

Model Assignment

Issued September 2011

OCR Administration (Business Professional)

UNIT 15 (LEVEL 3) - PRODUCING COMPLEX BUSINESS DOCUMENTS

Please note:

This OCR model assignment may be used to provide evidence for the unit above. Alternatively, centres may wish to adapt this assignment or devise their own assignment for the purposes of assessment. It is the centre's responsibility to ensure that any adaptations made to this assignment allow learners to meet all the assessment criteria and provide them with sufficient opportunity to demonstrate achievement across the unit.

This unit has a credit value of 4 on the Qualifications and Credit Framework (QCF). The scheme codes for the OCR Administration (Business Professional) qualifications towards which successful completion of this unit assessment may contribute are:

OCR Scheme code	Qualification Title	Qualification Accreditation Number (QAN)
03958	OCR Level 3 Award in Administration (Business Professional)	500/6483/6
03959	OCR Level 3 Certificate in Administration (Business Professional)	500/6484/8
03963	OCR Level 3 Diploma in Administration (Business Professional)	500/6485/X

The QCA Accreditation Number for this unit is: R/502/3852

This OCR model assignment remains live for the life of these qualifications.

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Model Assignment: Tutor Information

OCR Administration (Business Professional)

UNIT 15 (LEVEL 3): PRODUCING COMPLEX BUSINESS DOCUMENTS

Introduction to the Tasks

The tasks have been designed to enable learners to demonstrate their skills, knowledge and understanding of professional administration in the business world. In this assignment, learners will be able to demonstrate their skills of gathering information from complex documents and using this information to write appropriate documents in a realistic business setting.

The tasks have been designed so that all of the assessment criteria in Unit 15 are addressed.

These guidance notes should be used in conjunction with the unit specification and Centre Handbook.

In order to achieve this unit the learner is required to examine and understand the content of the documents provided and use information from them to respond to the complaint made.

Before they can respond to the letter of complaint, and their line manager's concerns, they will need to have a thorough understanding of exactly what the complaint is, what the Council's policies state in such cases, the approach of the local press and the intended outcomes of their responses.

Please note that, regardless of any modifications that may be made to the model assignment for this unit, at least **four** different types of business document must be produced by learners, of which **one** must be a letter.

The Tasks

Task 1: Understanding and summarising the issue

Assessment Criteria 1.1, 2.1 and 3.1 are assessed in this task

The learner should answer the questions set and produce their response in the form of a report.

The learner needs to include the following as part of this task:

- Identify the purpose of the documents. For example, the purpose of Document 1 is to complain; Document 2 to inform / advise; Document 3 has a mixed purpose – to inform but also to make readers see newspaper as ‘fighting for them’.
- Indicate how the Council could be perceived e.g. negatively from Document 1; Document 3 presents the Council both positively and negatively.
- Give a breakdown of key points in chronological order e.g. what was the initial problem, how did the Council respond.
- Consider the extent to which the Council has complied with its Repairs policy – indicating ways in which it does and ways in which it does not.
- Offer recommendations re additional actions e.g. review of particular care, investigation into whether this is a one-off or ongoing problem.
- Format the report with expected conventions followed e.g. heading, date, sub-headings etc.

Task 2: Responding to the Issue

Assessment Criteria 1.1, 2.1 and 3.1 are assessed in this task

The learner should write a letter to Judy Weiss, incorporating the points requested by her line manager and giving consideration to tone. (Learners should **not** be specifically told that a letter is required; their ability to select the appropriate form of written communication is being tested here. A report, email or memo would be inappropriate.)

- Appropriate information should be used from the given documents.
- The learner should analyse what needs to be included and pull this together into the one response.
- Information should be adapted to meet the needs of the audience e.g. the letter should not be critical of the council, unlike the residents’ association spokesperson in Document 3.
- The final document must be fit for purpose as specified by the line manager.
- Appropriate style and vocabulary must be used throughout and spelling, punctuation and grammar must be accurate in accordance with the Assessment Criteria.
- The appropriate letter format must be used e.g. sender and recipient address need to be included, together with the date, an accurate salutation and complementary close, cc.

Task 3: Informing the Public

Assessment Criteria 1.1, 2.1 and 3.1 are assessed in this task

The learner should write an article for the Westshire Gazette, as requested by their line manager.

- Appropriate information should be used from the given documents.
- The learner needs to analyse what should be included and pull this together into the one positive response.

