

Model Assignment

Specimen Internal Assessment Material

OCR Level 1/2 Cambridge National Award in Business

OCR Level 1/2 Cambridge National Certificate in Business and Enterprise

Unit R062: Planning for work

SPECIMEN INTERNAL ASSESSMENT MATERIAL – THIS VERSION SHOULD NOT BE USED FOR LIVE ASSESSMENT

Please note:

This OCR model assignment is to be used to provide evidence for the unit identified above. Alternatively, centres may 'tailor' or modify the assignment within permitted parameters (see Information for Teachers). It is the centre's responsibility to ensure that any modifications made to this assignment allow learners to show that they can meet all of the learning outcomes and provide sufficient opportunity for learners to demonstrate achievement across the full range of marks.

INSTRUCTIONS TO TEACHERS

The OCR administrative codes associated with this unit are:

- unit entry code R062
- certification codes Award J804 / Certificate J814

The accreditation numbers associated with this unit are:

- unit reference number L/503/6597
- qualification reference 600/5079/2, 600/5080/9

Duration: Approximately 8-10 hours

ALL OF THIS MATERIAL MAY BE PHOTOCOPIED. Any photocopying will be done under the terms of the Copyright Designs and Patents Act 1988 solely for the purposes of assessment.

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Model Assignment: Information for Learners

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Scenario for the assignment – A careers fair

Your school is hosting a careers fair for school leavers which you have been invited to attend. You have been advised that the following employment areas will be represented and you have therefore decided to attend:

- computer games design
- engineering
- nursing
- hairdressing
- travel
- armed forces

Employers and training providers at the careers fair have a number of apprenticeships, junior roles and work placements on offer. To prepare for your attendance at the careers fair you need to find out more about the job roles on offer and which ones suit your own skills, experience and interests.

Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.

Your Tasks

This is a model assignment and only one example of how the unit content could be assessed.

The tasks should take approximately 8-10 hours to complete.

You must create a record, such as a personal development file, containing your evidence for each of the following tasks.

Task 1: Planning to attend a careers fair

Parts of Learning Outcomes (LOs) 1 and 2 are assessed in this task.

To prepare for your attendance at the careers fair you need to find out more about the job roles on offer and which ones suit your own skills, experience and interests. To find this out, you will need to consider what attributes you have, what the right job for you might be, and what you need to get this job. Before attending the fair you will prepare a CV to hand in to employers at the fair.

My self assessment

You need to:

- carry out a self assessment identifying own skills, experience and interests.

The right job for me

You need to:

- based on your self assessment, choose one of the areas of employment from those listed as being represented at the careers fair. You will identify the job roles and working practices that exist within this area of employment
- using your self assessment identify job roles that interest you and suit your skill set
- select one job role from those you have identified and justify why you have chosen this job role.

What do I need to get my job?

You need to:

- identify the skills, qualifications and experience which are needed to carry out this job role, using a relevant job description and person specification.
- match yourself against the skills, qualifications and experience of the role
- identify further development which you will need to fulfil the job requirements

Preparing to meet employers

You need to:

- produce a CV which you will be able to take to the careers fair and hand to the employer(s) of your choice, customising it to the type of job role you have identified.

Task 2: After the careers fair

Parts of LO2 are assessed in this task.

After the careers fair you have been invited to apply for a particular job role. This will involve completing an application cover letter and an application form.

Completing application documents

An organisation was impressed with the CV you handed in at the fair and they have sent you an application form.

You will need to:

- complete the application form and return with an application cover letter.

Planning for interview

An organisation has reviewed your application, and invited you for interview.

You will need to:

- produce a plan to prepare for this interview.

Task 3: Reviewing my experience

Parts of LOs 1 and 3 are assessed in this task.

The careers fair has been a success and the organisers have asked if it can be run on a yearly basis. They have asked you to review your experiences in both preparing for the careers fair and the subsequent recruitment process.

Reviewing my performance

You will evaluate your performance in both preparing for the careers fair and the subsequent recruitment process.

