

Model Assignment

Issued September 2009

OCR Administration (Business Professional)

UNIT 4 (LEVEL 1) - WELCOME VISITORS

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 2 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)
03952	OCR Level 1 Award in Administration (Business Professional)	500/6124/0
03953	OCR Level 1 Certificate in Administration (Business Professional)	500/6122/7
03954	OCR Level 1 Diploma in Administration (Business Professional)	500/6123/9
03956	OCR Level 2 Certificate in Administration (Business Professional)	500/6563/4
03957	OCR Level 2 Diploma in Administration (Business Professional)	500/6125/2

The QCA Accreditation Number for this unit is: M/502/4006

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

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G345 09-09

Model Assignment: Tutor Information

OCR Administration (Business Professional)

UNIT 4 (LEVEL 1) - WELCOME VISITORS

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. Learners will state how treating visitors politely and in a positive way benefits an organisation. They will then undertake a number of role-plays to show that they can welcome visitors and deal with different situations, including coping with questions and problems that may arise.

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

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

The Tasks

Task 1: How treating visitors politely and in a positive way benefits an organisation

Assessment Criterion 2 is assessed in this task.

In this task, learners need to state how treating visitors politely and in a positive way would benefit an organisation.

To evidence this task, learners should take part in a discussion with someone acting as their line manager. The discussion may be one-to-one or include more than one learner at a time, but each learner must contribute. During the discussion, the tutor should ensure the following points are highlighted:

- the reception area must always be clean and tidy and the general appearance must be pleasing on the eye so that the visitors have that vital good “first impression”
- a tidy reception area will help to give visitors confidence in the quality of the service provided by Oakwood Stationers plc
- staff always have good manners and a welcoming attitude, no matter who the visitors are
- staff always welcome visitors with a smile, asking them politely the purpose of their visit
- staff are dressed appropriately and always have a clean and neat appearance

At the end of the discussion, each learner should then note down the key points from the discussion themselves.

Evidence for this task should be a set of notes produced by the learner.

Tasks 2 – 4

Assessment Criteria 1.1, 1.2, 1.3, 1.4 and 1.5 are assessed in these tasks.

In these tasks, learners are given opportunities to show that they are able to welcome visitors politely and in a positive way. A number of role-plays have been developed which will help them gain experience and confidence and to evidence welcoming visitors. The role-plays are given in Tasks 2, 3 and 4.

Before undergoing the role-plays, learners need to:

- ✓ recognise that visitors to Oakwood Stationers (the company in the scenario) could be a variety of different people, such as customers, sales representatives, delivery drivers, people maintaining equipment such as photocopier/IT engineers/ technicians, employees from other branches, etc
- ✓ understand that everyone arriving at reception must be treated with the same care and consideration, no matter who they are
- ✓ ensure that the reception area is always kept clear, with nothing blocking doorways or other entry or exit points
- ✓ follow organisational procedures for welcoming visitors – security procedures are particularly important; these may include, for example, the use of a Visitors Book and the use of badges.

Learners need to understand that when they welcome visitors they must:

- ✓ greet the visitor immediately (with a smile) and make them feel welcome
- ✓ ask for the visitor's name (and company if appropriate)
- ✓ find out the purpose of the visit, e.g. ask if the visitor has an appointment – the importance of listening carefully should be stressed
- ✓ ensure that not only do they understand the visitor, but that the visitor also understands them
- ✓ watch for body language signs visitor may display and gauge how to deal with these
- ✓ cope with questions – those that they can answer and those they cannot
- ✓ deal with visitors who need to wait for any reason, and care appropriately for these visitors, e.g. by guiding them to suitable seating, offering refreshments, newspapers or magazines, etc
- ✓ as far as possible, deal with problems that may arise
- ✓ know when and how to pass a problem to a member of staff who is more senior.

The role-plays should give each learner the opportunity to play the role of the person welcoming a visitor in each of the scenarios. They could be set in a reception area in the company in the scenario, but any appropriate location which enables the learners to show their ability to welcome visitors would be sufficient.

The visitor could be a member of staff (not the tutor) or a colleague and may or may not be known to the learner.

