

# Model Assignment

## Issued September 2011

OCR Administration (Business Professional)

### UNIT 8 (LEVEL 2) - CAREER PLANNING 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 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)
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: D/502/4714

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 8 (LEVEL 2) - CAREER PLANNING IN ADMINISTRATION

### Introduction to the Tasks

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The tasks have been designed to enable learners to demonstrate their skills, knowledge and understanding of professional administration in the business world. Learners will identify sources of information on a range of administration jobs and careers, identify progression opportunities within a range of career paths, list the steps involved in the recruitment process from the applicant's viewpoint, identify the benefits of personal career development plans (PDPs) to career development and personal life, prepare and develop a personal career development plan and a CV, identify a specific administration job, assess their suitability for this job and then prepare for an interview.

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

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#### Task 1: Sources of information on a range of administration jobs

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**Assessment Criterion 1.1 is assessed in this task.**

In this task, learners need to identify the sources of information that are available to help find a range of administration jobs.

They could start by considering those with which they will probably be familiar, such as personal advisers, training centres, the Connexions service and Job Centre Plus. Liaison with libraries, e.g. local lending and career libraries may also be useful. Other valuable sources of information could be visits by local employers to give presentations about their businesses and the career prospects available. Learners may also benefit from visits to local businesses as these will give them opportunities to see people actually doing administration work and to ask questions. Other visits could be of benefit, such as to appropriate job fairs and, of course, the Internet is a rich source of information.

Evidence for this task should take the form of a list or table which should detail all the information sources that have been identified, such as:

- Local sources, e.g. personal advisors, libraries, local Connexions office and Job Centre Plus
- Job advertisements found, with the sources, such as newspapers, magazines, etc
- Employers who visited them
- The usefulness or otherwise of the sources
- Visits made – where, when and purpose
- Websites: website addresses, date visited and brief summary of findings\*

\* Learners should attach printouts of each website visited, but should limit these to one single-page printout per website.

## Task 2: Progression opportunities within two career paths in administration

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**Assessment Criteria 2.1 and 2.2 are assessed in this task.**

In this task, learners need to identify a range of career paths within administration. These are likely to start at the lower end of job roles, e.g. a mailroom clerk up to a more senior role. Learners should then select two career paths and should go on to identify the progression opportunities that would enable them to gain promotion within each of these two career paths. One of these should include a local opportunity and the other should be an opportunity within a national or international organisation.

Learners also need to identify the transferable skills that would enable them to move from one career area to another, such as a data entry clerk in local government transferring to work as an administrator in a travel company.

Evidence should take the form of a report, with appropriate headings and subheadings. A set of bullet points is only acceptable where the points are expanded to provide further explanation.

## Task 3: Steps in the recruitment process from the applicant's viewpoint

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**Assessment Criterion 3.1 is assessed in this task.**

In this task, learners need to explain the steps involved in the recruitment process, from the applicant's viewpoint only.

Evidence for this task could be a flowchart or a list. It is very important that learners understand that the steps in the recruitment process they give are from the **applicant's viewpoint**.

## Task 4: Benefits of Personal Development Plans (PDPs)

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### **Assessment Criterion 4.1 is assessed in this task.**

In this task, learners need to identify the benefits of PDPs to career development and to personal life.

To evidence this task, learners should prepare a presentation for Nabila to deliver which identifies the benefits of PDPs to career development and to personal life

The evidence for this task should be the documentation that Nabila will use for her presentation eg the presentation as well as associated presenter notes which provide further detail and not just a repeat of the information presented on the slides.

## Task 5: Produce a PDP

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### **Assessment Criterion 4.2 is assessed in this task.**

In this task, learners need to prepare and produce a PDP which may be one available to the candidate through the Centre or one created specifically by the candidate. A printout is required as evidence.

## Task 6: Produce a Curriculum Vitae (CV)

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### **Assessment Criterion 5.1 is assessed in this task.**

In this task, learners need to produce their CV. A printout is required as evidence. The learners should ensure accuracy of content and produce high-quality professional documents.

Learners may be able to use this CV to prepare additional ones which can be tailored to suit specific job applications.

## Task 7: Identify a specific administration job and assess suitability for the job

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### **Assessment Criteria 6.1, 6.2 and 6.3 are assessed in this task.**

In this task, learners need to extract information from relevant sources to find a range of administration jobs. A variety of job applications from a number of sources will be sufficient but there is an expectation that at least four different sources will be used. They should then go on to identify one specific job in administration and to assess their suitability for the specific job from the stated entry requirements.

