

Model Assignment

Issued September 2009

OCR Administration (Business Professional)

UNIT 1 (LEVEL 1) – WORKING IN BUSINESS AND 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

The QCA Accreditation Number for this unit is: F/502/4009

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 1 (LEVEL 1) – WORKING IN BUSINESS AND 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 describe different activities carried out by administrators and will state how their work helps a team to achieve its goals. They will follow instructions to complete a routine administrative task and will use key equipment according to organisational procedures. While using the equipment, learners will dress appropriately and adopt a positive manner when dealing with colleagues or customers. They will also show that they can organise their time and deal with interruptions. Finally, they will show an understanding of prioritising work and state the reasons why it is important to keep information confidential, giving examples of information that should be kept confidential.

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: Activities carried out by administrators

Assessment Criterion 1.1 is assessed in this task.

In this task, learners need to describe the different activities carried out by administrators. They should include the following activities: making and receiving telephone calls, reception activities, preparation of documents, filing (paper-based or electronic), updating records (written or electronic), dealing with incoming and outgoing mail, using reprographic equipment and controlling stationery stock.

Evidence for this task should be in the form of a report, with an appropriate main heading and subheadings. In the report, learners should include a short paragraph which describes each of the above and any other relevant activities.

Task 2: Helping a team to achieve its goals

Assessment Criterion 1.2 is assessed in this task.

In this task, learners need to state how the work of an administrator helps a team to achieve its goals.

Learners are likely to have some experience of team working, such as working with another administrator. For example, when producing a lengthy word processed document, they may share the keying in, proofreading, etc.

Learners need to recognise that teamwork is important in their day-to-day activities and that everyone in a team needs to know the individual and team goals that they are working towards.

Helping a team to achieve its goals can take many forms but it is important that tutors bear in mind that delivery of this aspect of the unit is kept simple and straightforward. Some of the elements which could be explored during delivery are:

- being open and responsive when approached by a team member who needs help and assisting them as much as possible
- thanking someone when they have been helpful – positive rewarding can be very motivating and can help the team pull together
- ensuring that everyone in the team communicates well with each other – being comfortable with others in the team makes it easier to discuss ideas and to deal with conflicts that may arise
- contribute ideas when appropriate and receive other's contributions – people working in teams need to be able to rely on each other in order to achieve goals
- ensuring that all work completed is accurate, professional and produced within agreed timescales – if there is a problem getting work done on time, then the appropriate person should be contacted so that action can be taken

To evidence this task, learners should produce a leaflet, but assessors should bear in mind that although the leaflet produced should be fit for purpose, layout etc of the leaflet is not related to the assessment criteria for the unit.

Task 3: Following instructions

Assessment Criterion 2.1 is assessed in this task.

In this task, learners need to be able to follow instructions to complete a routine administrative task. While carrying out the task, learners need to:

- ✓ take instructions – listen, write down details, concentrate
- ✓ check requirements
- ✓ seek clarification, if unsure
- ✓ obtain all the resources needed to do the task

Tutors should provide each learner with an administrative task to give him/her the opportunity to show that they can follow instructions to carry out the task.

The administrative task should be straightforward and relatively simple for the learner to complete, such as:

- completion of a word processed document from amended typewritten draft, or
- updating a simple database by adding a record for a new customer, or
- updating a petty cash account on a spreadsheet, or
- production of a short business document, such as a letter, memo, etc from typewritten or clearly handwritten draft.

The evidence for this task should include any relevant documentation resulting from the administrative task, e.g. the completed document. Assessors will also need to complete a Witness Statement. If appropriate, the document produced may be used for Task 8 – if this is the case, then the learner must be interrupted as per the instructions for Task 8.

Tasks 4 – 9

Assessment Criteria 2.2, 3.1, 3.2 and 4.1 are assessed in these tasks.

In these tasks, learners need to be able to use key equipment according to organisational procedures, to dress appropriately and to adopt a positive manner when dealing with colleagues and/or customers.

Evidence for these tasks should be gained through the learner undertaking a number of practical tasks, during which they should

- ✓ wear appropriate work clothes
- ✓ deal with colleagues/customers politely
- ✓ treat others as they would wish to be treated
- ✓ think before speaking
- ✓ use appropriate language and tone
- ✓ adapt tone and manner to the specific situation
- ✓ keep the work area neat and tidy
- ✓ organise materials and equipment to be used

- ✓ minimise waste
- ✓ deal with interruptions

Learners need to demonstrate use of:

- ✓ communication system, e.g. telephone, voicemail
- ✓ photocopier
- ✓ word processor
- ✓ filing system (paper-based or electronic)
- ✓ shredder, guillotine/rotary trimmer, laminator or scanner
- ✓ post room equipment.

