

Model Assignment

Issued September 2011

OCR Administration (Business Professional)

UNIT 10 (LEVEL 2) - TEAMWORK IN ADMINISTRATION

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 3 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
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: K/502/4716

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

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G351 11-09

Model Assignment: Tutor Information

OCR Administration (Business Professional)

UNIT 10 (LEVEL 2): TEAMWORK IN ADMINISTRATION

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 have the opportunity to work in a team to carry out the administrative tasks related to organising an event. Learners will work in a team to plan the team working, will work with others to produce the administrative tasks and review their own performance.

Before learners start the activities they need to learn about how teams work and what makes them effective. There must be a minimum of three team members in each team and a maximum of five members. Learners should be placed into appropriate teams before they start work on the tasks.

Please note: assessors should complete a Witness Statement for Tasks 2 and 3. As the tasks cover similar Assessment Criteria, assessors **do not** need to complete a separate Witness Statement for each task, although they may do so 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.

The tasks have been designed so that all of the assessment criteria in Unit 10 are addressed.

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

The Tasks

Task 1: Understand how administrative teams work

Assessment Criteria 1.1 and 1.2 are assessed in this task.

For this task learners should identify the key attributes of a successful team and describe the roles and responsibilities of different team members. There are a variety of ways in which this task can be carried out but the evidence provided should be either a report or the content for a presentation (speaker notes, slides etc). A set of single phrase bullet points is not appropriate for this task as the candidate must provide evidence of understanding and thus will need to produce a paragraph or more on each of the roles and responsibilities.

The tutor could link this theoretical task with the more practical tasks which follow by facilitating a team or whole group discussion prior to each learner producing their own evidence. Learners could discuss the roles and responsibilities of different team members in the task that will follow in relation to theories of team performance, perhaps by carrying out a Belbin team role analysis (or similar). Learners could also identify their own and their team members preferred team roles and discuss what may happen if they do not have a team member with team leadership characteristics, for example.

However, the evidence produced by each student must be individual.

Task 2: Planning the administrative team

Assessment Criteria 2.1 and 3.1 are assessed in this task.

Learners in this task will work collaboratively to achieve their goal of carrying out the administrative tasks relating to a charity event. **The emphasis of this assessment objective is the planning of the team working and each learner must individually evidence their own contribution. One portfolio covering the team working event is not acceptable.**

Learners could carry out a mind-map to come up with innovative ideas for a fund-raising event of their choice. They should come up with their own ideas first and then share these with their other team members. Learners may need to overcome conflict as they decide as a team on which event will be the most appropriate charity to support. As supervisor you should check on each of the ideas suggested to ensure that they are realistic. Learners do not need to run the charity event but carry out the administrative tasks associated with the organising of this event.

Once the event and the charity to support have been agreed, learners are required to plan the administrative tasks. Learners must produce a plan which shows the activities, resources, tasks and the timescale they will carry out to meet the team objectives. They would then plan and prioritise their own tasks and individual responsibilities. Learners are encouraged to draw up a plan, which should be a working document that they can complete to revise and update this on an ongoing basis.

Learners should be encouraged to plan regular review meetings. These meetings should allow learners to come together to discuss progress towards meeting their goals.

The team plan must be provided as evidence, supported by notes showing the individual's responsibilities and a Witness Statement showing the individual learner's contribution (please see note on Witness Statement above).

Task 3: Working in an administrative team

Assessment Criterion 3.1 is assessed in this task.

Learners will work together to achieve the objectives they have planned in task 2. They will work collaboratively through the team and their own plan, carrying out the administrative tasks required for the charity event. Learners will agree their own working arrangements, work safely, meet their own and team deadlines and use their own initiative to solve problems. Learners will need access

to the required time and resources to carry out the administrative tasks that are needed to organise the charity event.

They will need to ensure that each of the tasks are completed or renegotiated if progress does not meet the original timescale. Learners will individually work on their own administrative tasks and bring their evidence to the group at the regular team activity meetings. The plans will be updated to show completed or revised dates.

