

Model Assignment

Issued September 2011

OCR Administration (Business Professional)

UNIT 28 (LEVEL 4) - PRESENT COMPLEX BUSINESS INFORMATION

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

The QCA Accreditation Number for this unit is: L/502/3865

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

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Model Assignment: Tutor Information

OCR Administration (Business Professional)

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Introduction to the Tasks

The tasks have been designed to enable learners to demonstrate their skills, knowledge and understanding of the presentation of complex business information.

The key issue in delivering and assessing this unit is ensuring that learners are able to access, research, understand and present business information that is genuinely complex. Examples of business issues that are of sufficient complexity include:

- plans to restructure an organisation, division or team
- staffing issues that include difficult concerns such as redundancy
- proposed relocation of an organisation
- the viability of proposals to acquire another company
- an update on a complex market or sector that is new to the audience
- plans to change procedures where there are interdependencies

In all cases, there should be many aspects to, and possible viewpoints on, the matter in question. The learner needs to present different perspectives on the information and present logical conclusions leading to clear recommendations. However, this should not be a simple sales presentation – there must be some acknowledgement of the different inferences and conclusions that could have been obtained from the research.

There are three approaches that tutors may use to enable learners to demonstrate their ability to present complex business information. Learners may:

- present information they have researched as part of a real work/business situation.
- use the research they have conducted for another Administration (Business Professional) unit as the basis of their presentation. Research must come from a unit at an appropriate level, however, and include content that fulfils the guidelines for 'complex business information' above. For example, Unit 25 (Level 4) Working in a Senior Administrative Role or Unit 26 (Level 4) Analyse Financial Information may provide the learner with sufficiently complex research. Unit 22 (Level 3) Carry out Research and Prepare a Report carries a significant research requirement but as this unit must be assessed at Level 3, tutors must ensure that the topic of research is of sufficient complexity to match the requirements of this unit (Unit 28), at Level 4.
- use other suitable research they have conducted for another unit or qualification.

The research on which the presentation is based must be carried out independently by each learner. Learners must not use research that is given to them by a third party or which they have carried out as part of a group. However, the research itself is not assessed in this unit.

Learners must prepare and deliver a 10 minute presentation, followed by a five minute question and answer session. The assessment will be on both the prepared and presented work.

- **Research and prepare the presentation** - the learner researches the task and develops the theme, structure and content of their presentation. The presentation must include logical conclusions and clear recommendations which have been clearly derived from the learner's research. The learner should use and reference facts and data to support their conclusions/recommendations.
- **Deliver the presentation** –The learner must deliver a 10 minute presentation and be prepared for the five minute question and answer session with relevant supplementary information. For example, they may have slides exploring certain aspects of a financial forecast in more detail than is contained within the main presentation, or additional handouts with further market information to support their proposal etc.

The presentation could be recorded and must be delivered to a minimum audience of five people including the assessor. It is important that the question and answer session is a genuine response to the presentation; however, members of the audience could be given pre-arranged roles to ensure that all learners face substantial, relevant questioning. For example another member of staff or a peer could be briefed to ask questions from a perspective of doubt about the learner's conclusion or to ask for clarification of a particular point or issue.

- **Evaluate the presentation** – The learner is required to produce a brief (200 – 400 words) evaluation of the effectiveness of their presentation. This will be based on the production, distribution and evaluation of their own questionnaire and verbal questioning of audience members.

The tasks have been designed so that all of the assessment criteria in Unit 28 are addressed.

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

The Tasks

Task 1: Research and prepare the presentation

Assessment Criteria: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.3

To achieve this unit, learners need to prepare a presentation based on their own research.

They should prepare the presentation of the information in a logically sequenced manner, including a conclusion, recommendations and a justification of the recommendations.