The practical tasks should be simple and straightforward but should enable the learner to show competent use of the equipment, while following organisational procedures. At least one of the practical tasks will require the learner to deal with a colleague or customer (AC 3.2) and another should evidence dealing with an interruption (AC 4.2). During the tasks, learners should wear appropriate work clothes (AC 3.1). They could also be asked questions on acceptable business dress and the importance of dealing with colleagues and customers in a polite way as an additional check on understanding.

Please note: assessors will need to complete a Witness Statement for Tasks 4 to 9. As many of 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 4 to 9 if they wish, or provide one Witness Statement to cover Tasks 4, 5 and 6 and another to cover tasks 7, 8 and 9, for example, 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.

Task 4: Leave a voicemail message

Assessment Criteria 2.2, 3.2 and 4.1 are assessed in this task.

In this task, learners need to leave a voicemail message. Learners could telephone a person acting as Walter Murphy and leave a voicemail message to confirm the time, date and venue of a rearranged meeting such as the monthly Health and Safety Meeting to be held tomorrow morning.

To evidence this task, assessors should complete a Witness Statement (see note above).

Task 5: Photocopy a document

Assessment Criteria 2.2, 3.1 and 4.1 are assessed in this task.

In this task, learners need to photocopy a document. Learners should be asked by a person acting as Walter Murphy to take three copies of a document, such as a health and safety report for a meeting to be held later today.

To evidence this task, assessors should complete a Witness Statement (see note above).

Task 6: Filing, either electronic or paper-based

Assessment Criteria 2.2, 3.1 and 4.1 are assessed in this task.

In this task, learners need to use a computer to save a document, using a specified filename and to search for a specified file. If preferred, the tutor can set up a paper-based filing task, such as filing a single document alphabetically and searching for a specified numerical file in a filing cabinet.

To evidence this task, assessors should complete a Witness Statement (see note above).

Task 7: Use a shredder, guillotine/rotary trimmer, laminator or scanner

Assessment Criteria 2.2, 3.1 and 4.1 are assessed in this task.

In this task, learners should be given a number of documents by a person acting as an administrator. The documents should be processed safely and effectively using at least one of the pieces of equipment listed above. Learners should shred approximately six documents (some single-page, some multi-page and some should be stapled). Alternatively, learners should use a guillotine or rotary trimmer to trim approximately six pages or divide approximately six sheets of A4 paper to A5 size; or use a laminator to laminate a leaflet, notice or poster. Learners may also use a scanner to scan a document containing text and/or images into a computer, using appropriate software.

To evidence this task, assessors should complete a Witness Statement (see note above).

Task 8: Produce a word processed document

Assessment Criteria 2.2, 3.1, 3.2 and 4.1 are assessed in this task.

In this task, learners should be given a two-page document by someone acting as Walter Murphy. This document should be clearly written, such as the minutes of a meeting. While processing this document, learners should be interrupted. This could take the form of a person telephoning the learner or speaking to the learner face-to-face.

To evidence this task, assessors should complete a Witness Statement (see note above).

Task 9: Use post room equipment

Assessment Criteria 2.2, 3.1 and 4.1 are assessed in this task.

In this task, learners need to use post room equipment - a letter opener, weighing scales and/or a franking machine. They could use a letter opener to open a number of different sized envelopes and packets, weighing scales and a table of postage rates to work out the correct postage for a number of postal items and/or a franking machine, if available, to stamp a number of different envelopes and packets with the correct details.

To evidence this task, assessors should complete a Witness Statement (see note above).

Task 10: Prioritising work

Assessment Criterion 4.2 is assessed in this task.

In this task, learners need to show that they understand how to prioritise work. They need to be able to differentiate between tasks that are important and urgent and those which are routine.

Learners should read through the jobs that have been listed and then write down the order in which these jobs should be dealt with, 1 – 7.

