Vocational Qualifications

Administration (Business Professional) – 03952-03968

Moderators' report 2022/2023

About this Moderators' report

This report on the 2022/23 assessments aims to highlight:

- areas where students were more successful

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

- points of advice for future assessments.

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

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Overview

This year centres have overwhelming produced good evidence for the level and units for which their students have prepared. The schemes and their model assignments have been in place for a number of years and centres have paid assiduous attention to the feedback from their respective external moderators which ensures that the depth and range of evidence required for each unit, at each level has been maintained with very few exceptions. The exceptions tend to arise when a new assessor takes on the schemes without previous knowledge or experience of the specific requirements.

Feedback from visiting external moderators and in earlier years from external verifiers has confirmed the high value placed on the awards by those developing new entrants and also returners to the world of business in general and administration in particular. The imminent loss of the schemes and in particular those at Level 2, have been commented on by centres, as difficult to replace.

General comments

All units require the students to practise a range of business administration tasks as well as developing knowledge and understanding of why they are important and what the various terms mean. Centres continue to provide opportunities through simulation, work-based experience and in some instances 'model offices' where a range of tasks are undertaken by the learners to support members of staff. The level of accuracy required in the written documentation together with the ability to collect, collate and distribute information in a business-like manner has aided students to find employment or continue to further education.

The specifications allow students to accrue units from the level they are studying at but also, where appropriate, at a level above or below that of the specification. For example, a student studying at Level 2 may incorporate units from Level 1 and/or Level 3. Schemes Level 1 to Level 3 have two mandatory units which set the level of the individual award, certificate or diploma. At Level 4 there is only one mandatory unit. The remaining units are selected from the bands or groups of units listed in the data sheet and the handbook for each level. Centres clearly understand how to match their students to the most appropriate optional units for their learners and the need to ensure that individual students have the knowledge and experience they need to successfully complete the programme.

Comments on individual units

The mandatory units are completed by every student who undertakes one of the schemes. Historically, at Levels 1 and 2, Units 2 and 7 respectively deal with the creation of business documents and written business communications: the importance of accurate English, for a business purpose was not always understood but the centres responded positively to the feedback they received and the evidence and success rates confirm their work in this area. to ensure that correct spelling and grammar are implemented. The mandatory units for Levels 3 and 4 have rarely had major issues and none were identified in this session.

The optional units have, in the main, been produced good to every good evidence. The units which have caused most problems are Unit 11 where assessors need some knowledge of finance to help students navigate areas such as the rate of VAT and to differentiate between VAT rated and zero rated items, for example, which can alter over time. The other unit is Unit 8 where students have struggled with plotting a path from entry level roles to senior roles within the work place. A single example of a job role have occurred in the past but students now produce more detailed career paths.

Optional units at Level 3 and 4 require students to take on significant roles such as Unit 24 Working in an Administrative Team and Unit 27 Chair business meetings have been. Centres have worked hard to provide realistic environments for these higher level examples including setting up teams to carryout tasks aligned to specific needs such as developing training materials for students studying at Level 2 for example. Similarly, for Unit 27 students have chaired meetings linked to Level 3 Unit 30 Organising a Business Event.

Sector update

The sector is currently focusing on apprenticeships at Level 3 in the Business Areas. This has left a gap at Level 2 and does not necessarily address the requirements of those who for a range of reasons would benefit from learning more about business administration before embarking on an Apprenticeship or a refresher for those with experience but who have been out of the work place for a time.

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