Please note: assessors will need to complete a Witness Statement for Tasks 2 to 4. As these tasks cover similar Assessment Criteria and it is likely that centres may assess candidates on more than one task in a short period of time, assessors **do not** need to complete a separate Witness Statement for each task. (Although assessors may complete a separate Witness Statement for each of Tasks 2 to 4 if they wish, if this fits better with how and when the tasks are performed and assessed.)

However, a Witness Statement **must** be completed for each learner and assessors must state clearly on each form which tasks and Assessment Criteria are being evidenced.

Assessors will need to complete a Witness Statement for each learner. If the learners are asked questions after the role-plays, these should be recorded, with the responses given, on the separate form provided.

Task 2: Welcoming a visitor

Assessment Criteria 1.1 – 1.5 are assessed in this task.

This first role-play will give the learners an opportunity to welcome a visitor and establish the purpose of the visit. Learners will need to ask and answer questions. This role-play should be straightforward with the visitor arriving at reception with an appointment. The learner will need to ensure that the visitor signs the Visitors Book (or at least a page from a Visitors Book) and is given a security badge.

Evidence for this task will be the completion by the assessor of a Witness Statement for each learner (see note above). If the learners are asked questions after the role-play, these should be recorded, with the responses given, on the separate form provided.

Task 3: Dealing with an awkward visitor

Assessment Criteria 1.1 – 1.5 are assessed in this task.

This second role-play will give the learners an opportunity to deal with an awkward visitor. The visitor has a large box, which they wish to leave in reception. The visitor is not willing to take the box to Goods Inwards as s/he says s/he does not have the time to do this. His/her attitude is assertive, bordering on aggression.

The box is not labelled with the name or department of a particular member of staff and the visitor is not very co-operative with efforts to find out who the box is for. Security procedures should be an important part of this role play, with the learner establishing the credentials of the visitor and the contents of the box.

Once this has been established, the learner will need to deal with the visitor and follow organisational procedures, such as contacting staff in Goods Inwards to move the box as quickly as possible to ensure the box is moved away from the reception area. Learners may need to be reminded that they should not lift heavy weights. The importance of keeping the reception area clear and uncluttered may also need to be stressed.

The learner will also need to decide whether s/he can cope with the situation to a satisfactory conclusion or if it is necessary to pass the person on to someone more senior.

Evidence for this task will be the completion by the assessor of a Witness Statement for each learner (see note above). If the learners are asked questions after the role-play, these should be recorded, with the responses given, on the separate form provided.

Task 4: Dealing with a visitor who arrives early for an appointment

Assessment Criteria 1.1 – 1.5 are assessed in this task.

This third role-play will give the learners an opportunity to deal with a visitor who has arrived early for an appointment. This role-play should be a visitor who arrives at reception and wishes to sell a new line of stationery to the company in the scenario. The visitor is half an hour early for an appointment and the member of staff is not able to see him/her until the appointed time. The learner will need to show how to deal with the visitor, e.g. showing him/her to a seat in the reception area and providing refreshments (if appropriate) and magazines or newspapers.

Evidence for this task will be the completion by the assessor of a Witness Statement for each learner (see note above). If the learners are asked questions after the role-play, these should be recorded, with the responses given, on the separate form provided.

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. However, 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.

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 will require a specific format for the outcome and this will be clearly marked in the table with these items in bold.

Task activity	Examples of evidence – specifically required items in bold	Assessment Criteria coverage
Task 1 How treating visitors politely and in a positive way benefits an organisation	<ul style="list-style-type: none"> • Notes 	Assessment Criterion <ul style="list-style-type: none"> • 2
Task 2 Welcoming a visitor	<ul style="list-style-type: none"> • Completed witness statement 	Assessment Criteria <ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 1.4 • 1.5
Task 3 Dealing with an awkward visitor	<ul style="list-style-type: none"> • Completed witness statement 	
Task 4 Dealing with a visitor who arrives early for an appointment	<ul style="list-style-type: none"> • Completed witness statement 	

Witness Statement – Tasks 2 - 4

This form is to be used to testify or corroborate what has actually been observed.

Witnesses are people who can comment on work/performance/activities and can be:

- A qualified tutor/assessor
- Someone who has competence in the subject and a knowledge of the evidence requirements of the qualification.