Learners will work with others, demonstrating effective team working skills and showing mutual support and respect, team spirit and collaborative working to meet the goals. They will demonstrate effective communication skills e.g. verbal and written, use diplomacy and tact and effective listening skills. Learners may have to deal with conflict and they should use appropriate skills to overcome these. As supervisor you may have to step in to ensure that conflict is dealt with appropriately and professionally and support learners throughout this process.

As the unit is about team working, the evidence presented must concentrate on the team working activity – evidence of the administrative tasks would be helpful, however the updated plan, Witness Statement (please see note above), minutes of meetings and any notes relating to the team activity are required. All evidence must be the work of the individual learner.

Task 4: Review your performance with the administrative team

Assessment Criteria 4.1, 4.2 and 4.3 are assessed in this task.

In this task, learners are required to evaluate their own contribution to the team working activity and review the overall performance of the team.

Learners should be encouraged, as early as possible following the completion of Task 3, to review the team working activity. They should identify what went well and what did not go so well within the team and whether or not the objectives they set were achieved. This could be evidenced through a SWOT/SLOT analysis which identifies their own strengths and weaknesses in relation to how they performed during the team working activity. Learners will also need to identify what their own contribution was to the team working activity. They will need to consider what others contributed to the activity and how well the skills of team members matched the tasks that were carried out.

This activity should be supported by a supervisor, so that any feedback provided to learners is positive, helpful and not destructive. The supervisor should arrange a review meeting with all team members to discuss the overall performance of the team and the minutes could be taken as a record of the findings. This can be group and/or individual.

Learners should identify improvements to show if they were to do this again what they would do differently to improve the overall performance of the team. They should also be encouraged to identify any personal development that they should undertake and record this appropriately.

Evidence provided should be the review, which may include a combination of swot/slot analysis, peer feedback, self evaluation, minutes of meetings, log/diary, and personal development plan.

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 Understand how administrative teams work	<ul style="list-style-type: none"> • Report or • Content for presentation 	Assessment Criteria <ul style="list-style-type: none"> • 1.1 • 1.2
Task 2 Planning the administrative team	<ul style="list-style-type: none"> • Plan • Witness Statement or video • Notes • Agenda/minutes of meeting • Mind-map 	Assessment Criteria <ul style="list-style-type: none"> • 2.1 • 3.1
Task 3 Working in an administrative team	<ul style="list-style-type: none"> • Updated plan • Witness Statement or video • Agenda/minutes of meeting • Notes • Photographs • Report on the activity • Log/diary 	Assessment Criterion <ul style="list-style-type: none"> • 3.1
Task 4 Review your performance within the administrative team	<ul style="list-style-type: none"> • Review • Slot/swot analysis • Assessor/peer feedback • Self evaluation • Minutes of meetings • Log/diary • Personal development plan 	Assessment Criteria <ul style="list-style-type: none"> • 4.1 • 4.2 • 4.3

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 2.1, 3.1	Task 2 – Planning the administrative team
AC 3.1	Task 3 – Working in an administrative team

LEARNER NAME	
CENTRE NUMBER	
Date/s of activity	

ASSESSOR FEEDBACK

Assessment Criterion 3.1 Work with others to complete team activities and achieve agreed objectives	
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 10 (LEVEL 2): TEAMWORK IN ADMINISTRATION

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 is 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

Team working in administration

You are an administration assistant in the general office of your local college. The office manager has asked you and the other administration assistants to help organise and provide the administrative support for an event of your choice which will raise money for a local charity.

The team will need to come up with innovative and creative ideas for the charity event and work together to decide on which local charity to support.

The duration of the charity event should be no less than one hour and no more than half a day. The office manager has come up with a few suggestions of what you might do:

- Fashion show
- Car washing
- French evening
- Sports event
- Computer games marathon

Tasks

Introduction

Before you form a team and start working on the tasks, you will need to have an understanding of how teams work and what makes them effective.

