

Model Assignment

Issued December 2011

OCR Administration (Business Professional)

UNIT 25 (LEVEL 4) – WORKING IN A SENIOR ADMINISTRATIVE ROLE

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 5 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)
03966	OCR Level 4 Award in Administration (Business Professional)	500/6488/5
03967	OCR Level 4 Certificate in Administration (Business Professional)	500/6489/7
03968	OCR Level 4 Diploma in Administration (Business Professional)	500/6490/3

The QCA Accreditation Number for this unit is: J/502/3864

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 25 (LEVEL 4) – WORKING IN A SENIOR ADMINISTRATIVE ROLE

Introduction to the Tasks

There is no scenario for this model assignment as the content of the unit requires real tasks to be performed by a team in order for the learner to generate valid evidence. There are three options for the setting in which the learner may carry out the tasks, all of which must enable the learner to work at a senior administrative level in order to provide valid evidence:

- an existing working environment
- a work placement of substantial duration
- a realistic working environment (RWE) or model office.

The learner must be supervising a team of people undertaking administrative duties, either as a line manager or as a supervisor in a matrix management system.

The tasks have been designed so that all of the Assessment Criteria in Unit 25 are addressed, regardless of the setting, and each piece of evidence listed for the tasks must be provided.

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

The Tasks

Task 1: Develop a personal training and development learning plan

Assessment Criteria 3.2 and 4.1 is assessed in this task.

At Senior Administrator level, the learner is expected to be able to identify where further learning and development could improve their own performance. A personal training and development learning plan supported by an action plan, should be provided as evidence. The actions identified in the plan must clearly link to the learner's administration role in which they will be responsible for supervising a team of people undertaking administrative duties.

The development and action plans must include reference to the following:

- the learner's role and associated responsibilities
- the standards expected by the organisation and the learner
- projecting a professional image and meeting organisational codes of behaviour and appearance.
- dealing with stress
- an understanding of and application of codes of practice, legislation and regulations
- time management
- identifying ways to improve the learner's performance

Task 2: Planning and prioritising own work and that of the team

Assessment Criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 2.1 are assessed in this task.

A varied portfolio of documentation should be provided as evidence for this task, including personal and team objectives. Notes of meetings between the learner and their line manager and with team members should also be included – this may include team meetings, one-to-one meetings and review meetings.

Records of the allocation of work could be in the form of a spreadsheet, diary/planner or screen shots of electronic task management tools. A personal statement from the learner is required, together with a completed Witness Statement.

Task 3: Supporting and supervising the team

Assessment Criteria 2.1, 2.2, 2.3 and 2.4 are assessed in this task.

The knowledge for this task is evidenced through the set of guidelines produced by the learner, such as a team reference manual, a checklist, a team agreement, 'manifesto' or code of conduct. A Witness Statement must also be included to show that the learner has supported and supervised team members. Additional statements from team members may be included as supporting evidence.

Task 4: Reviewing and evaluating own performance

Assessment Criteria 3.1, 3.2 and 4.2 are assessed in this task.

The learner should provide evidence to show that they have implemented changes in addition to the evidence that demonstrates their evaluation etc. The personal statement or case history may take a variety of forms, for example, a reflective journal highlighting ways in which performance may be improved. A formal report on performance, monthly, quarterly or as appropriate and a report to senior managers on progress may also be provided as evidence.

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. The model assignment can be contextualised or amended to suit the circumstances of the individual learner. However, the tasks 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 Develop a personal training and development learning plan	<ul style="list-style-type: none"> • Personal training and development learning plan • Action plan 	Assessment Criteria <ul style="list-style-type: none"> • 3.2 • 4.1
Task 2 Planning and prioritising own work and that of the team	<ul style="list-style-type: none"> • Personal objectives for the year ahead • Team objectives for the year ahead • Notes of meetings • Records of allocation of work • Witness statement • Personal statement 	Assessment Criteria <ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 1.4 • 1.5 • 1.6 • 1.7 • 2.1
Task 3 Supporting and supervising the team	<ul style="list-style-type: none"> • Notes of meetings • Personal statement • Witness Statement • Code of conduct/team reference manual/checklist 	Assessment Criteria <ul style="list-style-type: none"> • 2.1 • 2.2 • 2.3 • 2.4
Task 4 Reviewing and evaluating own performance	<ul style="list-style-type: none"> • Personal statement/case history • Updated personal training and development learning plan • Updated action plan • Report on performance 	<ul style="list-style-type: none"> • 3.1 • 3.2 • 4.2

Witness Statement – Tasks 2 & 3

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, 1.5, 1.6, 1.7 & 2.1	Task 2 – Planning and prioritising own work and that of the team
AC 2.1, 2.2, 2.3 & 2.4	Task 3 – Supporting and supervising the team

LEARNER NAME	
CENTRE NUMBER	
Date/s of activity	

ASSESSOR FEEDBACK

Assessment Criterion 1.1 Manage their own workload to ensure organisational and personal work objectives are met when undertaking senior administrative duties	
Assessor comments	

