

Business and ICT

Level 1 First Award

Level 1 Award

Level 1 Certificate

Centre Handbook

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1 Introduction

This Centre Handbook provides information for centre staff involved in the planning, delivery, assessment or moderation of the following qualifications which have been accredited onto the National Qualifications Framework (NQF) at Level 1 and are part of the OCR Nationals suite of qualifications:

OCR Level 1 National First Award in Business and ICT

03631

OCR Level 1 National Award in Business and ICT

03632

OCR Level 1 National Certificate in Business and ICT

03633

It is important that centre staff involved in the delivery, assessment or moderation of the above qualifications understand the requirements laid down in this handbook. Centres should therefore ensure that staff have access to this publication.

An electronic copy of this handbook is provided on CD Rom free to all centres on centre approval. It is also available to download from our website www.ocr.org.uk.

1.1 Documentation updates

The information provided in this Centre Handbook was correct at the time of production. Occasionally OCR may update this information. Please refer to the updates section of the relevant qualification on our website www.ocr.org.uk for details regarding amendments made to this handbook. For your convenience, the latest amended version of this handbook is available electronically for downloading from the OCR website.

1.2 OCR Nationals suite of qualifications

The OCR Nationals suite of qualifications provides candidates with high quality, industry-relevant qualifications geared to the specific requirements of key sectors. They are vocationally-related qualifications that provide valuable opportunities for individuals to develop skills and gain underpinning knowledge and understanding which will support entry into work or progression to further studies through Further Education or Higher Education. The OCR Nationals are attractive, practically-based qualifications intended to stimulate and interest candidates. They support achievement of Key Skills and relate to national occupational standards thereby providing an ideal progression to National Vocational Qualifications (NVQs) once individuals are in suitable employment.

1.3 Administration arrangements for these qualifications

A separate publication, the *Administrative Guide to OCR Nationals* (code A028), provides full details of the administration arrangements for these qualifications. The administrative guide is issued free on centre approval and is available on our website.

1.4 If centre staff have queries

This Centre Handbook and the *Administrative Guide to OCR Nationals* (code A028) contain all the information needed to deliver, assess, moderate and administer these qualifications. If centre staff have any queries about these qualifications that are not answered in these publications, they should refer to the section [Further support and information](#) for details of who to contact for further support.

2 General Information

2.1 Qualification profile

Title	OCR Level 1 National First Award in Business and ICT			
OCR code	03631			
Level	This qualification has been accredited onto the National Qualifications Framework (NQF) at Level 1.			
QAN	100/3889/9 (Qualification Accreditation Number)			
Age group approved	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
This qualification is suitable for	<p>Those who wish to embark on the first block of learning needed for the attainment of the Level 1 National Certificate. Candidates will gain a basic introduction to skills, knowledge and understanding within the business and ICT sector and develop their personal skills in team-working and career planning. This qualification provides a direct route to the Level 1 National Award.</p> <p>This qualification is also suitable for those wishing to gain a Level 1 qualification to support further study in FE.</p>			
Entry requirements	There are no formal entry requirements for this qualification.			
Qualification structure	To achieve this qualification, candidates must complete a total of four mandatory units.			
Assessment and grading	All units are centre-assessed and externally moderated by OCR. There are no timetabled exams for this qualification; candidates may complete units at a time that suits the centre. The full award and units from this qualification are graded as Pass, Merit or Distinction.			
Funding	<p>This qualification has been accredited onto the NQF and, as such, is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above.</p> <p>For information on qualifications approved by the Secretary of State see the DfES websites:</p> <p>http://www.dfes.gov.uk/section_96</p> <p>http://www.dfes.gov.uk/section_97</p>			
Performance figures	For information on this qualification's contribution to performance measurement please see QCA's National Database of Accredited Qualifications (NDAQ): http://www.accreditedqualifications.org.uk			
National occupational standards	This qualification relates to national occupational standards in business and ICT-related areas at Level 1. Mapping to the relevant standards is provided within the Centre Handbook.			
Key Skills	Signposting to Key Skills is provided within the Centre Handbook.			
Last entry date*	31 August 2009			Revised date:
Last certification date*	31 August 2010			Revised date:

*OCR will inform centres of changes to these dates. All centre records must be updated accordingly.

Title	OCR Level 1 National Award in Business and ICT			
OCR code	03632			
Level	This qualification has been accredited onto the National Qualifications Framework (NQF) at Level 1.			
QAN	100/3890/5 (Qualification Accreditation Number)			
Age group approved	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
This qualification is suitable for	Those who wish to embark on the first and second blocks of learning needed for the attainment of the Level 1 National Certificate. Candidates will gain a basic introduction to skills, knowledge and understanding within the business and ICT sector and develop their personal skills in team-working, career planning and communication. Candidates will further develop knowledge, understanding and skills within specific vocational sectors through the introduction of sector-specific optional units. This qualification provides a direct route to the Level 1 National Certificate. This qualification is also suitable for those wishing to gain a Level 1 qualification to support further study in FE.			
Entry requirements	There are no formal entry requirements for this qualification.			
Qualification structure	To achieve this qualification, candidates must complete a total of eight units consisting of five mandatory units and three optional units.			
Assessment and grading	All units are centre-assessed and externally moderated by OCR. There are no timetabled exams for this qualification; candidates may complete units at a time that suits the centre. The full award and units from this qualification are graded as Pass, Merit or Distinction.			
Funding	This qualification has been accredited onto the NQF and, as such, is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above. For information on qualifications approved by the Secretary of State see the DfES websites: http://www.dfes.gov.uk/section_96 http://www.dfes.gov.uk/section_97			
Performance figures	For information on this qualification's contribution to performance measurement please see QCA's National Database of Accredited Qualifications (NDAQ): http://www.accreditedqualifications.org.uk http://www.openquals.org.uk			
National occupational standards	This qualification relates to national occupational standards in business and ICT-related areas at Level 1. Mapping to the relevant standards is provided within the Centre Handbook.			
Key Skills	Signposting to Key Skills is provided within the Centre Handbook.			
Last entry date*	31 August 2009			Revised date:
Last certification date*	31 August 2010			Revised date:

*OCR will inform centres of changes to these dates. All centre records must be updated accordingly.

Title	OCR Level 1 National Certificate in Business and ICT			
OCR code	03633			
Level	This qualification has been accredited onto the National Qualifications Framework (NQF) at Level 1.			
QAN	100/3891/7 (Qualification Accreditation Number)			
Age group approved	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
This qualification is suitable for	<p>Those who wish to gain an introduction to the skills, knowledge and understanding required to prepare for work within the business and ICT sector and develop their personal skills in aspects such as team-working, career planning, communication and problem solving. This qualification provides opportunities for specialism within the chosen sector through the achievement of specific optional units. This qualification provides a basic introduction to the sector and the structure and content provides a route to the OCR Level 2 National Certificate.</p> <p>This qualification is also suitable for those wishing to gain a Level 1 qualification to support further study in FE.</p>			
Entry requirements	There are no formal entry requirements for this qualification.			
Qualification structure	To achieve this qualification, candidates must complete a total of 12 units consisting of six mandatory units and six optional units.			
Assessment and grading	All units are centre-assessed and externally moderated by OCR. There are no timetabled exams for this qualification; candidates may complete units at a time that suits the centre. The full award and units from this qualification are graded as Pass, Merit or Distinction.			
Funding	<p>This qualification has been accredited onto the NQF and, as such, is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above.</p> <p>For information on qualifications approved by the Secretary of State see the DfES websites:</p> <p>http://www.dfes.gov.uk/section_96</p> <p>http://www.dfes.gov.uk/section_97</p>			
Performance figures	For information on this qualification's contribution to performance measurement please see QCA's National Database of Accredited Qualifications (NDAQ): http://www.accreditedqualifications.org.uk			
National occupational standards	This qualification relates to national occupational standards in business and ICT-related areas at Level 1. Mapping to the relevant standards is provided within the Centre Handbook.			
Key Skills	Signposting to Key Skills is provided within the Centre Handbook.			
Last entry date*	31 August 2009			Revised date:
Last certification date*	31 August 2010			Revised date:

*OCR will inform centres of changes to these dates. All centre records must be updated accordingly.

2.2 Target

These qualifications are typically (although not exclusively) aimed at young people aged 16-19 in full-time further education who are seeking a career in Business and ICT or wishing to further their studies at Level 1 of the National Qualifications Framework (NQF).

More mature learners wishing to make a fresh start on a course that prepares them for further learning or work involving business and ICT-related activities are equally served by these qualifications.

Individual units within these qualifications can be entered and certificated separately allowing flexibility to offer individual units alongside other programmes of learning. Candidates have the option of achieving as many or as few units as are appropriate for their own learning needs or employment situation.

These qualifications will be particularly suitable for those who wish to study in preparation for (or alongside) employment in job roles where they will be expected to use ICT, liaise with customers and carry out business operational roles.

2.3 Qualification aims

The OCR Level 1 Nationals in Business and ICT have been developed to recognise candidates' skills, knowledge and understanding of business and ICT functions, environments and operations. They have been designed to accredit candidates' achievements in a modern and practical way that is relevant to the workplace. They do not certificate competence on the job but are work-related qualifications which will support progression to an NVQ once a candidate is in the workplace.

These qualifications specifically aim to:

- 1 develop candidates' knowledge and understanding of the Business and ICT sector
- 2 develop candidates' skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the Business and ICT sector
- 3 develop candidates' ability to work autonomously and effectively in a Business and ICT context
- 4 enable candidates to develop knowledge and understanding in specialist areas of Business and ICT, and demonstrate the skills needed to participate in the operation and development of real business organisations
- 5 encourage progression by assisting in the development of skills, knowledge and understanding that candidates will need to access further programmes or occupational training on a full-time or part-time basis
- 6 encourage progression by assisting in the development of skills, knowledge and understanding that candidates will need to enter employment or enhance their current employment status
- 7 promote interaction between employers, centres and candidates by relating teaching and assessment to real organisations.

2.4 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 their requirements and match them to the needs and capabilities of individual learners before entering them as candidates for one of these qualifications. There is no requirement for candidates to achieve an entry level qualification before progressing onto these qualifications although, as a general guide, candidates with qualification profiles comparable to entry level of the National Qualifications Framework (NQF) will normally be at a level suitable for entry onto a programme leading to one of these qualifications. Individuals should be considered equally for entry whether they hold certificates easily recognisable against the NQF or present more varied profiles for consideration.