The suggested order of priority is:

Jobs to be prioritised	ORDER OF PRIORITY (1 – 7)
Make amendments to Walter Murphy's presentation slides required for the Managers' Meeting to be held at 4.30 pm today	3
Cancel Walter Murphy's appointment at 12.30 pm today with the Safety Officer	1
File copies of letters sent to unsuccessful job applicants for the post of Administrator in the General Office	7
Telephone Security to book a car parking space for the Human Resources Director who will arrive at 1.00 pm today	2
Contact Reception to inform them that Walter Murphy is expecting a visitor, Mrs Ruby Phillips, at 2.00 pm today	5
Contact colleagues in the General Office for their availability for a meeting at 10.15 am tomorrow	4
Stocks of paper are low for the photocopier. Ensure you order a new stock of copier paper before the end of the day	6

Following completion of the table, tutors should discuss the choices made by the learner to enable them to explain and justify their order of priority. To evidence this task, the completed table is required together with a completed Witness Statement covering the discussion.

Task 11: Confidentiality of information

Assessment Criteria 5.1 and 5.2 are assessed in this task.

In this task, learners need to understand the reasons why it is important to keep some information confidential and to give examples of information that should be kept confidential.

To evidence this task, learners could produce a table in which they should include reasons why it is important to keep some information confidential and give examples of information that should be kept confidential.

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 Activities carried out by administrators	<ul style="list-style-type: none"> • Report 	Assessment Criterion <ul style="list-style-type: none"> • 1.1
Task 2 Helping a team to achieve its goals	<ul style="list-style-type: none"> • Leaflet 	Assessment Criterion <ul style="list-style-type: none"> • 1.2
Task 3 Complete an administrative task, following instructions	<ul style="list-style-type: none"> • Completed witness statement • Relevant documentation 	Assessment Criterion <ul style="list-style-type: none"> • 2.1
Task 4 Leave a voicemail message	<ul style="list-style-type: none"> • Completed witness statement 	Assessment Criteria <ul style="list-style-type: none"> • 2.2, 3.2, 4.1
Task 5 Photocopy a document	<ul style="list-style-type: none"> • Completed witness statement 	Assessment Criteria <ul style="list-style-type: none"> • 2.2, 3.1, 4.1
Task 6 Filing, electronic or paper- based	<ul style="list-style-type: none"> • Completed witness statement 	Assessment Criteria <ul style="list-style-type: none"> • 2.2, 3.1, 4.1
Task 7 Use a shredder, guillotine, rotary trimmer, laminator or scanner	<ul style="list-style-type: none"> • Completed witness statement 	Assessment Criteria <ul style="list-style-type: none"> • 2.2, 3.1, 4.1
Task 8 Produce a word processed document	<ul style="list-style-type: none"> • Completed witness statement 	Assessment Criteria <ul style="list-style-type: none"> • 2.2, 3.1, 3.2, 4.1
Task 9 Use post room equipment	<ul style="list-style-type: none"> • Completed witness statement 	Assessment Criteria <ul style="list-style-type: none"> • 2.2, 3.1, 4.1
Task 10 Prioritising work	<ul style="list-style-type: none"> • Completed table • Completed witness statement 	Assessment Criteria <ul style="list-style-type: none"> • 4.2
Task 11 Confidentiality of information	<ul style="list-style-type: none"> • Table 	Assessment Criteria <ul style="list-style-type: none"> • 5.1, 5.2

Witness Statement – Task 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	Task 3 - Complete an administrative task, following instructions
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LEARNER NAME	
CENTRE NUMBER	
Date/s of activity	

ASSESSOR FEEDBACK

<u>Assessment Criterion 2.1</u>	
Follow instructions to complete routine administrative tasks	
Assessor comments	<p>Please ensure that you comment on the following aspects of the learner's performance:</p> <ul style="list-style-type: none"> ■ Ability to take instructions, listen, concentrate, write down details, check requirements, seek clarification if unsure, obtain resources needed for the task

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: _____

Witness Statement – Tasks 4 - 9

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 2.2, 3.1, 3.2 and 4.1	<input type="checkbox"/> Task 4 - Leave a voicemail message <input type="checkbox"/> Task 5 - Photocopy a document <input type="checkbox"/> Task 6 - Filing <input type="checkbox"/> Task 7 - Use a shredder, guillotine/rotary trimmer, laminator or scanner <input type="checkbox"/> Task 8 - Produce a word processed document <input type="checkbox"/> Task 9 - Use post room equipment
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LEARNER NAME	
CENTRE NUMBER	
Date/s of activity	

ASSESSOR FEEDBACK

<u>Assessment Criterion 2.2</u> Use key equipment according to organisational procedures	
Assessor comments	Please comment in particular on how the learner organised the materials and equipment to be used, kept their work area neat and tidy and minimised waste as appropriate.