Assessment Criterion 1.2	
Implement a problem solving approach when undertaking senior administrative duties	
Assessor comments	
Assessment Criterion 1.3	
Follow organisational procedures when dealing with difficult situations	
Assessor comments	
Assessment Criterion 1.4	
Implement time management techniques	
Assessor comments	

Assessment Criterion 1.5	
Apply negotiation skills when planning work in relation to the needs of the organisation	
Assessor comments	
Assessment Criterion 1.6	
Analyse short and long term work objectives in a senior administrative role	
Assessor comments	
Assessment Criterion 1.7	
Prioritise activities to ensure work is completed	
Assessor comments	

Assessment Criterion 2.1	
Manage the work of others within an administrative team to ensure tasks are completed in accordance with objectives	
Assessor comments	
Assessment Criterion 2.2	
Identify barriers to communication and interpersonal relationships in the organisation	
Assessor comments	
Assessment Criterion 2.3	
Devise strategies to overcome communication barriers	
Assessor comments	

Assessment Criterion 2.4

Comply with organisational requirements when managing a team

**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: _____

Model Assignment: Learner Information

OCR Administration (Business Professional)

UNIT 25 (LEVEL 4) – WORKING IN A SENIOR ADMINISTRATIVE ROLE

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.

Setting

You will be producing evidence from one of the following settings at senior administrative level:

- your own working environment
- a work placement (this must be a substantial period of time)
- a realistic working environment (RWE) or model office

You must be supervising a team of people undertaking administrative duties, either as a line manager or as a supervisor in a matrix management system.

Tasks

Task 1: Develop a personal training and development learning plan

Assessment Criteria 3.2 and 4.1

Your task is to:

- develop a personal training and development learning plan for yourself as a senior administrator

Your evidence will be:

- personal training and development learning plan
- action plan

The personal training and development learning plan and action plan must include reference to the following:

- your role and associated responsibilities
- the standards expected by the organisation and yourself
- projecting a professional image and meeting organisational codes of behaviour and appearance.
- dealing with stress
- an understanding of and application of codes of practice, legislation and regulations
- time management
- identifying ways to improve your own performance

Task 2: Planning and prioritising own work and that of the team

Assessment Criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 2.1

Your task is to:

- analyse short and long term work objectives for yourself and your team
- demonstrate an ability to manage own workload to ensure organisational and personal work objectives are met when undertaking senior administrative duties
- implement a problem solving approach when undertaking senior administrative duties
- demonstrate an ability to follow organisational procedures when dealing with difficult situations and managing the team
- implement time management techniques
- demonstrate an ability to prioritise your own work and that of the team to ensure that work is completed to deadline
- apply negotiation skills when planning work in relation to the needs of the organisation

Your evidence will be:

- your personal objectives for the month, quarter or as appropriate
- your team's objectives for the month, quarter or as appropriate
- notes of meetings
- records of allocation of work
- a completed Witness Statement
- a personal statement

Task 3: Supporting and supervising the team

Assessment Criteria 2.1, 2.2, 2.3 and 2.4

Your task is to:

- maintain constructive working relationships within the team to ensure work is completed in accordance with objectives
- identify barriers to communication and interpersonal relationships in the organisation
- devise appropriate strategies to overcome communication barriers
- comply with organisational requirements when managing the team

Your evidence will be:

- notes of meetings
- a personal statement
- a completed Witness Statement
- additional statements from team members eg 360° reviews.

Task 4: Reviewing and evaluating own performance

Assessment Criteria 3.1, 3.2 and 4.2

Your task is to:

- evaluate your own performance as a senior administrator including the effectiveness of your leadership skills
- identify ways to improve your own performance as a senior administrator
- review and update your personal training and development learning plan

Your evidence will be:

- a personal statement/case history
- an updated personal training and learning development plan
- an updated action plan

and may include:

- a formal report on performance either monthly, quarterly or as appropriate
- report to senior manager on progress

Learner Evidence Checklist

OCR Administration (Business Professional)

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LEARNER NAME: _____

CENTRE NUMBER: _____

Task 1 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Personal training and development learning plan	
<input type="checkbox"/> Action plan	

Task 2 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Personal objectives for the year ahead	
<input type="checkbox"/> Team objectives for the year ahead	
<input type="checkbox"/> Notes of meetings	
<input type="checkbox"/> Records of allocation of work	
<input type="checkbox"/> Witness statement	
<input type="checkbox"/> Personal statement	

Task 3 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Notes of meetings	
<input type="checkbox"/> Personal statement	
<input type="checkbox"/> Witness statement	
<input type="checkbox"/> Additional evidence from team members	
<input type="checkbox"/> Other (please give details) _____	

Task 4 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Personal statement	
<input type="checkbox"/> Updated personal training and development learning plan	
<input type="checkbox"/> Updated action plan	
<input type="checkbox"/> Formal reports	
<input type="checkbox"/> Other (please give details) _____	

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: _____