2.5 Entry restrictions

There are no restrictions on candidate entry for the full qualifications. However, these qualifications contain complementary optional units within the optional list of units. For the purpose of the National Award, only one of these units will count towards a full qualification. If candidates choose to complete more than one of these units, one will count towards achievement of the full qualification; the other will be recognised on a unit certificate but will not count towards the full qualification. For the purpose of the National Certificate, only two of these units will count towards a full qualification. If candidates choose to complete more than two of these units, two will count towards achievement of the full Certificate; the other(s) will be recognised on a unit certificate but will not count towards the full Certificate.

2.6 Progression opportunities

Progression into employment

These qualifications are designed to enable candidates to enter employment at trainee level within a wide range of business and/or ICT environments. Such candidates would normally enter employment through a work-related training programme.

For example, a candidate achieving an OCR Level 1 National Certificate in Business and ICT may:

- enter employment at trainee or operative level, eg administrative assistant, customer service assistant, computer operator, etc.
- enter employment and undertake a related NVQ at a level appropriate to the job role, eg NVQ in Administration at Level 1 or Level 2
- enter employment and undertake other related occupational qualifications.

Progression to further qualifications

These qualifications have been designed to develop the skills, knowledge and understanding required to enable progression to qualifications along the vertical and horizontal planes in the National Qualifications Framework.

For example, a candidate achieving an OCR Level 1 National Certificate in Business and ICT may:

- undertake additional Level 1 qualifications part-time or full-time in further education, eg OCR Level 1 National Certificate, GCSE Applied Business (Double Award), GCSE Applied ICT (Double Award), GCSEs in Business, GCSEs in ICT
- undertake additional Level 2 qualifications part-time or full-time in further education, eg OCR Level 2 National Award in Business, OCR Level 2 National Certificate in Business, OCR Level 2 Nationals in ICT, GCSE Applied Business (Double Award), GCSE Applied ICT (Double Award), GCSEs in Business, GCSEs in ICT

2.7 Work experience

We have not made work experience a mandatory requirement of these qualifications (although it is strongly recommended) because we accept the difficulties some candidates and centres have in gaining local access to a workplace.

2.8 Supporting candidates

Centres should ensure that candidates are informed of the title of the qualification they have been entered for and that OCR is the awarding body for their chosen qualification. To assist centres in their support of candidates, copies of candidate handouts are provided in the section [Guidance for Candidates](#). This guidance is optional for issue and may be photocopied or adapted to suit the needs of candidates and centres.

Assessors (or other centre staff) should provide guidance on what needs to be included as evidence and should help candidates plan their evidence collection. Assessors can explain what they will be looking for when they are assessing the work and it is expected that candidates will receive feedback on work-in-progress but this feedback must not extend to assisting in the completion of tasks, writing of text or detailed instructions on how to do the work.

2.9 Wider issues

These qualifications provide potential for centres to develop candidates' understanding of spiritual, moral, ethical, legislative, economic, social and cultural issues and heighten candidates' awareness of sustainable development, health and safety considerations and European developments consistent with international agreements.

Spiritual, moral, ethical, legislative, economic, social and cultural issues

Teachers and tutors delivering a course in business and ICT that supports these specifications would have opportunities to address spiritual, moral, ethical, legislative, economic, social and cultural issues throughout all units in the exploration of issues such as individual responsibility, group/team responsibility, courtesy and protocols in dealing with colleagues and customers and issues related to security and safety, including the implications of using ICT.

Environmental issues, health and safety considerations and European developments

Teachers and tutors delivering a course in business and ICT that supports these specifications would have opportunities to address health and safety issues through Units 10, 11 and 12. The issue of safe working practice should be explored through the context of understanding the health and safety requirements relevant to different business environments.

Although there are no specific requirements in relation to environmental issues and European developments, teachers and tutors would have opportunities to address all of these issues through their choice of teaching materials.

2.10 Guided learning hours

The time it will take a candidate to complete one of these qualifications will depend on a number of things, for instance, mode of study (ie whether full-time or part-time) and level of knowledge or experience on entry onto the programme of study. As a general guide, each of the units in these qualifications is likely to require approximately 30 guided learning hours (glh).

If candidates complete the OCR Level 1 National First Award in Business and ICT consisting of 4 units, 120 glh are likely to be required.

If candidates complete the OCR Level 1 National Award in Business and ICT consisting of 8 units, 240 glh are likely to be required.

If candidates complete the OCR Level 1 National Certificate in Business and ICT consisting of 12 units, 360 glh are likely to be required.

2.11 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 expiry dates for entry and certification laid down by the regulatory authorities and 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 learners 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 tutors and assessors.

2.12 Resources

These qualifications are designed to prepare candidates for employment or further study in the Business and ICT sector. The physical resources needed to support delivery and assessment should normally be of industry standard. As a minimum, the following resources are required for the delivery and assessment of these qualifications.

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

It is assumed that candidates will have access to computer facilities including internet access as well as library-based resources.

In some units there are specific resources to which candidates must have access in order to achieve the assessment objectives. These are listed below. If a unit is not listed, it has no specific resource requirements.

Units	Resources required
2 Investigating businesses and the impact of ICT	<ul style="list-style-type: none"> • Access to businesses
3 Introducing practical business and ICT skills	<ul style="list-style-type: none"> • Access to word processing software • Access to email and fax • Access to spreadsheet software • Access to internet
7 What is a business?	<ul style="list-style-type: none"> • Access to businesses
8 Communication in business	<ul style="list-style-type: none"> • Access to internet and email • Access to presentation software
9 Office administration	<ul style="list-style-type: none"> • Access to photocopier • Access to paper- and computer-based filing systems • Access to telephone
10 Working in distribution	<ul style="list-style-type: none"> • Access to distributive organisations
11 Working in manufacturing	<ul style="list-style-type: none"> • Access to manufacturing organisations
12 Working in retail and services	<ul style="list-style-type: none"> • Access to retail/service organisations
13 Introducing e-commerce	<ul style="list-style-type: none"> • Access to internet
14 Developing a new business idea	<ul style="list-style-type: none"> • Access to presentation software
15 Introduction to ICT systems	<ul style="list-style-type: none"> • Access to computer and workstation with standard software
16 Managing files and using the computer	<ul style="list-style-type: none"> • Access to computer with standard software
17 Desktop publishing	<ul style="list-style-type: none"> • Access to DTP software
18 Electronic communications	<ul style="list-style-type: none"> • Access to email
19 Presentation software	<ul style="list-style-type: none"> • Access to presentation software
20 Using the internet	<ul style="list-style-type: none"> • Access to the internet
22 Software skills for collecting data	<ul style="list-style-type: none"> • Access to spreadsheet software

In addition, each unit will contain guidance on the resources required. Staff conducting the assessment of these qualifications must understand fully the requirements of these qualifications.

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

2.13 Delivery in Wales and Northern Ireland

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

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

We will provide specifications, assessments and supporting documentation in English. Assessment for these qualifications is in English.

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

2.14 Arrangements for candidates with access-related needs

We aim to make sure that all candidates are given equal opportunity to demonstrate their attainment. Full details of the arrangements available for candidates with special assessment needs are contained in our booklet *Access to Assessment: NVQs, Vocationally-Related Qualifications (VRQs) and Other Vocational Qualifications. Regulations and Guidance relating to Candidates with Particular Requirements* (code L016).

2.15 Funding

These qualifications are accredited at Level 1 of the National Qualifications Framework and are eligible for funding under Section 96 and/or 97 arrangements. Should you require any more information on funding please contact The Learning and Skills Council.

2.16 Results enquiries and appeals

Please refer to the *Administrative Guide to OCR Nationals* (code A028).

2.17 Centre malpractice guidance

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

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

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

Further information is contained in the publication *Malpractice in Examinations and Assessment* (code R322) which is available from the Customer Contact Centre at OCR (telephone 024 76 851509).

2.18 Work-related experience

Centres will decide if work experience or work placement is to be an integral part of their OCR Level 1 Nationals programme. It is not a compulsory part of these qualifications. However, it is strongly recommended that some work-related experience be undertaken.

Work experience will enable candidates to have the opportunity to access business and ICT settings and to meet business and ICT professionals. It is recommended that, where possible, opportunities are provided for candidates to access business and ICT work settings.

Work placements are often difficult to find as so many places are being sought by candidates following other courses, for example, NVQs and other vocational programmes. Centres need to make decisions about when in the programme work experience/work placement may be appropriate.

2.19 How work-related experience may be organised

Timetabling lessons

Some of the lessons may be organised in 'double periods' that back on to a lunch hour or break time. This enables visits to be arranged to business and ICT facilities and organisations within the lesson and gives time for the candidates to get back without missing other lessons.

Organising visits

Visits might have to be arranged in one of the lessons allocated for the subject. Choose business and ICT organisations that are near to the centre, for example, a local retail park or manufacturer. Make sure all statutory rules relating to visits are covered as well as meeting the centre's own regulations.

Work experience

Liaise with the work experience co-ordinator to establish if candidates could be placed in appropriate business and ICT settings. Some candidates may have part-time employment that can be utilised, while others may have parents who work in business and ICT settings who can help to provide opportunities for work experience.

Activities week

An activities week or similar could be used to place candidates in work experience placements. This means that staff would be available to visit the candidates in the workplace.

Post-16 candidates

Sometimes post-16 candidates have two-hour blocks for study time. These could be used for work experience/work placement. This will probably mean planning individual time with the candidate and the placement.

3 Assessment

3.1 Assessment

Each unit within these specifications is designed around the principle that candidates will build a portfolio of evidence relating to progression towards meeting the unit assessment objectives.

The unit assessment objectives reflect the demands of the learning outcomes for each unit.

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

We recommend that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate industrial contact, vocationally experienced delivery personnel, and real life case studies.

Centres should consider carefully the implications of candidates contacting business and ICT facilities and organisations freely, and should examine management of such contact, in order that candidates receive the best possible information, and that certain important vocational contacts are not repeatedly asked for the same information from different candidates.

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

Key features of the assessment of these qualifications are:

- Assessment of all units can take place at a time to suit candidates and centres. There are no timetabled exams required.
- Tutors and assessors can draw on real work-based opportunities for candidates to generate evidence. This approach has been found to motivate candidates and increase the likelihood of them staying on the programme. Even where work-based activities are limited; these qualifications are designed to enable candidates to generate assessment evidence in a vocationally-relevant context.
- Performance at unit level is graded holistically, as Pass, Merit or Distinction, recognising that candidates may perform better in meeting the requirements of some objectives more than others.
- All units are centre-assessed and externally moderated by an OCR Visiting Moderator.