- Information should be adapted to meet the needs of the audience e.g. the article should not be critical of the council, unlike the residents' association spokesperson in Document 3.
- The final document must be fit for purpose as specified by the line manager.
- The document produced must clearly be an article (not report, memo, email).
- Appropriate article format must be used e.g. with title (and possible strap line), paragraphs and possibly sub-headings.
- Appropriate style and vocabulary must be used throughout and spelling, punctuation and grammar must be accurate in accordance with the Assessment Criteria.

Task 4: Producing a questionnaire

Assessment Criteria 1.1, 2.1 and 3.1 are assessed in this task

The learner should produce a questionnaire and a rationale justifying the format of questionnaire and questions selected e.g. multiple choice for ease of analysis and completion; open questions to enable real opinions to be given in detail.

- The final document must be fit for purpose as specified by the line manager.
- Appropriate style and vocabulary must be used throughout and spelling, punctuation and grammar must be accurate in accordance with the Assessment Criteria.
- The questionnaire must be accessible to a wide variety of respondents.
- The learner must adapt information from Documents 1-3 to pose relevant questions.

Scope of permitted Model Assignment modification

The model assignment is self-contained in its present form. The set of tasks form a coherent whole addressing all the Assessment Criteria [AC].

No changes to the Assessment Criteria are permitted. However, the model assignment can be changed in terms of the introductory scenario, which can be contextualised or amended. The scenario must still be set within a business context and must have a clear business purpose/objective.

The following would remain broadly the same, providing a common structure for the range of model assignments produced:

- individual learners' evidence for practical activities
- controls for task taking
- links to other unit assignments, learning and work experience

If modifications are made to the model assignment it is up to the centre to ensure that all assessment criteria are adequately covered.

Please note that, regardless of any modifications that may be made to the model assignment for this unit, at least **four** different types of business document must be produced by learners, of which **one** must be a letter.

Checklist of types of evidence

When completing this model assignment it may be possible to generate evidence for completing a task in a variety of formats. This list is not exhaustive and will depend on the approach taken to complete the task or model assignment. In some cases the task or model assignment will require a specific format for the outcome and this will be clearly marked in the table.

Task activity	Examples of evidence – specifically required items in bold	Assessment Criteria coverage
Task 1 Understanding & summarising the issue	<ul style="list-style-type: none"> • Report 	Assessment Criteria <ul style="list-style-type: none"> • 1.1 • 2.1 • 3.1
Task 2 Responding to the issue	<ul style="list-style-type: none"> • Letter 	Assessment Criteria <ul style="list-style-type: none"> • 1.1 • 2.1 • 3.1
Task 3 Informing the public	<ul style="list-style-type: none"> • Article 	Assessment Criteria <ul style="list-style-type: none"> • 1.1 • 2.1 • 3.1
Task 4 Producing a questionnaire	<ul style="list-style-type: none"> • Questionnaire • Rationale 	Assessment Criteria <ul style="list-style-type: none"> • 1.1 • 2.1 • 3.1

Please note that, regardless of any modifications that may be made to the model assignment for this unit, at least **four** different types of business document must be produced by learners, of which **one** must be a letter.

Model Assignment: Learner Information

OCR Administration (Business Professional)

UNIT 15 (LEVEL 3): PRODUCING COMPLEX BUSINESS DOCUMENTS

Q *Do I have to pass this assignment?*

A Yes. You must pass this assignment to achieve the unit.

Q *What help will I get?*

A Your tutor will help you when completing the OCR model assignment and will make sure that you know what resources/facilities you need and are allowed to use.

Q *What if I don't understand something?*

A It is your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *Can I use other people's work?*

A No. The work that you produce must be your own and you may be asked to sign a declaration confirming this. You should never copy the work of other learners or allow other learners to copy your work. Any information that you use from other sources, e.g. books, newspapers, professional journals or the Internet must be clearly identified and not presented as your own work.

Q *Can I work in a group?*

A Yes. However, if you work in a group at any stage you must still produce work that shows your individual contribution.

Q *How should I present my work?*

A You can present your work in a variety of ways, e.g. hand-written, word-processed, on video. However, what you choose should be appropriate to the task(s) and agreed with your tutor. For some work, e.g. presentations, role-play, work experience, you will need to provide proof that you completed the task(s). A witness statement or observation sheet will usually be used for this. If you are unsure, check with your tutor.

Q *When I have finished, what do I need to hand in?*

A You need to hand in the work that you have completed for each task. Do not include any draft work or handouts unless these are asked for. When you hand in your work make sure that it has your name and the unit title clearly marked and that it is in the correct order for assessment.