To evidence this task, learners could produce a table including the stated entry requirements for their chosen job and their suitability for that job.

They should include details of the sources used, such as photocopies of job advertisements.

## Task 8: Prepare for a job interview

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### **Assessment Criteria 7.1 and 7.2 are assessed in this task.**

In this task, learners need to prepare for a job interview for the specific administration job they identified in the previous task.

They should define typical questions that they are likely to be asked at an interview for this job and to outline how they would answer these questions.

To evidence this task, learners could prepare and produce a table, giving the typical questions and how they would answer them.

NB: Learners are not required to produce evidence of having taken part in an actual job interview.

## Scope of permitted Model Assignment modification

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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.

<b>Task activity</b>	<b>Examples of evidence – specifically required items in bold</b>	<b>Assessment Criteria coverage</b>
<b>Task 1</b> Identify sources of information	<ul style="list-style-type: none"> <li>• <b>List</b></li> <li>• <b>Evidence of sources used including single-page printouts of websites visited</b></li> </ul>	<b>Assessment Criterion</b> <ul style="list-style-type: none"> <li>• 1.1</li> </ul>
<b>Task 2</b> Select two career paths  Identify progression opportunities  Identify transferable skills	<ul style="list-style-type: none"> <li>• <b>Report, with appropriate headings and subheadings</b></li> </ul>	<b>Assessment Criteria</b> <ul style="list-style-type: none"> <li>• 2.1</li> <li>• 2.2</li> </ul>
<b>Task 3</b> Explain the steps involved in the recruitment process from the applicant's viewpoint	<ul style="list-style-type: none"> <li>• <b>Flowchart or list</b></li> </ul>	<b>Assessment Criterion</b> <ul style="list-style-type: none"> <li>• 3.1</li> </ul>
<b>Task 4</b> Identify benefits of PDPs to career development and personal life	<ul style="list-style-type: none"> <li>• <b>Prepared documentation, e.g. slides and speaker's notes</b></li> </ul>	<b>Assessment Criterion</b> <ul style="list-style-type: none"> <li>• 4.1</li> </ul>
<b>Task 5</b> Produce a PDP	<ul style="list-style-type: none"> <li>• <b>PDP</b></li> </ul>	<b>Assessment Criterion</b> <ul style="list-style-type: none"> <li>• 4.2</li> </ul>
<b>Task 6</b> Produce a CV	<ul style="list-style-type: none"> <li>• <b>CV (professional quality)</b></li> </ul>	<b>Assessment Criterion</b> <ul style="list-style-type: none"> <li>• 5.1</li> </ul>

<p><b>Task 7</b>                  Extract information from relevant sources</p> <p>Identify a specific job</p> <p>Assess suitability for job</p>	<ul style="list-style-type: none"> <li>• <b>Table</b></li> <li>• <b>Evidence of sources used</b></li> </ul>	<p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• 6.1</li> <li>• 6.2</li> <li>• 6.3</li> </ul>
<p><b>Task 8</b>                  Define typical questions likely to be asked at a job interview</p> <p>Outline answers to these questions</p>	<ul style="list-style-type: none"> <li>• <b>Table</b></li> </ul>	<p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• 7.1</li> <li>• 7.2</li> </ul>

# Model Assignment: Learner Information

OCR Administration (Business Professional)

## UNIT 8 (LEVEL 2) - CAREER PLANNING 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). For some work, e.g. presentations, coaching sessions, role-play, work experience, you will need to provide proof that you completed the task(s). A witness statement or observation sheet could 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 assessing.

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

## School Recruitment Training Project

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You work as an Administrator for Milber Training Ltd, a local company that offers a range of training seminars, conferences and courses. You assist Nabila Begum, a Training Officer who specialises in administration.

One of Nabila's roles is to liaise with local schools and she visits a number of these on a regular basis. She helps learners to find administration jobs, including work experience placements.

She has asked you to assist her with her latest training project at the newly-opened Beeches School. She has made only one visit to the school so far. She has discovered that learners particularly need help with how to find and obtain jobs and with the production of high-quality recruitment documentation.

Nabila's training project will, therefore, be devised to guide learners on how to find jobs and prepare the documentation required in order for them to be successful in gaining employment or work experience placements. Nabila has asked for your help with preparing and producing the materials for the training she will deliver.

# Tasks

## Introduction

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In order to achieve this unit, you will assist Nabila Begum with some aspects of her recruitment training project at Beeches School. You will identify how to find and obtain administration jobs and to prepare and produce the documentation that is required to ensure success in obtaining jobs within administration.