Centres should consider the following in relation to the assessment and moderation of candidates' work:

- Allocation of resources including assessors and internal moderators
- Generation and collection of evidence
- Assessment and grading of evidence
- Internal moderation and sampling strategies
- External moderation
- Retention of centre records

3.2 Allocation of resources

Centres should ensure that appropriate physical resources are available in line with guidance provided in this handbook. In addition, the centre must ensure that appropriately qualified assessors are appointed to assess candidates against the requirements of these qualifications.

An assessor may be the candidate's tutor/teacher or another person accountable to the centre for the assessment of evidence presented by the candidate. An assessor will be deemed to be appropriately qualified if they have sufficient skills and knowledge within the area they are assessing to enable them to make valid and objective assessment decisions about the candidate's achievements.

Centres must also ensure that sufficient resources are allocated to the internal moderation of assessment decisions relating to these qualifications. In many cases centres will already have systems in place to quality assure internal activities. Further guidance on internal moderation is provided in the section [Internal moderation and sampling strategies](#).

3.3 Generation and collection of evidence

Evidence generated by each candidate for a specified unit should be in an appropriate format to demonstrate the skills competency, or application of knowledge and understanding, as specified in each assessment objective within the unit in question.

Evidence can come from a number of sources. A list of the main sources of evidence is provided below:

Outcomes of activities – the outcome or product of a candidate's work (either through simulated activities, assignments, projects or real work). Further guidance on simulation and centre-devised assignments and projects is provided overleaf.

Observation – recorded observations of candidate performance by the assessor whilst the candidate is undertaking activities. An example of an Observation/Witness Statement is included in the section [Supporting documentation](#) for use by assessors.

Statements from witnesses – written or oral accounts of a candidate's performance. An example of an Observation/Witness Statement is included in the section [Supporting documentation](#). Centres must remember that witnesses must only describe what they observed the candidate doing. It is the candidate's assessor who will assess the evidence presented against the requirements of these qualifications. Often it will be necessary for assessors to make contact with witnesses to ensure that (a) the witness statement is authentic and (b) the assessor's interpretation of the witness statement is accurate. Witness statements do not have to be written by the witness, they may be recorded by the assessor after discussion with the witness and confirmed as accurate by the witness.

A personal statement by candidate – a written or verbal account by the candidate of specific incidents or situations. All personal statements made by candidates must be authenticated.

Candidates should take responsibility for the development of their own portfolios, with appropriate support from tutors, employers and peers, and should be aware of the necessity of clear presentation and ordering as an aid to assessment and grading once the work is submitted.

Where evidence contributes to or fulfils more than one assessment objective on more than one unit, the candidate should cross-reference this evidence within their unit portfolio so that evidence can be considered by the centre assessor and by the OCR Visiting Moderator if required.

We have designed an Evidence Record Sheet for candidates to record their evidence and cross-reference it to assessment objectives within a particular unit. An Evidence Record Sheet (or other suitable cross-referencing tool) must be adopted to allow the OCR Visiting Moderator to see what assessment objectives each piece of evidence refers to. A master Evidence Record Sheet is included in the section [Supporting documentation](#).

3.4 Centre-devised assignments and projects

Each assessment objective is a discrete area of assessment, however, some assessment objectives may relate to others in various ways. Several assessment objectives may relate to an investigation of a specific business and ICT facility or organisation, or one assessment objective may extend the use of information sourced as part of another. Centres may therefore find it useful to produce their own assignments for candidates, which provide a context in which candidates can operate, or which set out tasks which can be undertaken to meet the requirements of the assessment objectives, and their associated skills, knowledge and understanding.

Activities should enable candidates to produce evidence that directly relates to the assessment objectives and allows all candidates to demonstrate their achievements across the full range of grades, ie Pass, Merit and Distinction. Centres are encouraged to provide candidates with assessment objectives and their associated grade descriptors to maximise their understanding of what is expected of them and the evidence they produce.

3.5 Sufficiency of evidence and collaboration

Assessors should discuss with candidates the most suitable sources of evidence and ensure candidates are aware of the importance of quality rather than quantity when presenting evidence for assessment. Assessors must be convinced, from the evidence presented, that candidates working on their own can work independently to the required standard.

3.6 Authentication

Assessors must be confident that the work they assess is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the 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, assessors 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 assessors to check authenticity of the work and provide general feedback.

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 the 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. The candidate section of this handbook provides some guidance on referencing and reminds candidates that the work they submit must be their own and that they may be asked to sign a

declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note:

Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form provided in this handbook (see [Supporting documentation](#) section) includes a declaration for assessors to sign. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received.

3.7 Simulation

Wherever possible centres should generate evidence from the real work environment. Where it is not possible to produce evidence in this way, assessment objectives may be assessed through simulation of a real work environment.

If work experience is not possible practical activities can be simulated. If this is a method used, assessors must ensure that the conditions and environment realistically reflect those that would be found in business and ICT organisations.

OCR Visiting Moderators will need to be provided with detailed evidence to show how the following criteria for realistic working environments have been met.

A realistic working environment is an environment within which candidates are producing evidence subject to the following criteria:

- real time pressures
- real work problems or situations
- real tools to do the job
- realistic behaviour patterns from third parties (eg during role-play).

OCR requires centres to internally standardise activities that take place under simulated and real conditions. Evidence that the Internal Moderator has sampled all evidence produced from simulated environments and real work conditions must be provided to OCR Visiting Moderators. Centre staff should participate in standardisation meetings to ensure that live and simulated environments, and the assessment decisions made within each environment, are comparable.

3.8 Assessment and grading of evidence

It is the assessor's responsibility to assess the evidence presented by the candidate, provide feedback to the candidate, and award an initial grade which will be confirmed through internal and external moderation. Assessors will judge candidates' evidence against the assessment objectives and grade descriptors specified in the unit.

Grading

Within each unit OCR has produced grade descriptors which exemplify the typical performance of a candidate operating at the grade level described for the unit portfolio as a whole.

When awarding a grade, centre assessors must utilise the following elements when formulating their grading decision:

- 1 The degree to which the candidate has met the requirements of each assessment objective. When grading across a whole unit portfolio of evidence, candidates may perform better in meeting the requirement of some objectives than others. This performance will be dependent on the level of the command language in the objective (eg describe, explain, suggest, justify), the context of the assessment, and the mode of assessment (written, oral etc).
- 2 The unit grade descriptors, which provide indications of the required level and breadth of evidence to be assessed against particular grade outcomes.

A Pass grade will be awarded if the evidence presented meets at least the minimum requirements of the assessment objectives as specified by the Pass grade descriptor.

A Merit grade will be awarded if the evidence presented provides a closer match to the Merit grade descriptor than to the Pass grade descriptor.

A Distinction grade will be awarded if the evidence presented provides a closer match to the Distinction grade descriptor than to the Merit grade descriptor.

Methods of assessment

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

- valid
- reliable
- safe and manageable and
- suitable to the needs of the candidate.

Valid

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

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

As well as assessment methods being valid, the evidence presented must also be valid. For example, it would not be appropriate to present an organisation's equal opportunities policy as evidence towards a candidate's understanding of the how the equal opportunities policy operates within the organisation. It would be more appropriate for the candidate to incorporate the policy within a report describing different approaches to equal opportunities.

Reliable

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

Safe and manageable

Assessors and internal moderators must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the candidate and/or the organisation if real work features in the assessment.

Suitable to the needs of the candidate

OCR is committed to ensuring that achievement of these qualifications is free from unnecessary barriers. Centres must follow this commitment through when designing assignments and/or considering assessment.

If centre staff think that any aspect of these qualifications unfairly restricts access and progression, they should talk to their OCR Visiting Moderator about this.

The following assessment methods are considered suitable for assessors to adopt for these qualifications:

- **observation** of a candidate doing something
- **examination of evidence**
- **questioning** of the candidate or witness.

Observation

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

After the observation has taken place, the assessor needs to record an assessment decision and the justification for the decision.

Examining the evidence

Evidence can reflect how the candidate carried out the process or it can be the product of a candidate's work or a product relating to the candidate's competence.

For example:

The process that the candidate carries out could be recorded in a case history, personal statement or witness testimony.

The product of a candidate's work could be documents produced as a result of an assignment.

After the assessor has examined the evidence, the assessor must record an assessment decision and the justification for the decision.

Questioning

Questioning the candidate is normally an ongoing part of the assessment process, and may in some circumstances provide evidence to support achievement of assessment objectives.

Questioning is often used to:

- test a candidate's knowledge of facts and procedures
- check if a candidate understands principles and theories and
- collect information on the type and purpose of the processes a candidate has gone through.

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

If questioning is to be used as evidence towards achievement of specific assessment objectives, it is important that assessors record enough information about what they asked and how the candidate replied to allow the assessment decision to be moderated.

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses can be used for other purposes. Assessors should be able to speak to witnesses and record, in whatever way is suitable, the verbal statements of these witnesses. A record of a verbal statement is a form of witness statement and could provide valuable evidence.

3.9 Internal moderation and sampling strategies

Centres must have in place processes to review assessors' decisions and ensure that they are correctly interpreting and applying the standards described in the specifications. The system used to do this is a matter for individual centres and OCR fully supports the use of centres' own quality assurance systems where this ensures robust internal standardisation. Centres must keep records of internal assessment and have these available for inspection by the OCR Visiting Moderator.

Internal moderators should sample assessments systematically in order to ensure the quality and consistency of assessment decisions made by assessors.

3.10 Sampling guidance

Internal moderators should aim to draw their samples from across all candidates, all grades awarded and all assessors. Sample sizes will, of course, reflect the number of candidates entered.

3.11 External moderation

External moderation ensures centres' internal assessment meets the national requirements of these qualifications.

OCR Visiting Moderators are appointed by OCR to carry out two distinct roles. They provide advice and guidance to centre staff and moderate centre assessment decisions.

External moderation of a centre's assessment decisions is achieved through systematic sampling. The assessment decisions of each assessor submitting work will be sampled at every moderation visit and all units for a full qualification will be sampled over the duration of the course. 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 Visiting Moderator has been obtained. Each centre can have up to two visits per year (subject to centre activity). Additional chargeable visits can be arranged by contacting the Allocation Team within OCR Operations, Coventry.