AC 1.1, 1.2, 1.3, 1.4 and 1.5	<input type="checkbox"/> Task 2 – Welcoming a visitor <input type="checkbox"/> Task 3 – Dealing with an awkward visitor <input type="checkbox"/> Task 4 – Dealing with a visitor who is early for an appointment
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LEARNER NAME	
CENTRE NUMBER	
Date/s of activity	

ASSESSOR FEEDBACK

<u>Assessment Criterion 1.1</u>	
Welcome visitors and establish the purpose of their visit	
Assessor comments	
<u>Assessment Criterion 1.2</u>	
Follow organisational procedures for receiving visitors	
Assessor comments	

Assessment Criterion 1.3
Answer routine questions

**Assessor
comments**

Assessment Criterion 1.4
Make visitors feel welcome during any period of waiting

**Assessor
comments**

Assessment Criterion 1.5
Use appropriate tone and language, including body language, when dealing with visitors

**Assessor
comments**

GENERAL COMMENTS

I confirm that the learner above has achieved each of the Assessment Criteria listed whilst performing the tasks above.

Signed (Witness): _____

Name and position _____

Date: _____

RECORD OF QUESTIONS/ANSWERS (OPTIONAL)

LEARNER NAME:
CENTRE NUMBER:
TASK:

ASSESSOR QUESTION 1	
LEARNER RESPONSE 1	
ASSESSOR QUESTION 2	
LEARNER RESPONSE 2	
ASSESSOR QUESTION 3	
LEARNER RESPONSE 3	

ASSESSOR SIGNATURE:		DATE:	
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LEARNER SIGNATURE:		DATE:	
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Model Assignment: Learner Information

OCR Administration (Business Professional)

UNIT 4 (LEVEL 1) - WELCOME VISITORS

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

Oakwood Stationers Induction – Learning to Welcome Visitors

You work as a junior administration assistant for Oakwood Stationers plc at the company's Head Office. Your line manager is John Appleton, who is a Training Officer based at Head Office. John specialises in training administrators and has particular responsibility for delivering induction courses to new office staff.

John has been asked to organise and deliver an induction course for three new junior administration assistants. As part of their duties, the new staff members will sometimes be asked to work in the reception area of Head Office. John has asked you to assist him with the session of their induction course that will cover how to welcome visitors as he knows that you used to work in the reception area when you first joined the company.

Tasks

Task 1: How treating visitors politely and in a positive way benefits Oakwood Stationers plc

Assessment Criterion 2

John Appleton has asked you to help ensure that the new staff members understand how treating visitors politely and in a positive way benefits your company.

Your task is to:

- take part in a discussion with your line manager and the new staff members about how treating visitors politely and in a positive way benefits the organisation
- produce notes covering the key points agreed during this discussion which John can then use in the induction training session.

Your evidence will be your notes.

Tasks 2 – 4

Assessment Criteria 1.1, 1.2, 1.3, 1.4 and 1.5

John Appleton has asked to you to show the new junior administration assistants how to welcome visitors politely and in a positive way. He has designed a number of role-plays for the day of the induction, in which you will demonstrate how to welcome a variety of visitors to Head Office.

Task 2: Welcoming a visitor

Assessment Criteria 1.1, 1.2, 1.3, 1.4 and 1.5

Your task is to:

- welcome a visitor and establish the purpose of the visit.

Your evidence will be a completed Witness Statement. You should also be prepared to answer questions at the end of the role-play.

Task 3: Dealing with an awkward visitor

Assessment Criteria 1.1, 1.2, 1.3, 1.4 and 1.5

Your task is to:

- welcome a visitor who wishes to leave a large box in reception, refuses to take it to the Goods Inwards section and is displaying aggressive body language and tone of voice.

Your evidence will be a completed Witness Statement. You should also be prepared to answer questions at the end of the role-play.

Task 4: Dealing with a visitor who is early for an appointment

Assessment Criteria 1.1, 1.2, 1.3, 1.4 and 1.5

Your task is to:

- welcome a visitor who arrives at reception half an hour early for an appointment.

Your evidence will be a completed Witness Statement. You should also be prepared to answer questions at the end of the role-play.

Learner Evidence Checklist

OCR Administration (Business Professional)

UNIT 4 (LEVEL 1) - WELCOME VISITORS

LEARNER NAME: _____

CENTRE NUMBER: _____

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

Task 2 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Completed Witness Statement	

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

Task 4 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Completed Witness Statement	

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: _____

