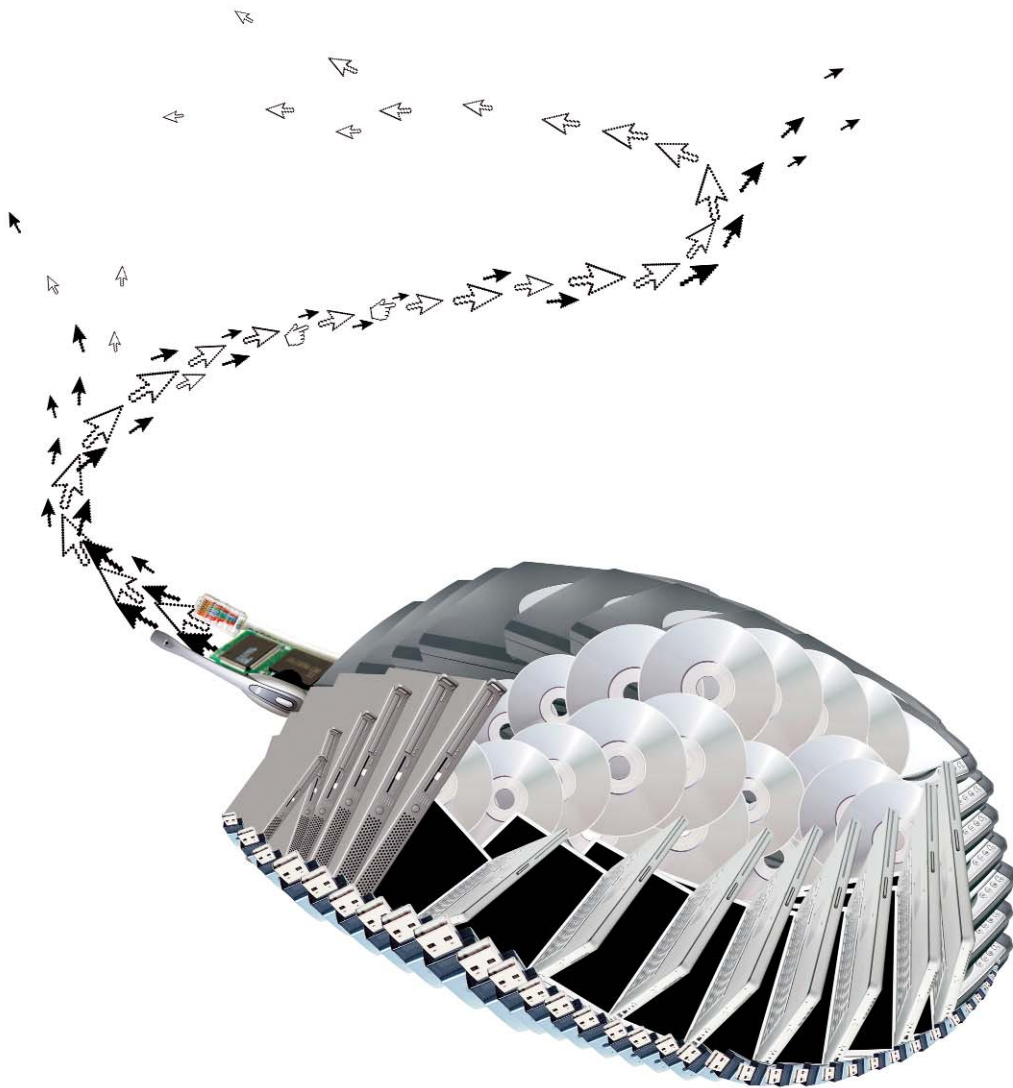


# EXAMPLE ASSIGNMENT BRIEF AND GUIDANCE NOTES

## UNIT 3: PROFESSIONAL DEVELOPMENT



This example assignment has been developed by AQA-City & Guilds as part of a QCDA funded project and has been reviewed by practitioners, representatives of sector and awarding organisations and QCDA.



Qualifications  
and Curriculum  
Development  
Agency

## Controlled Assessment

### Example assignment

**Line of learning:** IT  
**Level:** 3  
**Unit:** 3: Professional development

### A1 Cars

#### Learner Assignment Brief

Alex Constantinou is the owner of a private car hire business called A1 Cars. Customers ring Alex to book a car to take them to and from a destination such as the airport, the railway station, a restaurant or a night club.

Alex at present has eight drivers working for A1 cars. At present details of all bookings are stored in an A4 sized book, with one page for each day.

So far this method has been adequate for Alex's needs but now she would like more information such as financial reports, the hours driven by each driver each week, how many drivers are needed at peak times and whether she could cut the number of drivers.

A friend has told Alex that a technology-enabled system could store all the bookings, do all the financial calculations and provide management information at the click of a mouse.

Alex knows very little about technology systems but wants to know more about whether they can improve her business.

#### Tasks

1. Describe A1 Cars, Alex's role and the scope of the investigation. Carry out a thorough analysis of the business, describing their current operations and business problems/opportunities.
2. Undertake a feasibility study for A1 Cars looking at various options and making justified recommendations.
3. Make a comprehensive business case to Alex making appropriate use of the chosen media. Justify the media chosen and the communication techniques used.
4. Explain the relevance of environmental factors to the feasibility study and take account of these factors, including legal considerations in your recommendations.
5. Evaluate your personal performance in this unit including personal styles and behaviour. Evaluate your work identifying strengths, weaknesses and areas for improvement.

Use appropriate business English and mathematical techniques throughout the unit.

