

Cambridge **TECHNICALS LEVEL 2**

**IT**

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**Unit 5**

**Creating Business Solutions**

**Model assignment**

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# Contents

|  |           |
|--|-----------|
| <b>Guidance for tutors on using this assignment</b>                | <b>3</b>  |
| General  | 3         |
| Before using this assignment to carry out assessment               | 3         |
| When completing the assignment                                     | 4         |
| Information to support the scenario/tasks                          | 4         |
| Resources to complete the tasks                                    | 4         |
| Time   | 4         |
| Format of evidence   | 5         |
| Group work   | 5         |
| After completing the assignment                                    | 5         |
| Reworking the assignment   | 5         |
| Modifying the model assignment                                     | 6         |
| <b>General information for learners</b>                            | <b>7</b>  |
| <b>Assignment for learners Unit 5: Creating business solutions</b> | <b>9</b>  |
| Scenario   | 9         |
| <b>The tasks</b>   | <b>10</b> |
| Task 1: What does a digital practitioner do?                       | 10        |
| Task 2: Design a solution  | 11        |
| Task 3: Present a prototype  | 12        |
| Task 4: Create the solution  | 13        |
| <b>Evidence Checklist</b>  | <b>14</b> |

Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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# Guidance for tutors on using this assignment

## General

OCR Cambridge Technical model assignments are available to download from our website:  
[www.ocr.org.uk](http://www.ocr.org.uk).

The purpose of this assignment is to provide a scenario and model of tasks that are typical of how IT digital practitioners would create business solutions, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

**We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.**

## Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

# When completing the assignment

**You should use this assignment in conjunction with the unit specification and qualification handbook.**

The assignment should take between 8 and 11 hours.

The tutor should provide some sample resource data for learners.

## Information to support the scenario/tasks

The case study will need to be expanded upon. The tutor will need to provide some sample data for the learner. This will include data to be stored about each applicant held on file; for example applicant personal details and contact details, role(s) to be considered for, previous employment. Details relating to employer(s) with a vacancy will need to be provided, as well as information relating to interview, i.e. date(s), times and location(s). The information should be provided in table format to aid learners when designing a solution.

## Resources to complete the tasks

There are resource requirements for this assignment. Every learner will need access to the following resources:

For Task 1 learners will need access to the internet and office-type software.

For Task 2 software is needed to allow the learner to design a solution.

For Task 3 software is needed to allow the learner to create a prototype solution and present this to the client.

For Task 4 software to create the proposed solution for the client is required.

Example data will need to be provided to the learner, as outlined in the 'information to support the scenario/tasks' section. This may be some of the data for learners to use, or all of the data for learners to use.

This unit provides an ideal opportunity for meaningful employer engagement, for example as the client.

Where a real client is not available to the learner, another suitable person may perform this role, for example the tutor or another member of staff in the centre. It is important the client identifies improvements that could be made to the prototype (criterion P4) and provides meaningful feedback on the proposed solution (criterion P6).

## Time

You should plan for learners to have 8–11 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

## Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

**Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.**

It's possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together evidence to meet several grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

## Group work

This assignment hasn't been written to include group work.

## After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

## Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

# Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

**If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.**

If you're using this model assignment and delivering the Certificate you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

## General information for learners

**Q** *What do I need to do to pass this assignment?*

**A** You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

**Q** *What do I need to do if I want to get a merit or distinction for this assignment?*

**A** For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

**Q** *What help will I get?*

**A** Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

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

**A** It's 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** *I've been told I must not plagiarise. What does this mean?*

**A** Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

**Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.**

**Q** *What is referencing and where can I find out more information about it?*

**A** Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in *The OCR Guide to Referencing* available on our website: <http://www.ocr.org.uk/Images/168840-the-ocr-guide-to-referencing>

**Q Can I work in a group?**

A This assignment hasn't been written to include group work.

**Q Does my work for each task need to be in a particular format?**

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you about this. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

**Q Can I ask my tutor for feedback on my work?**

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

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

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

**Q How will my work be assessed?**

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.