Q *How will my work be assessed?*

A Your work will be marked by an assessor in your centre. The assessor will mark the work using the assessment objectives in the qualification specification. The work will then be sent to an OCR Moderator to ensure that assessors from all centres are marking correctly. You have not passed this unit until this is confirmed by OCR.

Q *Will my work be returned?*

A Submitted work will not be returned so please ensure you keep copies of everything you produce.

Scenario

Housing Problems

You work as a senior administrator in the Housing Department of Westchester District Council. Your line manager is Olive Wilson, Chief Housing Officer.

The Council has recently received a letter from a tenant (Document 1) which Olive Wilson has forwarded to you, along with a summary of the Council's policy on housing repairs (Document 2), and a recent article from the Westchester Gazette (Document 3). Your line manager has asked you to read the three documents and then carry out the activities detailed in Task 1 and Task 2.

DOCUMENT 1

302 Bonnington Terrace
Westchester
WT1 2DB

10 August 20XX

Chief Housing Officer
Westchester District Council
Town Hall
High Street
Westchester
WT1 1AB

Dear Sir

I would like to complain yet again about the need for urgent repairs to my flat. I have lived here for two years and pay my rent regularly but despite frequently reporting the problems at the local area housing office every week for the last six months, very little has been done.

The problems started when you fitted a new toilet, as part of the supposed 'refurbishment'. It looked really good but whenever the weather was warmer it started to smell. You did send someone along to look at it but they just said they couldn't smell anything. I explained it only happened when it was warm or I had the heating on but they just went away. Then, after a while, a leak started where the wall and floor meet at the back of the toilet. At first you could hardly notice it so I was put on the non-urgent list. Then it got worse and worse until I was having to mop the floor after every time someone used the toilet. Still no one came to fix it. Now I can't use the toilet at all because water comes pouring out from the wall and from the toilet bowl every time it's flushed. Someone came again and turned the water off to it so the leak has stopped and asked me to use the toilet out in the corridor. But it's now been like this for two weeks which is ridiculous. Not only that, the ongoing leaks have made the skirting start to rot in places and there are stains on the floor tiles and the hall carpet where the water leaked out.

I don't understand why nothing has been done. I want this fixed as soon as possible and compensation for the damage to my carpet.

Yours faithfully

Judy Weiss
Tenant

DOCUMENT 2**Westchester District Council****Summary of tenants' right to repairs**

- 1) All problems should be reported to your local area housing office as soon as possible.
- 2) All problems will be assessed within five working days.
- 3) Repairs will be placed in one of three categories:
 - Urgent – where the problem is affecting the tenants' right to enjoy their property and could have an impact on their health and safety. This could include problems such as total heating failure or burst pipes.
 - High Priority – where the problem has no impact on immediate health and safety but could cause further damage to the property or deteriorate so that it becomes urgent. This could include problems such as minor leaks, loss of heat from radiator or fire, poorly fitting doors or windows.
 - Low Priority – there is a need for repair but this is not affecting the tenants' ability to enjoy living in the property. This could include flaking paint, minor drainage smells or cracked tiles.
- 4) Problems identified as 'Urgent' will be repaired immediately ie within 24 hours, or a temporary repair effected immediately with a permanent repair being carried out as soon as possible.
- 5) Problems identified as 'High Priority' will be repaired within 10 working days or a temporary repair carried out within that time with a permanent repair being carried out as soon as possible.
- 6) Problems identified as 'Low Priority' will be repaired as and when there is staff availability as urgent and high priority repairs will always take precedence. Tenants having need of repairs marked as 'low priority' should not contact the Council again unless no further communication has been received after six months from when the problem was initially reported.
- 7) Any complaints should be addressed to the Repairs' Manager at Westchester Councils' main offices in the Town Hall.
- 8) Note: it is the Council's responsibility to carry out repairs to the Council's property but we take no responsibility for any damage caused to tenants' property, fixtures or fittings. This should be covered by the tenants' own household insurance policy.

DOCUMENT 3**Westchester Gazette****Westchester District Council is the Top Council**

Westchester District Council has come top again in the Local Government rankings. Their top place was mainly due to the complete refurbishment of all rented flats and houses in their area.

Council chief Amy Ayomola said, "This has been a highly successful project and our tenants are thrilled. It shows the commitment we have as a council to all those who access our services".

However, a local tenants' association spokesman said, "It's all window dressing! The council should have done these upgrades years ago and we all know that they're being carried out at the expense of normal regular repairs. In fact, many of the problems the council are now having relate to poor quality workmanship. This is causing an increase in the number of problems tenants are reporting so the council can no longer meet their own targets for repairs. They like to show off about being top, but they don't even mention that they came 54th (out of 72) in the rankings for tackling non-urgent repairs."