Learners are required to:

- use research to develop their ideas for the presentation
- analyse the purpose, aims and objectives of the presentation
- evaluate the needs of the audience and select the format for the presentation
- analyse and interpret information to identify relevant points, taking into account the scope of the presentation
- include different perspectives on the information
- use research to present logical conclusions and clear recommendations
- prepare the presentation in a style and with content that is suitable for the audience
- prepare presentation materials; for example, a computer based presentation, handouts, visual aids, speaker notes and prompts, etc. Detailed speakers notes should provide additional information on the research, outcomes and conclusions
- prepare questions to ask members of the audience at the end of the presentation to obtain verbal feedback on the effectiveness of the presentation
- produce a short questionnaire that will be used to capture written feedback on the effectiveness of the presentation from the audience at the end of the presentation.

Evidence will be:

- the prepared material for the 10 minute presentation, including items such as electronic slides, handouts, notes and visual aids.

Task 2: Deliver the presentation to a group of stakeholders

Assessment Criteria: 2.4, 2.5, 2.7, 2.8, 3.2

To complete this unit the learner must deliver a presentation, presenting the information in a logically sequenced manner, presenting different perspectives and including logical conclusions and recommendations.

The information must be presented in a clear, confident and fluent manner, ensuring that the material is comprehensible to the target audience. The learner should use appropriate visual aids and handouts to support the presentation and should answer questions from the audience.

Learners are required to:

- deliver a 10 minute presentation based on their work in Task 1
- take part in a question and answer session lasting five minutes
- obtain verbal feedback from members of the audience
- distribute a questionnaire to the people who attended their presentation.

Evidence will be:

- A Witness Statement detailing the observation of the delivered presentation, question and answer session and verbal questioning of the audience carried out by the learner in order to help them evaluate the effectiveness of their presentation. An audio visual recording may also be included.

Task 3: Evaluate the presentation

Assessment Criteria: 3.4, 3.5

The learner is required to produce a written report of between 200 – 400 words evaluating the effectiveness of their presentation. This report should be produced using information gained by the learner through the distribution and evaluation of their own pre-prepared questionnaire and verbal questioning of the audience. (Verbal questioning should take place soon after the presentation to ensure that it is fresh enough in the audience's mind to allow them to offer relevant feedback.)

The evaluation should produce both qualitative and quantitative evidence; for example, at the end of the presentation they could conduct a brief discussion with the attendees to receive feedback on their presentation, followed by the distribution and completion of a short questionnaire (approximately five well-focused questions).

Evidence will be:

- the 200 – 400 word report on the effectiveness of the presentation.
- the returned written evaluation forms and notes made by the learner during verbal questioning of the audience for the purpose of evaluation.

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. 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 Research and prepare the presentation	<ul style="list-style-type: none"> • Presentation material 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 2.1 • 2.2 • 2.3 • 2.4 • 2.5 • 2.6 • 3.1 • 3.3
Task 2 Deliver the presentation	<ul style="list-style-type: none"> • Witness Statement • Audio visual recording 	<ul style="list-style-type: none"> • 2.4 • 2.5 • 2.7 • 2.8 • 3.2
Task 3 Evaluate the presentation	<ul style="list-style-type: none"> • Report • Completed questionnaires • Notes from verbal questioning 	<ul style="list-style-type: none"> • 3.4 • 3.5

Witness Statement – Task 2

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 2.4, 2.5, 2.7, 2.8, 3.2	Task 2: Deliver the presentation
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LEARNER NAME	
CENTRE NUMBER	
Date/s of activity	

ASSESSOR FEEDBACK

Assessment Criterion 2.4 Present different perspectives on the information	
Assessor comments	
Assessment Criterion 2.5 Present logical conclusions leading to clear recommendations	
Assessor comments	

Assessment Criterion 2.7 Present the information to a group of stakeholders in a face-to-face situation	
Assessor comments	
Assessment Criterion 2.8 Answer questions from the audience	
Assessor comments	
Assessment Criterion 3.2 Use questioning techniques to elicit feedback from the audience	
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: Learner Information

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Q *Do I have to pass this assignment?*

A Yes. You must pass this assignment to achieve the unit.