Task 1: Understand how administrative teams work

Assessment Criteria 1.1 and 1.2

Some members of the team have limited experience of working in an administration team. Before you start working on the charity event you have been asked to find out what makes a team successful and communicate this to your colleagues.

Your task is to:

- explain how team working can be more productive than working individually
- describe the roles and responsibilities of team members

Your evidence will be a report or the content for a presentation.

Task 2: Planning the administrative team

Assessment Criteria 2.1 and 3.1

You now need to decide on the charity event and agree who will do which administrative tasks in the team activity.

Your task as a team is to:

- decide on the event and which charity to support overcoming any conflict by using negotiation skills to select the most favoured options
- set realistic objectives, determining priorities and individual responsibilities

- decide and agree the administration roles and responsibilities of individual team members
- produce a team working plan which covers, resources, action, timescales and individual responsibility.

Your evidence will be:

- the team plan
- notes showing your individual responsibilities
- a Witness Statement or video

You may also include an agenda/minutes of meetings if appropriate.

Although this is a team task, evidence presented must show your individual contribution and be your own work.

Task 3: Working in an administrative team

Assessment Criterion 3.1

Your task as a team is to:

- carry out the administrative tasks for the charity event, agreeing working arrangements, working safely, meeting deadlines and using your initiative to solve problems
- show mutual respect to your team members, offering help and support and encouraging team spirit
- use a variety of communication skills to ensure the success of the team working activity, use diplomacy and tact, listening skills and deal appropriately with conflict
- review ongoing progress at regular team meetings, report progress to your team members and let them know when you need help
- monitor, review and update the plan on an ongoing basis.

Your evidence will be:

- the updated plan
- a Witness Statement or video
- an agenda/minutes of meetings
- notes

Your evidence may also include photographs, a report on the activity or a log/diary.

Task 4: Review your performance within the administration team

Assessment Criteria 4.1, 4.2 and 4.3

Now that you have completed the team activity you will need to review your contribution to the team activity and identify ways of improving your own working performance within a team.

Your task is to:

- Carry out an individual review to find out the following:
 - ✓ How well did the team meet its objectives?
 - ✓ What was your own contribution to the team working activity?
 - ✓ How well did you perform in the team working activity?
 - ✓ What were the contributions of the other team members to the team working activity?
 - ✓ What went well?
 - ✓ What did not go so well?
 - ✓ What affected the performance of the team?
 - ✓ Were the skills of team members matched to the tasks that were carried out?
 - ✓ If you were to do this again, what would you do differently to improve the overall performance of the team and your own contribution?

Your evidence will be your review. This could include:

- a SLOTT/SWOT analysis
- assessor/peer feedback
- self evaluation
- minutes of meetings
- a log/diary
- a personal development plan

Learner Evidence Checklist

OCR Administration (Business Professional)

UNIT 10 (LEVEL 2): TEAMWORK IN ADMINISTRATION

LEARNER NAME: _____

CENTRE NUMBER: _____

Task 1 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> report	
<input type="checkbox"/> content for a presentation	

Task 2 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> plan	
<input type="checkbox"/> Witness Statement or video	
<input type="checkbox"/> agenda/minutes of meeting	
<input type="checkbox"/> mind map	
<input type="checkbox"/> other (please give details) _____	

Task 3 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> updated plan	
<input type="checkbox"/> Witness Statement or video	
<input type="checkbox"/> agenda/minutes of meeting	
<input type="checkbox"/> notes	
<input type="checkbox"/> photographs	
<input type="checkbox"/> report on the activity	

<input type="checkbox"/> log/diary	
<input type="checkbox"/> other (please give details) _____	

Task 4 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> review	
<input type="checkbox"/> SLOT/SWOT analysis	
<input type="checkbox"/> assessor/peer feedback	
<input type="checkbox"/> self evaluation	
<input type="checkbox"/> minutes of meetings	
<input type="checkbox"/> log/diary	
<input type="checkbox"/> personal development plan	
<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: _____