You will need to:

- review what you have learned through your research and your own experience about how and why businesses recruit.
- review your own performance having taken part in the recruitment process, identifying relevant strengths and weaknesses. You will carry out a review of:
 - your self-assessment
 - the suitability of your employment area
 - the suitability of your chosen job role
 - the suitability of your own application documentation
 - the suitability of the job interview plan.

You should include any feedback which you have received.

Plan my career

In order to consider your next steps and use what you have learned to plan for your future, you must create a career plan.

- Using the information you have gained from preparing for and attending the careers fair, produce a 5-10 year career plan showing how you will achieve your career goal. This should identify your strengths, weaknesses, skills gaps and training needs you have to meet your career goal. You should support your career plan with evidence you have collected through the completion of all tasks.

Information for Teachers

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General guidance on using this assignment

1 General guidance

- 1.1 OCR assignments are available to download free of charge from our website:
www.ocr.org.uk
- 1.2 OCR assignments are intended to be used for summative assessment of learners. The OCR specification gives more information on the arrangements for assessing internally assessed units.
- 1.3 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

2 Before carrying out the assignment

- 2.1 Learners should be provided with a copy of the *Information for Learners* section of this assignment.
- 2.2 We have estimated that it will take approximately 8 to 10 hours to complete all tasks. Learners would need approximately 3-4 hours to complete task 1, approximately 3-4 hours to complete task 2, and approximately 2 hours to complete task 3. These timings are for guidance only but should be used by the teacher to give learners an indication of how long to spend on each task. Centres can decide how the time is allocated between each part or individual task. Centres are also permitted to spread the tasks across several sessions and therefore it is permissible for evidence to be produced over several sessions.
- 2.3 The assignment is based on a scenario built around attendance at a careers fair. Ideally this will be a real careers fair. Alternatively, the tasks within the assignment can still be conducted as if such an event were to be held. See section 5 '*Scope of permitted model assignment modification*' for further guidance.
- 2.4 Attendance at a careers fair is not listed within the tasks, as it is not a requirement of the unit and does not form part of the assessment. However, teachers are encouraged to introduce attendance at a careers fair within the scenario presented to learners, in order to keep the assignment realistic.
- 2.5 Learners will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating resources to use in the assessment.

3 When completing the assignment and producing evidence

- 3.1 Teachers must provide feedback to learners to enable them to review their own performance. Feedback can take various forms, including: teacher feedback, peer feedback; feedback from events such as a careers fair; or from interview scenarios if this occurs as part of the assignment

- 3.2 Each learner must produce individual and authentic evidence for each task within the assignment.
- 3.3 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made. It is not acceptable for teachers/deliverers to provide answers, to work through answers in detail or to detail specifically what amendments should be made.
- 3.4 Learners may use information from any relevant source to help them with producing evidence for the tasks.
- 3.5 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.
- 3.6 We have specified what evidence the learner is expected to produce. Usually, the type of evidence provided may be modified, with the exception of certain types of evidence listed below under '*Permitted changes*'. It is important to note that it is possible to generate the evidence in a variety of formats. Centres must advise learners as to the most appropriate format of evidence. The nature of this assessment means that learners are free to use the format that they feel is most appropriate for the purpose and target audience for each individual task.

4 Presentation of work for marking and moderation

- 4.1 Centres wishing to produce digital evidence in the form of an e-portfolio should refer to the appendix in the specification on guidance for the production of electronic assessment. (*Note to Ofqual reviewer, the arrangements for electronic evidence will be available in time for first teaching*)
- 4.2 Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, e.g. spiral bound, stapled booklet, treasury tag.

5 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 learning outcomes and allowing access to the full range of marks.

You must not change the following:

- the learning outcomes
- the marking criteria
- the requirements for supervision and authentication as described in the specification (*section 4 - the centre assessed units*).