On the basis of the sample taken, the OCR Visiting Moderator will either **agree** in the main with the centre's assessment decisions or **disagree** with the centre's assessment decisions in relation to particular units.

If the decision is **agree**, the centre's assessment decisions for all candidates' work entered for moderation on that occasion (ie in the single batch of work submitted for moderation) will be confirmed by the OCR Visiting Moderator at the end of the moderation visit. Some small degree of disagreement is allowed through the sampling process. In these cases, the OCR Visiting

Moderator will provide clear written advice to the centre to help future assessment and, where appropriate, agree action points with the centre.

If the decision is **disagree**, the OCR Visiting Moderator will provide feedback to the centre and agree appropriate action. Disagreement is usually due to one of the following:

- Work does not meet the required standard.
- Assessment in the sample is inconsistent.
- Some evidence is missing or has not been cross-referenced to the assessment objectives, so cannot be located by the OCR Visiting Moderator.
- There is no evidence of assessment having taken place.

At the end of each moderation visit the OCR Visiting Moderator will prepare a written report which will include comments on the accuracy of assessment and record the action agreed.

It is the OCR Visiting Moderator's responsibility to authorise Certification Record Forms (CRFs) and return these to OCR for processing.

During some moderation visits, the OCR Visiting Moderator may be accompanied by another OCR Officer(s) for quality assurance purposes. Wherever possible, centres will be informed of this prior to the visit taking place.

3.12 Retention of centre records

A centre must make sure that assessment and moderation records are available for external moderation purposes. The Centre Handbook contains examples of assessment records. The use of these forms is optional and centres may devise their own documentation if they wish. Assessment records must be securely retained by the centre for a minimum of three years following candidate achievement of the qualification (ie from the date of certification).

4 Certification

Candidates who provide evidence that meets the assessment objectives for all units that make up a full qualification will receive:

- a certificate listing the units (with grades allocated) and
- a certificate giving the full qualification title (with grade allocated).

OCR Level 1 National First Award in Business and ICT

Grade: Merit

OCR Level 1 National Award in Business and ICT

Grade: Pass

OCR Level 1 National Certificate in Business and ICT

Grade: Distinction

Candidates achieving one or more units but who do not meet the requirements for a full qualification, will receive a certificate listing the units they have achieved.

4.1 Grading

After assessment each unit is graded Fail, Pass, Merit or Distinction. For successful candidates the grade awarded will be displayed on the unit certificate.

In addition, each full qualification will have an overall grade of Pass, Merit or Distinction allocated depending on candidates' achievements at unit level. To arrive at the grade for the full qualification, we allocate points to each unit as follows:

- One point for a unit graded at Pass
- Two points for a unit graded at Merit
- Three points for a unit graded at Distinction
- Nil points for a unit graded at Fail.

OCR Level 1 National First Award in Business and ICT

In order to achieve the **OCR Level 1 National First Award in Business and ICT**, candidates must:

- achieve a minimum **Pass** for all four mandatory units.

To achieve a **Pass** grade for the full First Award, candidates must achieve a minimum of four points in total.

To achieve a **Merit** grade for the full First Award, candidates must achieve a minimum of seven points in total.

To achieve a **Distinction** grade for the full First Award, candidates must achieve a minimum of nine points in total.

OCR Level 1 National Award in Business and ICT

In order to achieve the **OCR Level 1 National Award in Business and ICT**, candidates must:

- achieve a minimum **Pass** grade for all five mandatory units
- complete three optional units and achieve a minimum Pass grade for at least two of these. A maximum of one complementary optional unit may be chosen
- achieve a minimum of eight points for all units completed (see **Compensation** below).

To achieve a **Pass** grade for the full Award, candidates must achieve a minimum of eight points in total.

To achieve a **Merit** grade for the full Award, candidates must achieve a minimum of 13 points in total.

To achieve a **Distinction** grade for the full Award, candidates must achieve a minimum of 19 points in total.

OCR Level 1 National Certificate in Business and ICT

In order to achieve the **OCR Level 1 National Certificate in Business and ICT**, candidates must:

- achieve a minimum **Pass** grade for all six mandatory units
- complete six optional units and achieve a minimum Pass grade for at least four of these. A maximum of two complementary optional units may be chosen
- achieve a minimum of 12 points for all units completed (see **Compensation** below).

To achieve a **Pass** grade for the full Certificate, candidates must achieve a minimum of 12 points in total.

To achieve a **Merit** grade for the full Certificate, candidates must achieve a minimum of 20 points in total.

To achieve a **Distinction** grade for the full Certificate, candidates must achieve a minimum of 28 points in total.

Candidates wishing to specialise at Level 1 and gain a certificate endorsed with their chosen specialism must:

- achieve a minimum Pass grade for all six mandatory units
- achieve a minimum Pass grade for four units chosen from one specialist pathway
- complete two further optional units
- achieve a minimum of 12 points for all units completed (see **Compensation** below).

4.2 Compensation

Candidates must **complete** the required number of units for the Award and Certificate (ie eight and 12 units respectively). However, compensation is available for candidates who might fail one or two optional units but achieve Distinction or Merit grades for other units.

A candidate may fail a maximum of one optional unit within the eight-unit Award.

A candidate may fail a maximum of two optional units within the 12-unit Certificate.

If a candidate fails one or two optional units (maximum) they may still achieve the full qualification if their total points achieved equal at least:

- 8 points for the Level 1 National Award
- 12 points for the Level 1 National Certificate.

Compensation does not apply to mandatory units or units which are required to be passed as part of the National Certificate to obtain a specialist endorsement.

4.3 Claiming certificates

For all units a Certification Record Form (CRF) must be completed when a candidate has finished as much of the qualification as they want at that time. Centres should only submit for moderation completed and assessed units that they consider meet the required minimum Pass standard. The only exception to this will be optional units for which compensation might apply. Further guidance is given in the *Administrative Guide to OCR Nationals* (code A028).

4.4 Replacement certificates

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

4.5 Changes to candidate registration

Further guidance about the following sections is provided in the *Administrative Guide to OCR Nationals* (code A028).

4.6 Moving up

OCR Level 1 Nationals qualifications have been structured so that there is a natural progression route within the suite from First Award to Award to Certificate. Topping up allows candidates access to **only** the **four additional units** required to complete the next qualification. Therefore, candidates must fully complete and claim four units before topping up.

4.7 Transfers

Centres can transfer candidate registrations provided transfer is requested **before** any units are claimed.

4.8 Special claims

Where a candidate is registered for the OCR Level 1 National Award and has claimed some units towards this award, but is unable to complete all eight units required for the full Award, OCR will allow a centre to make a special claim for the candidate to receive the OCR Level 1 National First Award, provided the candidate has achieved the four units required for the National First Award.

Likewise, where a candidate is registered for the OCR Level 1 National Certificate and has claimed some units towards this qualification, but is unable to complete all 12 units required for the full Certificate, OCR will allow a centre to make a special claim for the candidate to receive either the OCR Level 1 National First Award or the OCR Level 1 National Award, depending on the units achieved.

5 Qualification Structure

5.1 Qualification structure

The structure of the qualifications consists of small chunks of learning (30 guided learning hours per unit) grouped into 3 blocks of 4 units to give opportunity for achievement at short intervals during the course. It is hoped that this 'block' structure will retain candidates and increase motivation.

Candidates may achieve certification after completion of Block 1 (National First Award), Block 2 (National Award) and Block 3 (National Certificate). Therefore, candidates may undertake a suitably sized qualification that meets their needs. Upon achievement of a block, candidates may undertake further units to achieve the next block. Alternatively, candidates not achieving the full 12-unit certificate but achieving the 4-unit or 8-unit qualification will have achieved a coherent and meaningful qualification that they can use either to gain employment or further their education via a different route.

Block 1

Unit 1: Working as a team in business and ICT Mandatory	Unit 2: Investigating businesses and the impact of ICT Mandatory	Unit 3: Introducing practical business and ICT skills Mandatory	Unit 4: Investigating options for work in business and ICT Mandatory
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In order to achieve the OCR Level 1 National First Award in Business and ICT, candidates are required to achieve mandatory units 1-4, ie Block 1 only.

Certification at this point leads to an *OCR Level 1 National First Award in Business and ICT*.

Block 2

Unit 5: Communication skills in business and ICT Mandatory	Unit from optional unit list Optional	Unit from optional unit list Optional	Unit from optional or complementary optional unit list Optional
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In order to achieve the OCR Level 1 National Award in Business and ICT, candidates are required to achieve eight units comprising mandatory units 1-5 and three optional units, ie Blocks 1 and 2.

Certification at this point leads to an *OCR Level 1 National Award in Business and ICT*.

Block 3

Unit 6: Problem solving in business and ICT Mandatory	Unit from optional unit list Optional	Unit from optional unit list Optional	Unit from optional or complementary optional unit list Optional
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In order to achieve the OCR Level 1 National Certificate in Business and ICT, candidates are required to achieve 12 units comprising mandatory units 1-6 and six optional units, ie Blocks 1, 2 and 3.

Certification at this point leads to an *OCR Level 1 National Certificate in Business and ICT*.

Each of the Level 1 qualifications draws on the same bank of 29 units. Requirements for each qualification are shown below.

All units are equally weighted.

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 an holistic approach to the delivery of the qualifications and identify opportunities to link the units. For example, there will be naturally occurring opportunities to link the evidence collection for Unit 1 with other units where the candidates carry out activities as a team and there will be opportunities to link sector-related evidence, eg ICT.

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

OCR Level 1 National First Award in Business and ICT

From the central bank of 29 units, candidates must achieve four units to gain the full qualification.

All of the four units required are mandatory (ie are prescribed by OCR and must be achieved by all candidates taking this qualification) and comprise Units 1-4.

OCR Level 1 National Award in Business and ICT

From the central bank of 29 units, candidates must complete eight units to gain the full qualification.

Of the eight units required, five units are mandatory (ie are prescribed by OCR and must be achieved by all candidates taking this qualification) and comprise Units 1-5. The remaining three units can be chosen from a list of optional units and complementary optional units.

Only one restriction is imposed on the selection of complementary optional units. Only one of these units will count towards a full qualification. Apart from this restriction, centre staff and candidates can choose the three optional units that best suit their circumstances, areas of expertise or interest.