# Assignment for learners

## Unit 5: Creating business solutions

### Scenario

IT applications are commonly found in businesses. Digital practitioners play an important role in supporting businesses. You will design and create a business solution in conjunction with a stakeholder.

### Progress Solutions for Business

Progress Solutions for Business is an existing organisation that offers administration services for businesses and organisations, as well as creating business solutions. The staff consists of:

- a manager who has overall control of the organisation and also markets Progress Solutions for Business to external clients;
- a supervisor who oversees the work of the administrative staff;
- six administrative staff who provide the administration services.

It provides the following services:

- word processing of reports and letters;
- production of leaflets and brochures with graphical images;
- creation of presentations which could include graphical images, video and audio clips and animations;
- spreadsheet solutions;
- database solutions;
- website creations;
- social media consultancy;
- business IT applications.

A client, Westwood Recruitment Services (WRS), is an employment agency which specialises in providing staff for the hospitality industry. The agency has vetted the CVs supplied to them by applicants to match these with a potential job role e.g. chef. When an employer has a vacancy for a job such as a chef, WRS will let applicants know about the job role and find out if they wish to be interviewed for the position. WRS will set a closing date, and after the closing date it will arrange interviews for all the applicants interested in the post, sending them a letter inviting them for interview. The letter will inform the applicant about the location, date and time of the interview, as well as any other key details that may be relevant.

## Task 1: What does a digital practitioner do?

(This task should take between 1 and 1½ hours.)

**Learning Outcome 1:** Understand the role of the digital business practitioner

Your task is to: produce an information guide to include with the application form for the post of a digital business practitioner in Progress Solutions for Business. This should tell an applicant for the post what a digital business practitioner does.

| Pass   | Merit | Distinction |
|--|-------|-------------|
| P1: Describe how the digital business practitioner supports business   |       |             |
| <b>Evidence</b>  |       |             |
| <p><b>A detailed information guide.</b></p> <p>This must include:</p> <ul style="list-style-type: none"> <li>• a description of how the digital business practitioner supports business;</li> <li>• what the role means;</li> <li>• what the characteristics and responsibilities of a digital business practitioner are.</li> </ul> |       |             |

## Task 2: Design a solution

(This task should take between 1½ and 2 hours.)

**Learning Outcome 2:** Be able to design solutions to meet business needs

Your task is to: design a solution for Westwood Recruitment Services (WRS) to allow it to store details of applicants and the posts that they would be eligible to apply for. The design should allow WRS to record if an applicant wishes to be invited for an interview for a specific job, such as a chef, when it becomes available with a particular employer. The solution you design must be able to create a letter to each applicant interested in applying for the job, to advise them of details relating to the interview.

Justify why your design is appropriate for WRS.

| Pass   | Merit | Distinction   |
|--|-------|---|
| P2: Design a solution to meet the identified business need   |       | D1: Justify how the design proposal supports the business needs |
| <b>Evidence</b>  |       |   |
| <b>A report to include notes of discussions, or a presentation of the analysis and final solution and design documentation.</b>  |       |   |
| This must include:   |       |   |
| <ul style="list-style-type: none"><li>• details of the IT software to be used;</li><li>• design of a possible solution;</li><li>• justification why the solution you have designed meets the identified business need.</li></ul> |       |   |

## Task 3: Present a prototype

(This task should take between 3 and 4 hours.)

**Learning Outcome 3:** Be able to present business solutions to stakeholders

Your task is to: use the design you created in Task 2 to create a prototype of the solution. You must then present the prototype to a representative from Westwood Recruitment Services (WRS) (this might be your tutor). Finally, you will get feedback about your prototype from the representative from WRS (this might be your tutor) before using this feedback to modify the design you have created.