<u>Assessment Criterion 3.1</u>	
Dress appropriately	
Assessor comments	
<u>Assessment Criterion 3.2</u>	
Adopt a positive manner in dealings with colleagues and/or customers	
Assessor comments	<p>Please comment in particular on use of appropriate language and tone, how the learner adapted their tone in relation to the situation and how the learner coped with an interruption.</p>
<u>Assessment Criterion 4.1</u>	
Use simple tools to organise time	
Assessor comments	<p>Please comment in particular on how the learner prioritised their work and used their time efficiently.</p>

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: _____

Witness Statement – Task 10

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 4.2	<input type="checkbox"/> Task 10 – Prioritising work
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LEARNER NAME	
CENTRE NUMBER	
Date/s of activity	

ASSESSOR FEEDBACK

Assessment Criterion 4.2 Prioritise tasks in discussion with supervisor or manager	
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 1 (LEVEL 1) WORKING IN BUSINESS AND 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 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

Adamson Furniture Ltd

You are employed in the offices of Adamson Furniture Ltd, a company that manufactures and supplies a wide range of furniture for use in the home and in offices.

You work as an administration assistant in the General Office. Walter Murphy is your line manager and you also work for a number of administrators in the General Office.

Your duties include:

- making and receiving telephone calls
- producing a variety of business documents
- filing
- updating records
- opening and sorting mail
- processing outgoing mail
- using photocopiers
- disposing of confidential information
- using guillotines and rotary trimmers
- using laminators
- using scanners

Tasks

Introduction

In order to achieve this unit, you need to describe activities carried out by administrators and to follow instructions while completing a routine administrative task. You also need to undertake a number of tasks to show that you can use key office equipment. While carrying out these tasks, you will dress appropriately and will adopt a positive manner when dealing with colleagues. You will organise your time and deal with interruptions and show an understanding of prioritising work. Finally, you will state reasons why information must be kept confidential and give examples of confidential information.

Task 1: Activities carried out by administrators

Assessment Criterion 1.1

Walter Murphy, your line manager, has told you that a student from a local college will be joining you on work experience next week. He has asked you to prepare a report describing the different activities carried out by administrators in order to provide the student with information on the kind of administration work that is carried out in an office environment.

Your task is to:

- describe different activities carried out by administrators, including:
 - ✓ making and receiving telephone calls
 - ✓ reception activities
 - ✓ preparation of documents
 - ✓ filing (paper-based or electronic)
 - ✓ updating records (paper-based or electronic)
 - ✓ dealing with incoming and outgoing mail
 - ✓ using reprographic equipment
 - ✓ controlling stationery stock.

Your evidence will be a report. This should have an appropriate main heading and subheadings and include a short paragraph describing each of the above activities.

Task 2: Helping a team to achieve its goals

Assessment Criterion 1.2

Walter Murphy tells you he is aware that recently some of the General Office staff seem to have been arguing a great deal and not getting on well together. This has affected the efficiency of the team. He wishes to remind them of the importance of team working in an administration team.

Your task is to:

- state how the work of an administrator helps a team to achieve its goals.

Evidence for this task should take the form of a leaflet for your colleagues.

Task 3: Following instructions

Assessment Criterion 2.1

Walter wants to check that all administrators in the General Office concentrate when given instructions to ensure that errors do not occur. He has decided to begin this process with you.

Your task is to:

- follow instructions to complete an administrative task. Either:
 - completion of a word processed document, **or**
 - updating a simple database, **or**
 - updating a petty cash account, **or**
 - production of a short business document.

As you are receiving the instructions and completing this task you must ensure that you:

- ✓ listen
- ✓ write down details
- ✓ concentrate
- ✓ check requirements
- ✓ seek clarification if unsure
- ✓ obtain all the resources needed to do the task.

Your evidence will be a Witness Statement completed by your assessor. You should also submit any documents that you produce while undertaking this task.

Tasks 4 – 9

Assessment Criteria 2.2, 3.1, 3.2 and 4.1

Walter has asked you to undertake a number of practical tasks to show that you can use key equipment in the General Office.