Compensation is available for candidates undertaking the National Award. See the section [Compensation](#) for further guidance.

OCR Level 1 National Certificate in Business and ICT

From the central bank of 29 units, candidates must complete 12 units to gain the full qualification.

Of the 12 units required, six units are mandatory (ie are prescribed by OCR and must be achieved by all candidates taking this qualification) and comprise Units 1-6. The remaining six units can be chosen from a list of optional units and complementary optional units.

Only one restriction is imposed on the selection of complementary optional units. Only two of these units will count towards a full qualification. Apart from this restriction, centre staff and candidates can choose the six optional units that best suit their circumstances, areas of expertise or interest.

Compensation is available for candidates undertaking the National Certificate. See the section [Compensation](#) for further guidance.

In summary, to achieve the OCR Level 1 National First Award in Business and ICT, candidates must achieve four units consisting of mandatory units 1-4.

In summary, to achieve the OCR Level 1 National Award in Business and ICT, candidates must complete eight units consisting of mandatory units 1-5 and three optional units. Only one complementary optional unit (Units 23-29) may count towards a full qualification.

In summary, to achieve the OCR Level 1 National Certificate in Business and ICT, candidates must complete 12 units consisting of mandatory units 1-6 and six optional units. Only two complementary optional units (Units 23-29) may count towards a full qualification.

A full list of the mandatory and optional units is provided below:

Mandatory units		
Unit 1	Working as a team in business and ICT	H/102/4642
Unit 2	Investigating businesses and the impact of ICT	D/102/4641
Unit 3	Introducing practical business and ICT skills	K/102/4643
Unit 4	Investigating options for work in business and ICT	M/102/4644
Unit 5	Communication skills in business and ICT	T/102/4645
Unit 6	Problem solving in business and ICT	Y/102/4668
Optional units		
Business specialist pathway		
Unit 7	What is a business?	A/102/4646
Unit 8	Communication in business	F/102/4647
Unit 9	Office administration	J/102/4648
Unit 10	Working in distribution	L/102/4649
Unit 11	Working in manufacturing	F/102/4650
Unit 12	Working in retail and services	J/102/4651
Unit 13	Introducing e-commerce	L/102/4652
Unit 14	Developing a new business idea	R/102/4653
ICT specialist pathway		
Unit 15	Introduction to ICT systems	Y/102/4654
Unit 16	Managing files and using the computer	D/102/4655
Unit 17	Desktop publishing	H/102/4656
Unit 18	Electronic communications	K/102/4657
Unit 19	Presentation software	M/102/4658
Unit 20	Using the internet	T/102/4659
Unit 21	Uses of ICT in industry and society	K/102/4660
Unit 22	Software skills for collecting data	M/102/4661
Complementary optional units		
This list contains units from unrelated sector areas that are complementary to a programme of study that focuses on Business and ICT.		
Unit 23	Hospitality in travel and tourism	J/102/5217
Unit 24	Promotion for travel and tourism	K/102/5100
Unit 25	Looking after customers in travel and tourism	M/102/5101
Unit 26	Promotion for sport and leisure	D/102/5109
Unit 27	Looking after customers in sport and leisure	R/102/5110
Unit 28	Introducing graphic design	M/102/4580
Unit 29	Introducing new media	F/102/4583

Centres are strongly advised to consider candidates' career aspirations when choosing appropriate optional units.

Particular units within the complementary optional unit list are concerned with the acquisition of knowledge and skills that are relevant to both travel and tourism and sport and leisure. These units are Units 24 and 26 (promotion) and Units 25 and 27 (customer service). Separate units have been designed for these units as the nature of the activities and the evidence produced will be different for each sector area though much of the underpinning knowledge and skills are the same.

However, OCR strongly advises that candidates **do not** undertake two units of a similar nature from this section. Candidates are unlikely to have a broad introduction of the sector and a valuable learning experience if a disproportionate amount of evidence is provided from one particular area.

Specialist pathways in the OCR Level 1 National Certificate in Business and ICT

If a candidate achieves a minimum Pass grade for at least four of the six optional units from any one specialist pathway, the National Certificate will be endorsed with the pathway specialism.

To achieve an OCR Level 1 National Certificate in Business and ICT (Business), candidates must achieve:

- six mandatory units
- at least four optional units from Units 7-14
- up to two different optional units.

To achieve an OCR Level 1 National Certificate in Business and ICT (ICT), candidates must achieve:

- six mandatory units
- at least four optional units from Units 15-22
- up to two different optional units.

5.2 Unit format

To complete each unit a candidate must:

- gain the knowledge, understanding and skills specified in the unit – they will do this through a programme of learning devised by their centre
- produce evidence to prove that they have met each of the assessment objectives listed in the unit – they will collect evidence whilst completing centre-devised assignments or projects.

The information contained in each unit is structured in the same way. This will help centre staff and candidates to understand fully the requirements of these qualifications. Each unit contains nine distinct sections. Some cover mandatory requirements, others provide advice and guidance.

The nine sections are described below:

Learning outcomes

This section describes the learning outcomes that a candidate will achieve when meeting the assessment objectives associated with the unit.

Assessment objectives

This section describes the objectives that candidates will be assessed against. It is a mandatory requirement of these qualifications that candidates provide evidence of their skills, knowledge and understanding in relation to each assessment objective.

Knowledge, understanding and skills

This section sets out the underpinning knowledge, understanding and skills which candidates will need in order to be able to undertake the assessment for the unit and to meet the requirements of the assessment objectives. Tutors should cover all of the knowledge, understanding and skills requirements fully prior to entering candidates for assessment.

Assessment

This section specifies the mandatory requirements in relation to assessment of the unit. It details the way in which the assessment objectives must be assessed.

Guidance on assessment and evidence requirements

This section provides additional guidance for tutors on the depth and breadth of the evidence that will be required and on the range of assessment conditions that will be acceptable.

Signposting to Key Skills

Evidence generated for these qualifications may also provide opportunities to evidence Key Skills. Each unit provides signposting to Key Skills and the section [Key Skills signposting](#) contains a table incorporating the Key Skills signposting across all units.

Mapping to National Occupational Standards

This section provides general mapping to national occupational standards where this is relevant. The section [Mapping](#) contains a table incorporating the national occupational standards mapping across all units.

Resources

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and candidates should be encouraged to gather information from a variety of sources. Some suggested resources are intended for tutor use. The resources in this section were current at the time of print.

Grading

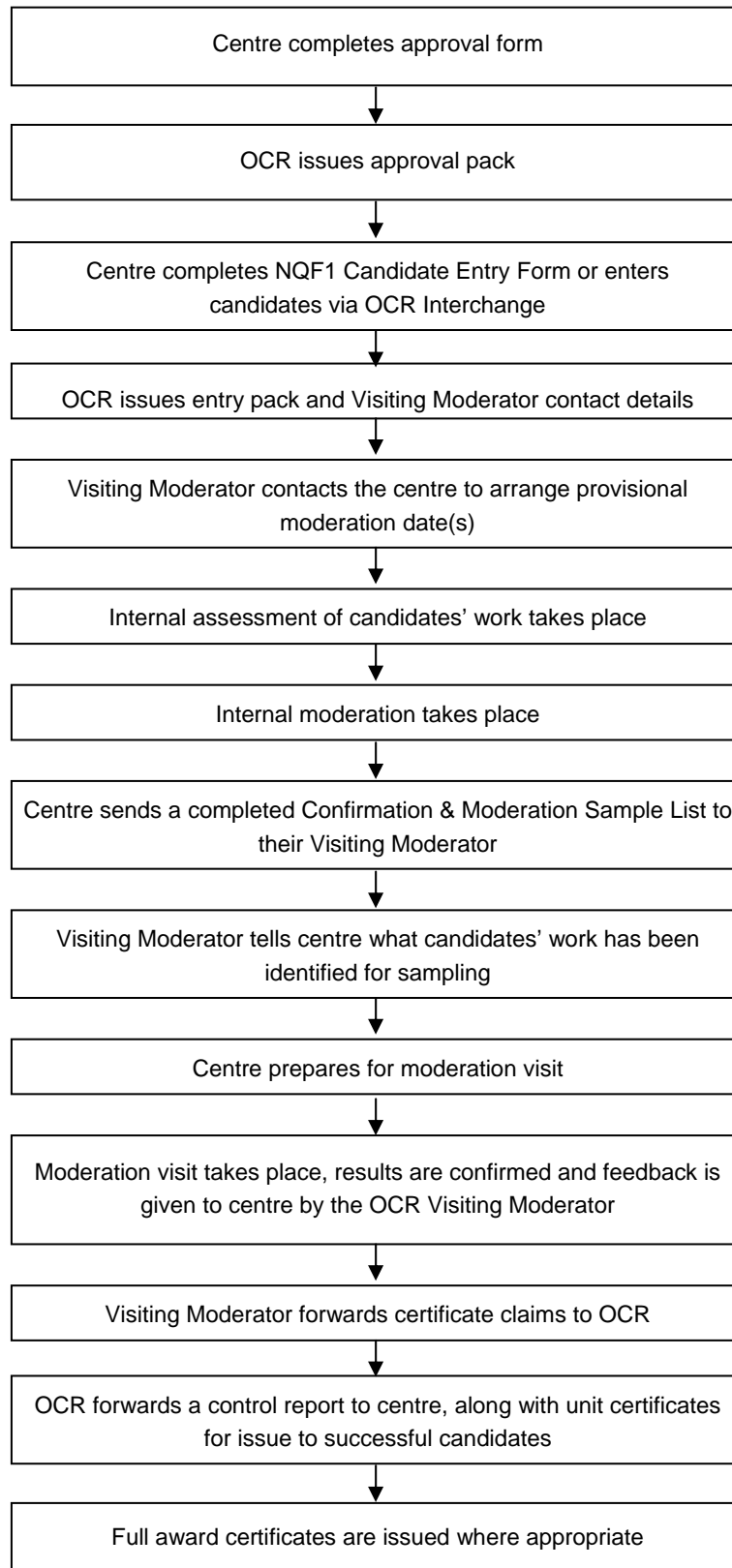
This section describes the typical performance at Pass, Merit and Distinction. These grade descriptors, together with the assessment objectives for the unit, are the measures for assessing candidates' achievements.

The units for these qualifications can be found in the Units folder on this CD Rom.

