

Candidate work is submitted to the allocated OCR moderator who will moderate your centre assessment decisions in order to ensure that standards are being met. This is achieved through systematic sampling and the assessment decisions of each centre assessor submitting work will be sampled.

The moderation works on a process of sampling where any errors found in your assessment are subsequently checked for all candidates. This system is well established as a highly accurate method of moderation. If however, substantial errors are found in your assessment, the accuracy of the sampling procedure may become questionable, in which case we extend the sample and will potentially moderate all evidence within the claim.

A sanction will be applied where the work submitted does not meet the required standards. Any units which have not met the standards will be withdrawn.

The moderator will complete a centre feedback report for the claim; this will be available to view on Interchange, unless the whole claim is withdrawn. If our moderator has withdrawn the whole claim, rather than just individual candidates, we will send you the report directly (not via Interchange). If your centre assessment is satisfactory, arrangements will be made for certification.

If a moderator is unable to process a unit because work is missing, or it has not been claimed on Interchange, or the documentation is incorrect, a Centre Request Letter is forwarded to your centre by OCR Operations. You should provide the information on receipt of this letter so that moderation can take place. If you do not respond promptly it may result in withdrawal of all or part of the claim. A delayed response may also result in certificates not being received within the published timescales.

If the unit is withdrawn a new claim will need to be made when the evidence is re-submitted.

**Please note we will not return originals or copies of portfolios. They will be retained for six months for quality assurance purposes or for reference in the event of a results enquiry. After this time the portfolios will be destroyed.**

Moderators are not permitted to enter into direct contact with your centre. In no circumstances must your centre attempt to contact your moderator in any way other than through posting or emailing candidate work to the address provided to them by OCR. Any queries concerning the units or assessment must be directed to [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk) or contact us by phone on 024 76 851509.

## 5.10 Centre feedback reports

---

Once moderation is complete, the moderator will produce a centre feedback report for each claim. This form is a multi-purpose document which is used to:

- record any adjustments to your centre's assessment or administration
- provide feedback to your centre on possible issues with your centre's assessment or administration.

**To view the report, log in to Interchange. Hover over 'Centre information' and then click on 'examiner-moderator reports'.**

The content of this report is intended to be a constructive and essential part of the standardisation process designed to ensure consistent assessment nationally. This report will detail any changes to the results awarded by your centre, giving reasons and examples where appropriate for all units. If your centre assessment is satisfactory, arrangements will be made for certification.

Where several claims have been submitted for the same scheme code, on the same day, a single report may cover all claims.

## 5.11 Reporting suspected malpractice

---

It is the responsibility of the Head of Centre<sup>1</sup> to report all cases of suspected malpractice involving centre staff or candidates. A JCQ Report of Suspected Malpractice form (JCQ/M1 for candidate suspected malpractice or JCQ/M2a for staff suspected malpractice) is available to download from the [JCQ website](#) and should be completed as soon as possible and emailed to [malpractice@ocr.org.uk](mailto:malpractice@ocr.org.uk).

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

Further information regarding reporting and investigating suspected malpractice and the possible sanctions and penalties which could be imposed, is contained in the JCQ publication: *General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments*; this is available from the [JCQ website](#). Centres may also like to refer to the [OCR Website](#) for more details.

---

<sup>1</sup> This is the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, e.g. the Head Teacher or Principal of a school/college. The Head of Centre accepts full responsibility for the correct administration and conduct of OCR exams

## 6 Text Processing units and assessment

### **Text Processing (Business Professional) withdrawal**

Following the withdrawal of the Text Processing units in 2017, learners taking Administration (Business Professional) will still be able to use any prior achievement of Text Processing units for certification.

Prior achievement of Text Processing units will automatically be counted towards the Administration (Business Professional) qualification when you make a claim using their OCR candidate number.

# 7 Support

## 7.1 Free resources

---

The following materials are available on our website:

- This centre handbook
- The units
- Support materials:
  - Unit 6 and 7 sample scheme of work
- Assignment materials:
  - Model Assignments with Learner Evidence Checklist
  - Witness statements
- Forms:
  - Internal standardisation form
  - Submission cover sheet.

## 7.2 Model assignments

---

Model assignments are provided for all of the Administration (Business Professional) units.

The model assignments may be used to provide evidence for the unit. Alternatively, you may wish to adapt the assignment or devise your own assignment for the purposes of assessment. It is the centre's responsibility to ensure that any adaptations made to a model assignment allow candidates to meet all the assessment criteria and provide them with sufficient opportunity to demonstrate achievement across the unit (see section 5.4).

The model assignments are available to download from the Assignment Materials section on the [qualification webpage](#).

## 7.3 Interchange

---

Interchange has been designed to help you to carry out day-to-day administration functions online, quickly and easily. The site allows you to buy candidate entries, make claims, see the progress of your claims and read centre feedback. In addition, you will have immediate and free access to candidate information. To find out more, see the [Administration page](#).

## 7.4 Professional Development Programme

---

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

To find out more about professional development, please visit our [website](#)..

## 7.5 Documents referred to in this handbook

---

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

## 8 Certification

Candidates who achieve the full qualification will receive:

- a unit certificate listing the unit or units achieved, with their related credit value and the unit reference number(s), and
- a certificate stating the full qualification title and the qualification number.

Candidates who achieve 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.