## Task 1: Sources of information on a range of administration jobs

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### Assessment Criterion 1.1

Nabila Begum wishes to start her training session with information on how the students at Beeches School can find a range of administration jobs.

#### Your task is to:

- identify sources of information that are available to learners to help them find a range of administration jobs.

The evidence for this task should be provided in the form of a list. To evidence any websites you have visited, you should attach printouts of each website – a single-page printout of each will be sufficient.

## Task 2: Progression opportunities within two career paths in administration

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### Assessment Criteria 2.1 and 2.2

Nabila will introduce the career paths that are available within administration and also how each of these career paths can progress from a junior post to a more senior role. She will also highlight the way in which transferable skills can enable people to move from one career area to another.

#### Your task is to:

- select two career paths within administration
- identify the progression opportunities within each of these career paths
- identify the transferable skills.

The evidence for this task should be provided in the form of a report for Nabila, which should include appropriate headings and subheadings.

## Task 3: Steps in the recruitment process from the applicant's viewpoint

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### Assessment Criterion 3.1

Nabila will guide the students on how the recruitment process works, from the applicant's point of view.

#### Your task is to:

- explain the steps involved in the recruitment process from the applicant's viewpoint.

The evidence for this task could be a flowchart or list, showing these steps. You need to ensure that the steps you include are from the **job applicant's viewpoint**.

## Task 4: Benefits of Personal Development Plans (PDPs)

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### Assessment Criterion 4.1

Nabila is concerned that, when she visited Beeches School yesterday, students appeared to have no knowledge of how PDPs could help them in their careers and in their personal lives.

#### Your task is to:

- prepare a presentation for Nabila to deliver which identifies the benefits of PDPs to career development and to personal life.

The evidence for this task should be the documentation that Nabila will use for her presentation, such as slides and speakers notes.

## Task 5: Produce a Personal Development Plan (PDP)

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### Assessment Criterion 4.2

You have discussed with Nabila the preparation and production of a PDP and you have agreed to produce a PDP that Nabila can use as a "real" example to show to the students during the training.

#### Your task is to:

- produce a PDP, using a word processor.

You should include the following details in the PDP:

- ✓ your priorities for personal development
- ✓ personal development opportunities

- ✓ your action plan
- ✓ short-term targets
  
- ✓ how you will monitor your progress and follow a schedule in order to meet the short-term targets you have set
  
- ✓ how you will evaluate your personal performance

Evidence for this task will be your PDP.

## Task 6: Produce a Curriculum Vitae (CV)

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### Assessment Criterion 5.1

The students at Beeches School need to produce CVs to help them gain employment. You have agreed to produce your own CV so that Nabila can use this in the training.

#### Your task is to:

- produce your CV, using a word processor.

You need to ensure that you include all the information required and that your CV is accurate and of high quality.

Evidence for this task will be your CV.

## Task 7: Identify a specific administration job and assess suitability for the job

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### Assessment Criteria 6.1, 6.2 and 6.3

Nabila needs to give advice on how the students may find information to help them when applying for jobs in administration.

#### Your task is to:

- extract information from relevant sources, e.g. job advertisements, to find administration jobs
  
- identify a specific administration job
  
- assess your suitability for this job against the stated entry requirements.

The evidence for this task could be provided in the form of a table. You should include details of the sources you used to find the specific job, e.g. photocopies of job advertisements.

## Task 8: Prepare for a job interview

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### Assessment Criteria 7.1 and 7.2

The students at Beeches School will need help to prepare for job interviews. Nabila is aware that an important part of any job interview can be how interviewees cope with the questions that they are asked.

#### Your task is to:

- define typical questions that are likely to be asked at an interview for the job previously selected in Task 7
- outline how you would answer these questions.

The evidence for this task could be provided in the form of a table.

# Learner Evidence Checklist

OCR Administration (Business Professional)

## UNIT 8 (LEVEL 2) - CAREER PLANNING IN ADMINISTRATION

LEARNER NAME: \_\_\_\_\_

CENTRE NUMBER: \_\_\_\_\_

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

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

Task 3 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Flowchart/list	
<input type="checkbox"/> Other (please give details)	

Task 4 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Prepared presentation documentation	

Task 5 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Personal development plan (PDP)	

Task 6 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Curriculum Vitae (CV)	

Task 7 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Table  <input type="checkbox"/> Other (please give details)	

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

**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:** \_\_\_\_\_