6 Administration Arrangements

This section provides a brief overview of the administration arrangements operating for these qualifications. Please refer to the *Administrative Guide to OCR Nationals* (code A028) for full guidance.

6.1 Overview of full process



6.2 How to gain centre approval

Complete the Centre Approval Form for these qualifications and return it to OCR Operations. A blank copy of this form is provided at the end of this handbook for you to photocopy and use. Alternatively copies are available on the OCR website or by calling the OCR Customer Contact Centre on 024 76 851509.

Further guidance on completion of the Centre Approval Form is provided in the *Administrative Guide to OCR Nationals* (code A028) together with the OCR Operations address.

6.3 How to enter candidates

Enter candidates by completing an NQF1 *Vocational Qualifications Candidate Entry Form (Named Route)*. NQF1 forms will be issued to you after you have been approved to offer these qualifications. You can also enter candidates electronically through OCR Interchange. If you are interested in becoming an OCR Interchange user, please contact the OCR Customer Contact Centre for more information.

6.4 How to request a visit from an OCR Visiting Moderator

When you enter candidates for these qualifications you will receive a letter telling you the name and address of your Visiting Moderator. Shortly after receiving this letter, your OCR Visiting Moderator will contact you to arrange provisional dates for your visits (you are eligible for two free visits per academic year subject to centre activity each year).

We would advise you to enter candidates as soon as possible to take full advantage of the guidance and support available through your OCR Visiting Moderator. You may also find it useful to arrange the first visit of the year as early as possible, particularly when first approved for these qualifications. This will enable you to move forward with confidence towards final assessment and moderation of your candidates. An early visit is particularly important where you are delivering these qualifications through a one-year programme.

Please remember: before candidates' work can be externally moderated by OCR, you must ensure that the work of each candidate is complete and has been assessed and awarded a grade in line with the requirements of these qualifications.

In addition, you must ensure that all work submitted for moderation has been through your internal moderation processes to ensure consistent and valid assessment. When you are confident that candidates' work is ready for moderation you must complete the OCR Nationals Confirmation & Moderation Sample List and post two copies to your OCR Visiting Moderator. Please do **not** include any candidates' work with this form, it is simply a mechanism for your moderator to choose their initial sample for moderation during their visit. An example of a completed Confirmation & Moderation Sample List, and full guidance, is provided in the *Administrative Guide to OCR Nationals* (code A028).

6.5 How to prepare for moderation visit

Please refer to the *Administrative Guide to OCR Nationals* (code A028) for full guidance. You are also advised to read the section of the catalogue which explains your centre responsibilities in relation to internal assessment and moderation.

6.6 How to make an enquiry about results or appeal against a result

Full details of the results enquiries and appeals procedures are contained in the *Administrative Guide to OCR Nationals* (code A028).

6.7 Administrative documentation

Copies of example documentation may be found in the *Administrative Guide to OCR Nationals* (code A028).

Copies of supporting documentation for tutors may also be found in the section [Supporting documentation](#) in this publication.

7 Supporting Documentation

7.1 OCR model assignments (Units 1, 2 and 3)

OCR model assignments are currently available for Units 1, 2 and 3. Centres may choose to:

- use these assignments for formal summative assessment of candidates
- tailor these assignments for formal summative assessment of candidates
- use these assignments as a benchmark for devising their own assignments.

Please note: OCR model assignments must not be used as practice material. OCR model assignments are available to download from our website www.ocr.org.uk.

7.2 Tracking and recording documentation

Where we have produced tracking and recording documentation such as internal standardisation sheets, witness statements and observation records for use by tutors and candidates, it is recommended that they be distributed and used with appropriate guidance. The use of these forms is optional. Alternatively, centres may devise their own tracking and recording documentation.

The following documents can be found in the **Recording Documentation** folder on this CD Rom:

- **Centre Authentication Form**
- **Evidence Record Sheet**
For use by candidates to cross-reference evidence to assessment objectives at unit level.
- **Integrated Record Sheet**
For use by candidates to cross-reference evidence across a number of different units.
- **Internal Moderation Record Form**
For use by centre staff to record the internal standardisation of assessors by the Internal Moderator.
- **Record of Achievement**
For use by candidates to record progress through their chosen units.
- **Observation/Witness Statement**
Dual purpose sheet for capturing statements from witnesses or recording an assessor's observation of a candidate's performance. This sheet, when completed, will form part of a candidate's evidence.
- **OCR Nationals Assessment Plan (Holistic Method)**
Three versions of this plan are provided for use by centre staff to plan assessment opportunities for individual candidates.
 - 1.1 Designed for candidates undertaking the four-unit First Award.
 - 1.2 Designed for candidates undertaking the eight-unit Award.
 - 1.3 Designed for candidates undertaking the 12-unit Certificate.

- **OCR Nationals Assessment Plan**
For use by centre staff to plan assessment opportunities at unit level for individual candidates.
- **OCR Nationals Progress Review**
For use by centre staff to review individual candidate's progress through their chosen units. Would provide a useful candidate feedback/action sheet.
- **OCR Nationals Candidate Assessment Record**
Centres must keep records of candidates' assessment as specified in the *Administrative Guide to OCR Nationals (A028)*. This example of a candidate assessment record is fairly comprehensive. If preferred, centres may wish to record assessment outcomes through the Group Assessment Record, (see below), or something similar.
- **OCR Nationals Group Assessment Record**
For use by centre staff to record the assessment outcomes of groups of candidates. This form provides a record of all assessment decisions made (ie assessor initials and grade awarded) together with a record of the candidates, assessor judgements and units that were internally moderated and the results of that moderation.

8 Model Assignments

OCR Model Assignments for Units 1, 2 and 3 can be downloaded from our website: www.ocr.org.uk and can be found in the Model Assignments folder on this CD Rom.

9 Guidance For Candidates

9.1 What are the OCR Level 1 Nationals in Business and ICT?

These qualifications aim to:

- 1 develop your knowledge and understanding of the Business and ICT sector.
- 2 develop your skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing your employability within the Business and ICT sector
- 3 develop your ability to work autonomously and effectively in a Business and ICT context
- 4 enable you to develop knowledge and understanding in specialist areas of Business and ICT, and demonstrate the skills needed to participate in the operation and development of real Business and ICT organisations
- 5 encourage progression by assisting in the development of skills, knowledge and understanding that you will need to access further or higher education programmes or occupational training on a full-time or part-time basis
- 6 encourage progression by assisting in the development of skills, knowledge and understanding that you will need to enter employment or enhance their current employment status
- 7 promote interaction between employers, centres and you by relating teaching and assessment to real organisations.

9.2 What do I have to do to achieve these qualifications?

To achieve these qualifications you must complete the required number of units from the bank of 29 units below and provide evidence that you have met the assessment objectives described in each unit.

OCR Level 1 National First Award in Business and ICT

To achieve the National First Award you must complete mandatory units 1-4 listed below.

OCR Level 1 National Award in Business and ICT

To achieve the National Award you must complete eight units, consisting of mandatory units 1-5 listed below and a further three units chosen from the optional units. Only one complementary optional unit may count towards a full qualification.

OCR Level 1 National Certificate in Business and ICT

To achieve the National Certificate you must complete 12 units, consisting of mandatory units 1-6 listed below and a further six units from the optional units. Only two complementary optional units may count towards a full qualification.

If you achieve a minimum Pass grade for at least four of the six optional units from any one specialist pathway, the National Certificate will be endorsed with the pathway specialism.

Mandatory units	
1	Working as a team in business and ICT
2	Investigating businesses and the impact of ICT
3	Introducing practical business and ICT skills
4	Investigating options for work in business and ICT
5	Communication skills in business and ICT
6	Problem solving in business and ICT
Optional units	
Business specialist pathway	
7	What is a business?
8	Communication in business
9	Office administration
10	Working in distribution
11	Working in manufacturing
12	Working in retail and services
13	Introducing e-commerce
14	Developing a new business idea
ICT specialist pathway	
15	Introduction to ICT systems
16	Managing files and using the computer
17	Desktop publishing
18	Electronic communications
19	Presentation software
20	Using the internet
21	Uses of ICT in industry and society
22	Software skills for collecting data
Complementary units	
23	Hospitality in travel and tourism
24	Promotion for travel and tourism
25	Looking after customers in travel and tourism
26	Promotion for sport and leisure
27	Looking after customers in sport and leisure
28	Introducing graphic design
29	Introducing new media

9.3 What if I cannot complete enough units needed for a full award?

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

9.4 How do I know that these qualifications are right for me?

These qualifications will be suitable for you if you wish to gain an appreciation of the business and ICT sector. A selection of appropriate optional units allows you to build competence in specific areas:

- Business
- ICT.

These qualifications will also form progression routes to qualifications at Level 2 of the National Qualifications Framework.

9.5 What is evidence?

Evidence is your proof that you meet the requirements of these qualifications.

Evidence could be:

- completed assignments or projects
- products of real work that you have completed during work experience
- statements from witnesses
- records of your assessor observing you carrying out your work.

Evidence can be anything that proves:

- what you can do
- how well you do it
- the level of knowledge you have in relation to what you do *and*
- the level of understanding you have about what you do, how you do it, and why you do it.

For each unit of these qualifications you need evidence to prove that you have met all the assessment objectives specified in each unit. This will sometimes mean that you must prove you can do something, eg demonstrate practical ICT skills. Sometimes, your evidence must prove that you know or understand something, eg the different types of business activities.

9.6 How much evidence do I need?

Your assessor will help you decide how much evidence you need to produce. Remember that it is quality not quantity that counts when putting work forward for assessment.

9.7 What happens to my evidence?

The evidence you provide will be assessed (checked by your assessor or assessors against the assessment objectives and grade descriptors listed in each unit). Your assessor will want you to continue providing evidence until they are satisfied that there is sufficient proof that you have met each assessment objective in a particular unit. Your evidence must be your own work.

9.8 Where do I keep my evidence?

You may decide to keep some of your evidence in a file (a portfolio of evidence) or you may want to record what the evidence is and where it can be found. For example, if you keep records of demonstrating communication skills on video tapes you may want to produce a log/diary from the video tapes as evidence to be stored in your portfolio. However, you may decide to make a note of what is on each video tape and where they can be found. This is called signposting evidence. The important thing to remember about evidence is that it must be available for your assessor to assess and for other people (called internal and external moderators) to have access to in the future.

9.9 How much help can I get?

All evidence that you submit for this qualification must be the result of your own work. You must not submit someone else's work or idea as your own and you must not copy from someone else or allow another candidate to copy from you.