Q *What help will I get?*

A Your tutor will help you when completing the OCR model assignment and will make sure that you know what resources/facilities you need and are allowed to use.

Q *What if I don't understand something?*

A It is your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *Can I use other people's work?*

A No. The work that you produce must be your own and you may be asked to sign a declaration confirming this. You should never copy the work of other learners or allow other learners to copy your work. Any information that you use from other sources, e.g. books, newspapers, professional journals or the Internet must be clearly identified and not presented as your own work.

Q *Can I work in a group?*

A Yes. However, if you work in a group at any stage you must still produce work that shows your individual contribution.

Q *How should I present my work?*

A You can present your work in a variety of ways, e.g. hand-written, word-processed, on video. However, what you choose should be appropriate to the task(s) and agreed with your tutor. For some work, e.g. presentations, role-play, work experience, you will need to provide proof that you completed the task(s). A witness statement or observation sheet will usually be used for this. If you are unsure, check with your tutor.

Q *When I have finished, what do I need to hand in?*

A You need to hand in the work that you have completed for each task. Do not include any draft work or handouts unless these are asked for. When you hand in your work make sure that it has your name and the unit title clearly marked and that it is in the correct order for assessment.

Q *How will my work be assessed?*

A Your work will be marked by an assessor in your centre. The assessor will mark the work using the assessment objectives in the qualification specification. The work will then be sent to an OCR Moderator to ensure that assessors from all centres are marking correctly. You have not passed this unit until this is confirmed by OCR.

Q *Will my work be returned?*

A Submitted work will not be returned so please ensure you keep copies of everything you produce.

Setting

In this unit you will demonstrate your ability to present complex business information based on research that you have carried out independently. You may:

- present information you have researched as part of a real work/business situation.
- use the research you have conducted for another Administration (Business Professional) unit as the basis of your presentation. Research must come from a unit at an appropriate level.
- use other suitable research you have conducted for another unit or qualification.

You are required to carry out the research on which the presentation is based independently; you must not use research that is given to you by a third party or which you have carried out as part of a group. However, the research itself is not assessed in this unit.

You must discuss the suitability of the business information that you are intending to use as the basis for your presentation with your tutor in advance in order to ensure that it is sufficiently complex to fulfil the requirements of this unit.

Tasks

The Tasks

Task 1: Prepare the presentation

Assessment Criteria: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.3

Your task is to:

- prepare a presentation, based on your research, that will last approximately 10 minutes when delivered. The content of the presentation must be suitable for the audience to which it will be delivered.

Evidence will be:

- The prepared content of the presentation, for example:
 - notes and prompt cards
 - electronic slides
 - audio visual content
 - handouts and visual aids

Task 2: Deliver the presentation

Assessment Criteria 2.4, 2.5, 2.7, 2.8, 3.2

Your task is to:

- deliver a 10 minute presentation in a logical sequence and in a clear, confident and fluent manner
- use appropriate aids and handouts to support the presentation
- answer questions from the audience. This question and answer session should last approximately five minutes
- obtain verbal feedback from members of the audience
- distribute a questionnaire to the people who attended your presentation

Evidence will be in the form of:

- a Witness Statement. You may also include an audio visual recording.

Task 3: Evaluate the presentation

Assessment Criteria 3.4, 3.5

Your task is to:

- analyse the results of the completed questionnaire and your notes from the verbal feedback
- produce a 200 – 400 word report evaluating the effectiveness of your presentation

Evidence will be:

- completed questionnaires
- an evaluative report

Learner Evidence Checklist

OCR Administration (Business Professional)

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LEARNER NAME: _____

CENTRE NUMBER: _____

Task 1 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Prepared 10 minute presentation and supporting materials.	
<input type="checkbox"/> Other (please give details) _____	

Task 2 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Witness statement	
<input type="checkbox"/> Any presentation materials not included above	
<input type="checkbox"/> Other (please give details) _____	

Task 3 evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Completed questionnaires	
<input type="checkbox"/> Your evaluation report	
<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: _____