### 8.1 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. See the Administration area <http://www.ocr.org.uk/administration/> for full details.

For details on how to make online claims, see the step-by-step guide - [Making online claims for vocational qualifications](#).

### 8.2 Replacement certificates

---

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

## 9 Other information

### 9.1 Avoidance of bias

---

We have taken great care in the preparation of these qualifications to avoid bias of any kind. Special focus is given to the eight strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

### 9.2 Regulatory requirements

---

We will assess these qualifications in accordance with the regulator's General Conditions of Recognition.

### 9.3 Language

---

We will provide handbooks, assessments and supporting documentation in English. Only answers provided in English will be assessed.

### 9.4 Mode of delivery

---

You are free to deliver these qualifications using any mode of delivery that meets the needs of your candidates. Whatever mode of delivery is used, you must ensure that candidates have appropriate access to the resources identified in this handbook and units.

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

We do not specify the mode of study or a time limit for the achievement of these qualifications other than the last entry/last certification dates. 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.

Your centre should ensure that appropriate physical resources are made available to candidates.

Your centre must provide appropriate assessment facilities for candidates that comply with our regulations stated in the Administration area <http://www.ocr.org.uk/administration/>.



## 9.5 Delivery in Wales and 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 neutral terms have been used so that candidates may apply whatever is appropriate to their own situation.

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

## 9.6 Recognition of Prior Learning (RPL)

---

Recognition of prior learning (RPL) is the process for recognising learning that never received formal recognition through a qualification or certification. This includes knowledge and skills gained in school, college or university and outside formal learning situations. Evidence can draw on any aspect of a candidate's prior experience including:

- domestic/family life
- education
- training
- work activities
- voluntary activities.

We encourage the use of RPL and your centre should advise learners that they can bring forward any relevant learning (gained either informally or formally) so that it can be assessed against the assessment criteria specified in the unit, or units, the learner aims to complete. It is important that your centre make it clear to learners that the RPL process is concerned with how the learner has acquired the knowledge, understanding or skills, it does not mean the learner is exempt from the assessment e.g. mandatory exams, practical/theory tests or assignments.

The currency of knowledge and ability is often important when recognising skills and competences. Where assessment is devolved to centres through assignments or portfolio-building, centre staff must judge the relevance of prior learning in all its aspects (including currency) to the qualification being assessed, before we will quality assure and authorise certification.

Evidence obtained through the RPL process must be assessed, to the same rigorous quality as evidence obtained through any other process.

## 9.7 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](http://www.jcq.org.uk).

If you have candidates who need a post-examination adjustment to reflect temporary illness, indisposition or injury at the time the assessment was taken, please read the JCQ document *A guide to the special consideration process*.

For further guidance on access arrangements and special consideration refer to the Exams Officers area of the [OCR website](#).

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

## 9.8 Wider issues

---

These qualifications provide opportunities for you to develop candidates' understanding of wider issues: spiritual, moral, ethical, social, legislative, economic and cultural issues as well as an awareness of sustainable development, health and safety considerations and European developments consistent with international agreements.

Tutors delivering a programme of learning leading towards these qualifications will have opportunities to develop candidates' understanding, for example through:

- Unit 9 – Communicate with customers – candidates will be able to explore what is appropriate behaviour in a work context and what are the acceptable protocols when dealing with colleagues and customers.
- Unit 11 – Financial transactions - candidates will know the importance of accuracy in recording transactions.
- Unit 14 – Handling diary systems – candidates will compare different diary systems including confidentiality issues and accessibility factors.
- All practical units should be undertaken observing the relevant health and safety regulations.

## 9.9 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](#).

# 10 Contacting us

## 10.1 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](mailto:vocational.qualifications@ocr.org.uk)

Alternatively, you could visit OCR's website at [www.ocr.org.uk](http://www.ocr.org.uk) for further information about OCR qualifications.

## 10.2 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](#).

# 11 Key updates to this handbook

Section	Title of section and change	Version and date issued
All sections	Removed references to the Qualifications and Credit Framework (QCF).	Version 04 June 2019
1.5	Qualification size – Updated information	
2	Qualification summary – Total Qualification Time (TQT) added	
4.2 and 5.5	Updated information for Centre assessors and learners to comply with the Data Protection Act	
5.5	Amount of evidence needed – Updated information	
6	Text Processing units and assessment – Updated text	
9.6	Recognition of Prior Learning (RPL)	
10	Contacting us – Updated information	
All sections	Amended reference to the Admin Guide to the new Administration area on the <a href="#">OCR website</a>  Where there is information on entering and claiming text processing units this has been amended to cover claiming only as these units are closed for entry.	Version 03 June 2017
1	1.4 Funding - information and links updated 1.6 Performance figures information updated	
2	Section 3, 4 and 5 – all references to the closure of entries in the medium of Welsh in 2015 have been deleted	
3	5.5 Type of evidence – information updated	
4	5.7 Authentication , information updated	
5	5.11 Centre malpractice guidance – information updated	
6	Section 6 – updated to cover claiming and assessment only as these units are closed for entry.	
7	9.5 Regulatory requirements – information updated	
8	9.10 Access arrangement and special consideration – information updated	
9	9.11 Unique Learner Numbers and the Personal Learning	

	Record – information updated	
10	Administration arrangements – section deleted	
11	Multiple certificates recognising candidate achievement – information deleted	