During these tasks you will need to:

- ✓ use key equipment according to organisational procedures
- ✓ dress appropriately
- ✓ deal with colleagues politely, using appropriate language and tone
- ✓ deal with interruptions
- ✓ treat others as you would wish to be treated
- ✓ think before speaking
- ✓ adapt tone and manner as required
- ✓ keep your work area neat and tidy
- ✓ organise materials and equipment to be used
- ✓ minimise waste.

Evidence for these tasks should be provided by a completed witness statement confirming proficient use of the following:

- voicemail
- photocopier
- (at least one of) shredder, guillotine/rotary trimmer, laminator or scanner
- filing system
- word processor
- post room equipment.

Task 4: Leave a voicemail message

Assessment Criteria 2.2, 3.2 and 4.1

Your task is to:

- telephone Walter Murphy and leave a voicemail message.

Your evidence will be a completed Witness Statement commenting on your performance in this task.

Task 5: Photocopy a document

Assessment Criteria 2.2, 3.1, and 4.1

Your task is to:

- produce three photocopies of a document.

Your evidence will be a completed Witness Statement commenting on your performance in this task.

Task 6: Filing

Assessment Criteria 2.2, 3.1 and 4.1

Your task is to:

- use a computer to save a document, using a specified filename
- use a computer to search for a specified file

OR

- file a single document alphabetically in a filing cabinet
 - search for a specified numerical file in a filing cabinet.
-

Your evidence will be a completed Witness Statement commenting on your performance in this task.

Task 7: Use a shredder, guillotine/rotary trimmer, laminator or scanner

Assessment Criteria 2.2, 3.1, 3.2 and 4.1

Your task is to:

- use at least one of the above pieces of equipment safely and effectively.

Your evidence will be a completed Witness Statement commenting on your performance in this task.

Task 8: Produce a word processed document

Assessment Criteria 2.2, 3.1, 3.2 and 4.1

Your task is to:

- use a word processor to produce a document
- cope with an interruption during the production of the document

Your evidence will be a completed Witness Statement commenting on your performance in this task. You must also submit the document you produce.

Task 9: Use post room equipment

Assessment Criteria 2.2, 3.1 and 4.1

Your task is to:

- use a letter opener, weighing scales and postage chart and/or a franking machine

Your evidence will be a completed Witness Statement commenting on your performance in this task.

Task 10: Prioritising work

Assessment Criterion 4.2

The time is 9.30 am and you have been given the following jobs to complete today.

Your task is to:

- read through the jobs and decide which is the most urgent
- write the order in which these jobs should be dealt with, starting with “1” for the most urgent to “7” for the least urgent
- provide reasons for your choices in a professional discussion

Jobs to be prioritised	Order of priority (1 – 7)
Make amendments to Walter Murphy’s presentation slides required for the Managers’ Meeting to be held at 4.30 pm today	
Cancel Walter Murphy’s appointment at 12.30 pm today with the Safety Officer	
File copies of letters sent to unsuccessful job applicants for the post of Administrator in the General Office	
Telephone Security to book a car parking space for the Human Resources Director who will arrive at 1.00 pm today	
Contact Reception to inform them that Walter Murphy is expecting a visitor, Mrs Ruby Phillips, at 2.00 pm today	
Contact colleagues in the General Office for their availability for a meeting at 10.15 am tomorrow	
Stocks of paper are low for the photocopier. Ensure you order a new stock of copier paper before the end of the day	

Your evidence will be a completed copy of this document and a completed Witness Statement.

Task 11: Confidentiality of information

Assessment Criteria 5.1 and 5.2

Walter wishes to emphasise to all staff the importance of keeping information confidential.

Your task is to:

- prepare information for Walter to use when discussing this issue at the next staff meeting, stating the reasons why it is important to keep some information confidential and giving examples of information that should be kept confidential.

Evidence for this task could be in the form of a table.

Model Assignment: Learner Checklist

OCR Administration (Business Professional)

UNIT 1 (LEVEL 1) - WORKING IN BUSINESS AND ADMINISTRATION

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"/> Leaflet	

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

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

Task 5 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Completed Witness Statement	

Task 6 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Completed Witness Statement	

Task 7 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Completed Witness Statement	

Task 8 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Completed Witness Statement	

Task 9 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Completed Witness Statement	

Task 10 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Completed table <input type="checkbox"/> Completed Witness Statement	

Task 11 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Table	
<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: _____