We at the Westchester Gazette will be keeping an eye on the situation and in our Council special next month, will feature views of local residents and the Council's response.

Tasks

Introduction

In order to achieve this unit you are required to examine and understand the content of the documents provided and use information from them to respond to the complaint made.

Before you can respond to the letter of complaint, and your line manager's concerns, you will need to have a thorough understanding of exactly what the complaint is, what the Council's policies state in such cases, the approach of the local press and the intended outcomes of your responses.

Task 1: Understanding and summarising the issue

Assessment Criteria 1.1, 2.1 and 3.1

Your task is to:

- respond to the instructions given to you by your line manager in the email below.

To: Senior Administrator

From: Olive Wilson

Subject: Concerns about repairs

I need you to clarify the following for me from the three documents I sent to you. Please let me have your thoughts in a brief report.

1. What is the purpose of each of the documents? What are they getting at? How might they impact on the public's perceptions of the Council's work? Give a brief breakdown of the key points of Judy Weiss's letter. According to Judy, what did or didn't we do? What action does she want?
2. To what extent does it appear we have complied with our Repairs policy when dealing with Judy Weiss's issues?
3. How might the Repairs policy be adapted in light of Judy's letter?

Your evidence will be a report.

Task 2: Responding to the Issue

Assessment Criteria 1.1, 2.1 and 3.1

Your task is to:

- respond to the instructions given to you by your line manager in the email below.

To: Senior Administrator

From: Olive Wilson, Chief Housing Officer

Subject: Concerns about repairs

Thanks for the information you sent me. I think we need to reply to Ms Weiss as soon as possible, explaining where we did (and didn't) stick to our policies, reminding her of them where necessary and proposing an appropriate course of action.

I'm on leave from today so I'll have to leave this in your hands. Please write the response – but make sure I get a copy. Do make sure it presents the Council in the best possible light. Please ensure we deal positively and honestly with all her issues but don't open ourselves up to more criticism from the tenants' association or the press – you know how tactful we need to be! You might need to remind her about tenants' responsibilities and lines of communication with the Council as well.

Your evidence will be your response to Ms Weiss.

Task 3: Informing the Public

Assessment Criteria 1.1, 2.1 and 3.1

Your task is to:

- respond to the instructions given to you by your line manager in the email below.

To: Senior Administrator

From: Olive Wilson, Chief Housing Officer

Subject: Concerns about repairs

We have now been invited by the Westchester Gazette to produce a brief article in response to their feature on our performance in the recent Local Government Rankings, which I have already sent to you (Document 3), in which they were quite negative about us. I want you to write this article, which must be between 350 and 400 words, emphasising just how good we aim to be and how we respond positively to any complaints made by our tenants. Make sure you have an eye-catching title - we want everyone to read it!

Your evidence will be an article of between 350 and 400 words.

Task 4: Producing a questionnaire

Assessment Criteria 1.1, 2.1 and 3.1

Your task is to:

- respond to the instructions given to you by your line manager in the email below.

To: Senior Administrator

From: Olive Wilson, Chief Housing Officer

Subject: Maintaining our reputation

The councillors of Westchester Council are very pleased with our performance in the Local Government Rankings but want to ensure that they maintain this position. At a meeting of the full council, it has been agreed that a questionnaire should be sent to all tenants in six months' time to capture their perceptions of both how well we keep to our current repairs policy and also their opinions about the policy itself. I would like you to produce the questionnaire, ensuring key issues which have arisen to date are picked up in it. The format of the questionnaire is up to you but you will need to let me know *why* you have chosen the format you select, in case I am asked to justify this at the next full Council meeting.

Your evidence will be a questionnaire and notes detailing your rationale for using the format you have selected.

Learner Evidence Checklist

OCR Administration (Business Professional)

UNIT 15 (LEVEL 3): PRODUCING COMPLEX BUSINESS DOCUMENTS

LEARNER NAME: _____

CENTRE NUMBER: _____

Task 1 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Report	

Task 2 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Response to Judy Weiss	

Task 3 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Article	

Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Questionnaire	
<input type="checkbox"/> Rationale for choice of questionnaire format and type of questions	

I confirm that the items listed above are attached. These have been assessed and provide sufficient evidence to demonstrate that the learner has achieved all of the assessment criteria for this unit.

Signed: _____

Name and position _____

Date: _____