Permitted changes:

The model assignment can be modified in terms of the areas described below at the permission of OCR but centres must be sure that learners still have the opportunity to cover all of the learning outcomes and to access the full range of marks:

- a logical approach is suggested, however, centres may wish to change the order of the tasks depending on learners' individual requirements, for example it may suit learners better to attempt "The right job for me?" before "What skills do I have?" within Task 1.
- the learner's assignment, which can be contextualised or amended to suit local needs. Whilst the scenario in this model assignment is fictitious, it is based on what is thought to be a 'typical' scenario. It is anticipated that this assignment will be used by participating in a real careers fair at the centre. Should centres not be planning to hold a careers fair during a suitable timeframe for the activity, learners can complete the assignment by attending an external careers fair. Alternatively, the tasks within the assignment can still be conducted as if such an event were to be held, with learners taking turns to engage with each other in the roles given (visitors/organisers). This time would be additional to the allocated hours for assessment as specified in this assignment.
- job descriptions and person specifications used by the learner to match themselves against, may be those identified by the learner's research, **or** appropriate versions supplied by the teacher for the purpose of Task 1.
- the types of employment areas that are likely to be represented at the careers fair, as specified within the assignment scenario. These may be changed to suit learner aspirations, local employment opportunities or other reasons, but the list should be limited for manageability, i.e. similar in size to the list provided, and established before the assignment is given to the learners.
- each specific task may be appropriately contextualised to match with any permitted changes you have made to the scenario.
- the career plan produced in Task 3 is likely to be based on choices made and research conducted within this assignment. However it may be that learners, upon evaluation, decide on a completely different career, and therefore produce quite a different plan. This should be permitted, though learners should explain and justify their reasons for doing so.
- the timeframe suggested for the career plan in Task 3. This may vary according to the learner's individual aspirations and how long it will take to achieve these, e.g. 3-5 years rather than 5-10.
- the type of evidence and the format it takes, **with the exception of:**

C.V., application form*, application cover letter, career plan, self-assessment, job interview plan as required types of evidence; however the formats of these may vary).

*a generic application form has been provided in the Appendix to this assignment. If learners engage with real organisations and can obtain an appropriate application form from them, this may be used instead.

OCR has ensured that in the language used and the tasks and scenario provided we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners.

If centres wish to modify the model assignment we strongly advise that staff responsible for modifying the model assignment and the quality assurance of it refer to the publication *Fair access by design*.

If modifications are made to the model assignment, whether to just the scenario or to both the scenario and individual tasks, it is up to the centre to ensure that all learning outcomes can still be met and that learners can access the full range of marks.

Appendix

The appendix consists of a generic application form on the following pages, which may be photocopied for centre use.

APPLICATION FORM

<u>A. Personal Details</u>	
Role applied for	
Title (Mr, Mrs etc.)	
Surname	
Forenames	
Home address	
Postcode	
Email address	
Mobile telephone	
National Insurance (optional)	
<u>B. Education</u>	
Name of school	
Qualifications (being studied or already achieved)	
Grades achieved (or estimated grades if known)	
Date awarded	

<u>C. Other Qualifications</u>	
Qualification	
Date gained	
Qualification	
Date gained	
<u>D. Employment History (please give details of part time work, work experience and voluntary work)</u>	
Title	
Start date	
Name of employer	
Address of employer	
Postcode	
Description of duties	

E. Supporting Information

Please provide any additional information to support your application. You should make reference to the relevant Job Description and Person Specification to assist you.

Declaration

I certify that the information I have given in this application is true and correct to the best of my knowledge.

I have completed all sections of this application form and have requested references to support my application.

Signature:

Date:

Ethnic Origin

We welcome applications from all sectors of the community and we aim to ensure that no applicant receives less favourable treatment. To help us achieve our aims we would be grateful if you would complete the following details. You are not obliged to complete this, though we hope you will do so. This information will be used for monitoring purposes only.

White

- W1 British
 W2 Irish
 W3 Other white background

Black or Black British

- B1 Caribbean
 B2 Black African
 B9 Any other Black background

Mixed

- M1 White and Black Caribbean
 M2 White and Black African
 M3 White and Asian
 M9 Any other mixed background

Asian or Asian British

- A1 Indian
 A2 Pakistani
 A3 Bangladeshi
 A9 Any other Asian background

Chinese or other ethnic group

- O1 Chinese
 O9 Any other ethnic group