Sometimes you may want to refer to research, quotations or other text in the evidence you submit for assessment. This is allowed but any text that is not entirely your own must be identified. The easiest way to identify text that is not your own is to mark the text and provide details of where it came from (ie its source). This is called referencing. Sources could be anything eg books, internet sites, television programmes, news articles. If you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. A reference should show, as a minimum, the name of the author, the year of publication and the page number. For example: (Johnson, 2003, pg 100). This reference could appear as a footnote/endnote or immediately after the reference text in the body of your document.

For material taken from the internet, your reference must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: http://www.hsbc/investor_centre/corporate-governance/board-committees

You should also include a bibliography at the end of your work, which lists the full details of publications you have used to research your project. For example: Johnson, M (2003) "Past and Present Technology", London: Weston Press.

If you copy the words or ideas of others and do not show your sources in references and a bibliography, you will be committing plagiarism, and that is cheating.

If you receive help and guidance from someone other than your assessor, tell your assessor and they will advise you further.

If you worked as part of a group on a project, you must each write up your own account of the project. Even if the data you have is the same, the description of how that data was obtained and the conclusions you draw from it should be in your own words.

Your assessor is there to guide and assist you – showing them your work as it progresses will allow you and your assessor time to sort out any problems.

Take care of your work and keep it safe. If it is stored in the computer network, keep your password secure. Collect all copies from the printer and destroy those you don't need.

Remember: all work that you submit for assessment must be your own and you may be asked to sign a declaration to say that the work is your own.

9.10 Who are Internal and Visiting Moderators?

An internal moderator will be employed by your centre to look after these qualifications. Internal moderators make sure that all assessors judge evidence in the same way and to the same standard (this is called internal moderation).

The Visiting Moderator is employed by OCR to monitor the quality of the assessment and internal moderation decisions at a centre.

9.11 How do I keep track of my achievements?

We have designed a **Record of Achievement** form for you to use to keep track of your achievements. This form is optional (you do not have to use it if you do not want to).

9.12 Can my evidence for these qualifications count towards Key Skills?

The evidence you produce for these qualifications may prove you have the skills required for the Key Skills units. Your assessor will help you decide if your evidence can be considered for assessment against any of the Key Skills units.

9.13 Finally

To gain a full OCR Level 1 National in Business and ICT you must collect enough evidence to prove you have met the assessment objectives listed in the required units. If you cannot finish all of the units for the full qualification, you may claim a 'unit certificate' which lists the unit or units which have been signed off by your assessor.

OCR wishes you every success in your achievement of these qualifications.



CONFIRMATION OF ENTRY

This is to confirm that you have been entered for the following OCR qualification which is accredited onto the National Qualifications Framework (NQF) at Level 1:

OCR Level 1 National First Award in Business and ICT

Candidate Name:	
Candidate Registration Number:	
Centre Name:	
Centre Number:	

Awarding Body: OCR (Oxford Cambridge and RSA Examinations)



CONFIRMATION OF ENTRY

This is to confirm that you have been entered for the following OCR qualification which is accredited onto the National Qualifications Framework (NQF) at Level 1:

OCR Level 1 National Award in Business and ICT

Candidate Name:	
Candidate Registration Number:	
Centre Name:	
Centre Number:	

Awarding Body: OCR (Oxford Cambridge and RSA Examinations)

CONFIRMATION OF ENTRY

This is to confirm that you have been entered for the following OCR qualification which is accredited onto the National Qualifications Framework (NQF) at Level 1:

OCR Level 1 National Certificate in Business and ICT

Candidate Name:	
Candidate Registration Number:	
Centre Name:	
Centre Number:	

Awarding Body: OCR (Oxford Cambridge and RSA Examinations)

10 Key Skills Signposting

To assist centres in cross-mapping evidence for these qualifications and Key Skills, the following table signposts where evidence from these awards may provide opportunities to evidence the Part B specification requirements of the following Key Skills:

- Communication
- Application of Number
- ICT
- Working with Others
- Improving Own Learning and Performance
- Problem Solving.

This signposting provides an indication of where evidence might be available for assessment against the Key Skills requirements. It does not claim to guarantee that evidence will meet the Key Skills requirements and all evidence put forward for Key Skills must be assessed against the Key Skills specification. This signposting is also available within the units themselves.

Key Skills Units	OCR Level 1 Nationals in Business and ICT																						
	Evidence Reference	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Communication	C1.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	C1.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	C1.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Information and Communication Technology	ICT1.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ICT1.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ICT1.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Application of Number	N1.1		✓	✓	✓			✓						✓							✓	✓	✓
	N1.2a			✓	✓			✓														✓	✓
	N1.2b				✓			✓														✓	✓
	N1.2c		✓		✓			✓														✓	✓
	N1.3		✓		✓			✓														✓	✓
Working with Others	WO1.1	✓					✓		✓														
	WO1.2	✓					✓		✓														
	WO1.3	✓					✓		✓														
Improving Own Learning and Performance	LP1.1	✓			✓		✓								✓			✓		✓			✓
	LP1.2	✓			✓		✓								✓			✓		✓			✓
	LP1.3	✓			✓		✓								✓			✓		✓			✓
Problem Solving	PS1.1						✓							✓		✓				✓			✓
	PS1.2						✓							✓		✓				✓			✓
	PS1.3						✓							✓		✓				✓			✓

Key Skills Units	OCR Level 1 Nationals in Business and ICT – Complementary units							
Key Skill Level 1	Evidence Reference	23	24	25	26	27	28	29
Communication	C1.1	✓	✓	✓	✓	✓	✓	✓
	C1.2	✓	✓	✓	✓	✓	✓	✓
	C1.3	✓	✓	✓	✓	✓	✓	✓
Information and Communication Technology	ICT1.1	✓	✓	✓	✓	✓	✓	✓
	ICT1.2	✓	✓	✓	✓	✓	✓	✓
	ICT1.3	✓	✓	✓	✓	✓	✓	✓
Application of Number	N1.1							✓
	N1.2a							
	N1.2b							
	N1.2c							
Working with Others	N1.3							
	WO1.1			✓		✓		✓
	WO1.2			✓		✓		✓
Improving Own Learning and Performance	WO1.3			✓		✓		✓
	LP1.1			✓	✓	✓		✓
	LP1.2			✓	✓	✓		✓
Problem Solving	LP1.3			✓	✓	✓		✓
	PS1.1		✓					✓
	PS1.2		✓					✓
	PS1.3		✓					✓

11 Mapping

11.1 National occupational standards mapping

These qualifications provide a key progression route between education and employment (or further study/training leading to employment). They are directly relevant to the needs of employers and relate to national occupational standards at Level 1 and Level 2.

The following table indicates where units within these qualifications contain knowledge and understanding that map against the listed national occupational standards.

This mapping provides an indication of where evidence might be available for assessment against some of the knowledge and understanding contained in the national occupational standards. It does not claim to guarantee that evidence will meet the NVQ requirements. This information is also available within the units themselves.

OCR Level 1 Nationals in Business and ICT		Mapping to related National Occupational Standards					
Unit	Title	Administration Level 1 (2005)	Administration Level 2 (2005)	Using IT Level 1	SFEDI Understanding Enterprise Business Enterprise	Distributive Operations Level 1	Retail Level 2
1	Working as a team in business and ICT	101 Carry out your responsibilities at work	201 Carry out your responsibilities at work 225 Work effectively with other people	General uses of IT: Use a computer and appropriate software to carry out simple tasks	UE5 Winning help and support		E19 Working effectively in your retail team
2	Investigating businesses and the impact of ICT			Evaluate the impact of IT: Identify simple benefits and drawbacks in using IT			
3	Introducing practical business and ICT skills	107 Word processing software	212 Use IT systems 213 Use IT to exchange information 214 Word processing software 215 Spreadsheet software 218 Specialist or bespoke software 221 Prepare text from notes	Email: Use basic facilities of email software to send and receive messages over the internet or an intranet Word processing software: Use word processing software to produce appropriate simple documents Spreadsheet software: Enter data into cells and use spreadsheet software to produce appropriate simple			

				spreadsheet documents Specialist or bespoke software: Use specialist or bespoke software appropriately for simple tasks			
4	Investigating options for work in business and ICT		210 Research and report information 214 Word processing software	Use IT software: Use software to produce simple information	UE1 Choosing your business enterprise UE2 Identifying and managing opportunities and risks		
5	Communication skills in business and ICT	106 Use IT to exchange information 108 Make and receive telephone calls	213 Use IT to exchange information 214 Word processing software	Use IT to exchange information: Use basic facilities of email software to send and receive messages and find information using browser software Use IT software: Use software to produce simple information			
6	Problem solving in business and ICT			Purposes for using IT: Work out how to use IT for simple tasks and how it can help	WB12 Deliver a good service to customers		D3 Resolve customer service queries
7	What is a business?				UE3 Knowing the market and satisfying customers UE6 Planning for success		

					BD1 Check the likely success of a business idea		
8	Communication in business	107 Word processing software	211 Organise and support meetings 212 Use IT systems 213 Use IT to exchange information 214 Word processing software 217 Presentation software 221 Prepare text from notes 222 Prepare text from shorthand 223 Prepare text from recorded audio instructions 224 Produce documents	Internet and intranet: Use common connection methods to access, retrieve and exchange information from the internet and the world-wide web or an intranet Email: Use basic facilities of email software to send and receive messages over the internet or an intranet Word processing software: Use word processing software to produce appropriate simple documents Presentation software: Use presentation software to produce simple presentations	WB10 Make presentations about your business		
9	Office administration	103 Welcome visitors 105 Store and retrieve information 108 Make and	203 Manage customer relations 206 Deal with visitors 209 Store, retrieve				

		<p>receive telephone calls</p> <p>109 Use office equipment</p>	<p>and archive information</p> <p>212 Use IT systems</p> <p>214 Word processing software</p> <p>219 Use a telephone system</p> <p>220 Operate office equipment</p> <p>221 Prepare text from notes</p> <p>222 Prepare text from shorthand</p> <p>223 Prepare text from recorded audio instructions</p> <p>224 Produce documents</p>				
10	Working in distribution	110 Ensure your own actions reduce risks to health and safety				<p>E1 Help to keep the workplace secure</p> <p>E2 Help to keep the workplace healthy and safe</p> <p>E3 Work effectively</p>	<p>B3 Receive materials and goods into storage in a retail environment</p> <p>B4 Put goods and materials into storage in a retail environment</p> <p>E6 Help to maintain health and safety in a retail environment</p> <p>E7 Help to keep the retail unit secure</p>