| Pass   | Merit   | Distinction |
|--|---|-------------|
| P3: Create a prototype of the proposed business solution   |   |             |
| P4: Present the prototype to identified stakeholders   | M1: Modify the design in response to stakeholder feedback |             |
| <b>Evidence</b>  |   |             |
| <p><b>An audio/visual presentation of the prototype and the discussion following the presentation, or a copy of the presentation with detailed speaker notes and notes of the discussions with the stakeholder.</b></p> <p>This must include:</p> <ul style="list-style-type: none"><li>• evidence of the prototype of the proposed business solution;</li><li>• the materials presented to the stakeholder;</li><li>• evidence that the prototype has been presented to the stakeholder;</li><li>• feedback from the stakeholder.</li></ul> <p><b>Amended designs of the prototype (which could include a remodelled prototype).</b></p> <p>This must include:</p> <ul style="list-style-type: none"><li>• evidence of what has been changed in the prototype and why the changes have been made.</li></ul> |   |             |



## Task 4: Create the solution

(This task should take between 2½ and 3½ hours.)

**Learning Outcome 4:** Be able to use IT applications to meet business needs.

Your task is to: create the solution for Westwood Recruitment Services (WRS). This will be the updated version based on the feedback you obtained in Task 3. You will then test the solution to make sure that it works properly. You will get feedback about the solution you have produced from the representative for WRS (this might be your tutor) and then assess how appropriate the solution is that you have created, in terms of meeting the business needs of WRS.

| Pass   | Merit  | Distinction   |
|--|--|---|
| P5: Create the proposed business solution  | M2: Test the solution to confirm functionality |   |
| P6: Gather feedback from stakeholders of the proposed solution   |  | D2: Assess the appropriateness of the solution to the business need |
| <b>Evidence</b>  |  |   |
| <p><b>The actual electronic created solution.</b></p> <p>This must include:</p> <ul style="list-style-type: none"><li>the data used i.e. stored in the solution;</li><li>examples of output from the solution.</li></ul> <p><b>Testing the solution.</b></p> <p>This should include a test plan:</p> <ul style="list-style-type: none"><li>what is being tested;</li><li>the expected result of each test;</li><li>the actual result of each test;</li><li>steps taken to resolve any errors;</li><li>evidence of retesting where errors had occurred.</li></ul> <p>The test plan must test the functionality of the solution.</p> <p><b>Feedback in the form of questionnaires completed by the stakeholder(s), or a video or audio recording of the stakeholder(s) providing the feedback.</b></p> <p>Feedback provided by the stakeholder of the proposed solution (i.e. the second review after the agreed changes (in Task 3) were made)).</p> <p><b>A report or a presentation with detailed speaker notes or an audio/visual presentation.</b></p> <p>This must include:</p> <ul style="list-style-type: none"><li>a judgement of the quality of the solution;</li><li>a review of the original requirements to consider how the solution you have created meets the business needs of WRS.</li></ul> |  |   |

# Evidence Checklist

## OCR Level 2 Cambridge Technicals in IT Unit 5: Creating Business Solutions

LEARNER NAME:

| <b>For Pass have you:<br/>(as a minimum you have to show you can meet every pass<br/>criterion to complete the unit)</b> | <b>Where can your tutor find<br/>the evidence? Give page<br/>no(s)/digital timings, etc.</b> |
|--|--|
| P1: Described how the digital business practitioner supports<br>business?  |  |
| P2: Designed a solution to meet the identified business need?  |  |
| P3: Created a prototype of the proposed business solution?   |  |
| P4: Presented the prototype to identified stakeholders?  |  |
| P5: Created the proposed business solution?  |  |
| P6: Gathered feedback from stakeholders of the proposed<br>solution?   |  |

| <b>For Merit have you:</b>                                   | <b>Where can your tutor find<br/>the evidence? Give page<br/>no(s)/digital timings, etc.</b> |
|--|--|
| M1: Modified the design in response to stakeholder feedback? |  |
| M2: Tested the solution to confirm functionality?            |  |

| <b>For Distinction have you:</b>  | <b>Where can your tutor find<br/>the evidence? Give page<br/>no(s)/digital timings, etc.</b> |
|---|--|
| D1: Justified how the design proposal supports the business<br>needs?     |  |
| D2: Assessed the appropriateness of the solution to the<br>business need? |  |

To find out more

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or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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