## Summary

Task activity	Evidence required and possible formats	Controls: time, supervision and resources
Task 1:	Report on A1 Cars including a context diagram to illustrate the scope of the investigation.	<ul style="list-style-type: none"> <li>• Direct supervision throughout</li> <li>• Access to appropriate equipment and software</li> </ul>
Task 2:	Formal word-processed feasibility study and making recommendations.	
Task 3:	Produce script for the presentation. Presentation software/word-processed/DTP report. Justify the media chosen and the communication techniques used.	
Task 4:	Formal report on the environmental factors and legal considerations.	
Task 5:	Evaluation report; strengths, weaknesses and areas for improvement.	

## Assessor Information

### Guidance

This unit concerns making a business case - why an organisation should adopt a technology-enabled solution. Before starting the work, learners must be familiar with the techniques of systems analysis and the contents of a feasibility study.

Learners will need to be taught about the use of a structured approach to considering a business problem or opportunity and applying the techniques of business analysis to it. They also need to be familiar with the different possibilities that technology can offer to improve the way organisations operate.

Task 1: Learners should examine how the chosen organisation currently operates, looking at business processes and the individuals operating these processes.

It is possible that all learners in the class undertake the same task. In which case, rather than a number of learners visiting the same client to find out their needs, it would be better to invite the client in to the classroom to answer (prepared) questions from learners. Learners should see examples of existing documents such as booking sheets, receipts and invoices.

It is acceptable for learners to work together for research purposes but the identification of the client's needs (from the answers to the questions) should be the individual work of the individual learner.

Task 2: Learners should present a compelling business case for a technology-enabled solution. The business case should include:

- benefits
- impacts
- risks
- return on investment – for example, a cost-benefit analysis.
- opportunities for improvement in different scenarios
- a number of options and their relative merits
- recommendations on how to proceed

Task 3: Learners should present their business case verbally to the business or organisation concerned. The presentation should include:

- the business case
- options
- ethical and professional issues
- legal implications
- recommendations

Appropriate presentation techniques should be used.

Task 4: Learners should consider ethics, corporate social responsibility, professionalism, codes of practice and legal issues involved throughout the work undertaken.

Task 5: Learners should gain feedback on their presentation from third parties, preferably representatives of the organisation studied via the executive presentation. Learners should then use this feedback in their personal appraisal.

In the assessment of this unit, separate marks will be explicitly awarded for the appropriate and accurate use of English and mathematics. Appropriate, contextually correct English should be used throughout, as should the appropriate and correct mathematical and statistical techniques for analysis and presentation.

Where they are appropriate to the situation, the use of formal business language and communication methods should be used.

The marking grid for this unit can be found at:

[http://www.diplomainfo.org.uk/documents/Marking\\_grid\\_Level\\_3\\_Unit\\_3\\_version\\_7.0.doc](http://www.diplomainfo.org.uk/documents/Marking_grid_Level_3_Unit_3_version_7.0.doc)

### **Making it work**

- If possible base the assignment on a real business needing a booking system, e.g. a local plumber, a local osteopath, a local dentist, etc.
- Invite a representative of the business into the classroom to describe the business and explain what is required or visit the business
- Meet with the employer beforehand to make sure that their requirements do not go beyond the requirements of the specification and so waste limited time.
- Prepare questions for the learners to ask the employer beforehand
- Examine current documents to help find out how the current system works
- Look at other material that the business may produce; newspaper advertisements, website, flyers, etc.
- Allow around 30 guided learning hours for the assignment, around 8 GLH for each of the first three tasks, 2 GLH for task 4 and 4 GLH for task 5.

### **Controls for task setting**

The scenario in this sample material is entirely fictitious. It would much be better if this scenario were adapted to be based on a real client such as a local employer or organisation which requires a relational database. All organisations store data. Learners may choose to base their work on the business where they undertook their work experience or one where they have a part-time job.

The level of control for task setting is limited control.

- the assessment structure within each unit must be used in order to set the assignment
- the demand expected in each assessment task is detailed in the unit specification
- the overall sector purpose in the unit must be adhered to
- the assignment brief must secure an applied and sector relevant purpose
- consortia may devise different tasks provided they meet unit requirements and add up to an applied, purposeful activity

If all the learners use the same client, the client can be invited into a lesson and answer questions about the business. There should be the opportunity to ask the client further questions if needed. This could be done individually or one person could send all the questions on behalf of the group.

If a real client cannot be found and learners choose the *A1 Cars* scenario, they will need to visit a private hire car business so that they can undertake appropriate analysis such as observing what happens when a customer phones up to make a booking and how the bookings are stored.

This unit could be linked to *Unit 4: Creating technology solutions*, i.e. the solution to be created in Unit 4 will be the system required by the client in Unit 3.

### **Controls for task taking**

#### **Time**

This unit is 90 GLH. This assignment should take roughly 30 GLH.

This allocation is a recommendation and can be amended as appropriate for individual learners as long as the recommended total GLH is not significantly exceeded. Time allocated should not include time to meet with employers.

#### **Resources**

Learners will need access to a supervised classroom and IT equipment to meet the unit specification requirements including word-processing, DTP and presentation software and relational database software if linked to Unit 4.

#### **Supervision**

All work produced by learners should be in controlled conditions, i.e. under supervision. The control is of a medium nature - normal classroom conditions.

However for the investigation work, learners can work in teams to prepare questions. Investigation can be carried out outside of controlled conditions.

#### **Collaboration**

There are opportunities for teamwork in this unit. Learners could work as a team to prepare questions for the client. They may need further questions later. These could be collated and sent as one e-mail to prevent too many questions becoming a burden for the employer.

It must be clear which evidence is to be credited to which learner.

The following controls in relation to task setting and task taking should be noted:

<b>Task setting</b>	<b>Task taking: supervision</b>	<b>Task taking: resources</b>	<b>Task taking: time</b>	<b>Task taking: collaboration</b>
Limited	Medium	Limited	Limited	Limited