11	Working in manufacturing	110 Ensure your own actions reduce risks to health and safety					
12	Working in retail and services	110 Ensure your own actions reduce risks to health and safety					<p>B9 Prepare products for sale to customers in a retail environment</p> <p>C2 Display stock to promote sales to customers in a retail environment</p> <p>E6 Help to maintain health and safety in a retail environment</p> <p>E7 Help to keep the retail unit secure</p>
13	Introducing e-commerce		<p>212 Use IT systems</p> <p>213 Use IT to exchange information</p>	<p>IT security for users: Use simple methods to keep day-to-day security risks to a minimum</p> <p>Internet and intranets: Use common connection methods to access, retrieve and exchange information from the internet and the world-wide web or an intranet</p> <p>Website software: Use software to produce appropriate simple web pages</p> <p>Evaluate the</p>	WB8 Develop a website for your business		

				impact of IT: Identify simple benefits and drawbacks in using IT			
14	Developing a new business idea		210 Research and report information 212 Use IT systems 215 Spreadsheet software 217 Presentation software	Spreadsheet software: Enter data into cells and use spreadsheet software to produce appropriate simple spreadsheet documents Presentation software: Use presentation software to produce simple presentations	UE2 Identifying and managing opportunities and risks UE3 Knowing the market and satisfying customers BD1 Check the likely success of a business idea		
15	Introduction to ICT systems	110 Ensure your own actions reduce risks to health and safety		Make selective use of IT: Work out how to use IT for simple tasks and purposes Operate a computer: Carry out the initial steps needed to use a computer, and make use of common types of hardware and software IT maintenance for users: Carry out regular routine maintenance of hardware and software safely			
16	Managing files and	105 Store and	212 Use IT systems	Operate a			

	using the computer	retrieve information 107 Word processing software	214 Word processing software 221 Prepare text from notes 222 Prepare text from shorthand 223 Prepare text from recorded audio instructions 224 Produce documents	computer: Carry out the initial steps needed to use a computer, and make use of common types of hardware and software Word processing software: Use word processing software to produce appropriate simple documents			
17	Desktop publishing		212 Use IT systems	Artwork and imaging software: Use software to produce appropriate simple artwork and images			
18	Electronic communications		204 Manage diary systems 212 Use IT systems 213 Use IT to exchange information	Email: Use basic facilities of email software to send and receive messages over the internet or an intranet Evaluate the impact of IT: Identify simple benefits and drawbacks in using IT			
19	Presentation software		212 Use IT systems 217 Presentation software 224 Produce documents	Presentation software: Use presentation software to produce simple presentations			
20	Using the internet		212 Use IT systems	Internet and intranets: Use			

			213 Use IT to exchange information	<p>common connection methods to access, retrieve and exchange information from the internet and the world-wide web or an intranet</p> <p>Website software: Use software to produce appropriate simple web pages</p> <p>Evaluate the impact of IT: Identify simple benefits and drawbacks in using IT</p>			
21	Uses of ICT in industry and society			<p>Evaluate the impact of IT: Identify simple benefits and drawbacks in using IT</p>			
22	Software skills for collecting data		<p>215 Spreadsheet software</p> <p>217 Presentation software</p> <p>224 Produce documents</p>	<p>Spreadsheet software: Enter data into cells and use spreadsheet software to produce appropriate simple spreadsheet documents</p>			

Mapping to related National Occupational Standards					
Unit	Title	Sport, Recreation and Allied Occupations Level 1	Sport, Recreation and Allied Occupations Level 2	Travel Services Level 2	Tourist Information Services Level 2
23	Hospitality in travel and tourism				1 Provide accommodation information and booking services
24	Promotion for travel and tourism			2.18 Display travel information and publicity materials 2.19 Assist with on-site promotional activities 2.20 Implement local promotions and displays	8 Display stock to specification to attract customer interest and promote sales
25	Looking after customers in travel and tourism			2.10 Provide practical information, advice and assistance to customers 2.17 Develop customer relationships	2 Identify and provide tourist information and materials required by customers
26	Promotion for sport and leisure				
27	Looking after customers in sport and leisure	D15 Help to give good levels of service to participants and customers	C32 Give customers a positive impression of yourself and your organisation C312 Develop customer relationships		

Mapping to related National Occupational Standards										
Unit	Design Level 2	Camera	Editing	Production (Film and TV)	Sound	Radio Production	Art/Animation/Graphics (General)	Photo Imaging and Photo Processing	Admin Level 1	Using IT Level 1
28	21 Research information and ideas using a range of techniques									Use IT systems: Use IT software
29										General uses of IT: Use IT Use IT software:

11.2 Mapping to other OCR qualifications

The table on the following page documents the content crossover with the following OCR Level 1/2 qualifications:

Applied GCSE in Business (Double Award)

Applied GCSE in ICT (Double Award)

GCSE in Business and Communication Systems

GCSE in Leisure and Tourism (Double Award)

GCSE in Physical Education

GCSE Applied Art and Design (Double Award)

GCSE Art and Design qualifications

GCSE Media Studies

OCR Level 1 Nationals in Business and ICT		Content crossover with other OCR qualifications		
Unit	Title	OCR Applied GCSE in Business (Double Award)	OCR Applied GCSE in ICT (Double Award)	OCR GCSE in Business and Communication Systems
1	Working as a team in business and ICT			
2	Investigating businesses and the impact of ICT	1 Investigating business	A ICT tools and applications B ICT in organisations C ICT and society	5.2 Business practice
3	Introducing practical business and ICT skills	1 Investigating business 3 Business finance	A ICT tools and applications B ICT in organisations	5.1 Applications of ICT
4	Investigating options for work in business and ICT	2 People and business		5.3 People in the workplace
5	Communication skills in business and ICT			5.4 Communication
6	Problem solving in business and ICT			
7	What is a business?	1 Investigating business		
8	Communication in business	1 Investigating business	A ICT tools and applications	5.4 Communication
9	Office administration	2 People and business		
10	Working in distribution			
11	Working in manufacturing			
12	Working in retail and services			
13	Introducing e-commerce		C ICT and society	5.1 Applications of ICT
14	Developing a new business idea	3 Business finance		
15	Introduction to ICT systems		B ICT in organisations	5.1 Applications of ICT
16	Managing files and using the computer		A ICT tools and applications	5.1 Applications of ICT 5.2 Business Practice
17	Desktop publishing		A ICT tools and applications	5.1 Applications of ICT

18	Electronic communications	1 Investigating business		5.1 Applications of ICT
19	Presentation software		A ICT tools and applications	5.1 Applications of ICT
20	Using the internet		C ICT and society	
21	Uses of ICT in industry and society		B ICT in organisations C ICT and society	5.2 Business practice
22	Software skills for collecting data			

Complementary units		Content crossover with other OCR qualifications	
Unit	Title	OCR GCSE in Leisure and Tourism (Double Award)	OCR GCSE in Physical Education
23	Hospitality in travel and tourism		
24	Promotion for travel and tourism	2 Marketing in leisure and tourism	
25	Looking after customers in travel and tourism	3 Customer service in leisure and tourism	
26	Promotion for sport and leisure	2 Marketing in leisure and tourism	
27	Looking after customers in sport and leisure	3 Customer service in leisure and tourism	

Complementary units		Content crossover with other OCR qualifications		
Unit	Title	OCR GCSE Applied Art and Design (Double Award)	OCR GCSE Art and Design qualifications	OCR GCSE Media Studies
28	Introducing graphic design		5.2.3 Graphic design	
29	Introducing new media			5.1.2 ICT-based media 5.2.1 The role of practical media production

11.3 Links with other units

The table below indicates where there are more significant content links or specialist pathway links between units in the OCR Level 1 Nationals in Business and ICT. Centres may find this information of use if devising integrated assignments for candidates.

Unit number	Unit title	Links to other units
1	Working as a team in business and ICT	These units link to most units because of their focus on gaining underpinning sector-specific knowledge and skills and the development of personal skills in sector-specific contexts.
2	Investigating businesses and the impact of ICT	
3	Introducing practical business and ICT skills	
4	Investigating options for work in business and ICT	
5	Communication skills in business and ICT	
6	Problem solving in business and ICT	
7	What is a business?	2, 8, 10, 11, 12
8	Communication in business	1, 5, 7, 19
9	Office administration	16
10	Working in distribution	7
11	Working in manufacturing	7
12	Working in retail and services	7
13	Introducing e-commerce	20
14	Developing a new business idea	5, 8, 19
15	Introduction to ICT systems	16
16	Managing files and using the computer	9, 15, 18
17	Desktop publishing	
18	Electronic communications	16
19	Presentation software	1, 8, 14
20	Using the internet	13
21	Uses of ICT in industry and society	
22	Software skills for collecting data	

12 Further Support and Information

12.1 General enquiries

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

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

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

12.2 Entry forms and entry enquiries

All entry forms should be returned to:

Operations
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ

If you have any queries about candidate entry, please contact Operations Customer Support on 024 76 470033.

12.3 Results enquiries

Forms and current fees can be obtained from:

Results Enquiries
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ

12.4 Customer feedback

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

The OCR Officer
OCR Nationals in Business and ICT
Qualifications Division
OCR
Coventry Office
Westwood Way
Coventry
CV4 8JQ

12.5 OCR Training Events

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

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

Tel: 024 76 496398
Fax: 024 76 496399
Email: training@ocr.org.uk

12.6 OCR Publications

OCR's Publications Catalogue (A410) lists all the qualifications that OCR offers, and contains more detail on how to order publications. It is available to download from our website at www.ocr.org.uk, or to order from the OCR Customer Contact Centre by telephoning 024 76 851509.

If you would like to order any OCR publications, please contact:

OCR Publications
PO Box 5050
Annesley
Nottingham
NG15 0DL

Telephone: 0870 770 6622
Fax: 0870 770 6621
Email: publications@ocr.org.uk

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

12.7 Publications (related to this qualification)

Administrative Guide to OCR Nationals (code A028)

Access to Assessment: NVQs, Vocationally-Related Qualifications (VRQs) and Other Vocational Qualifications. Regulations and Guidance Relating to Candidates with Particular Requirements (code L016)

13 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