



Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN IT

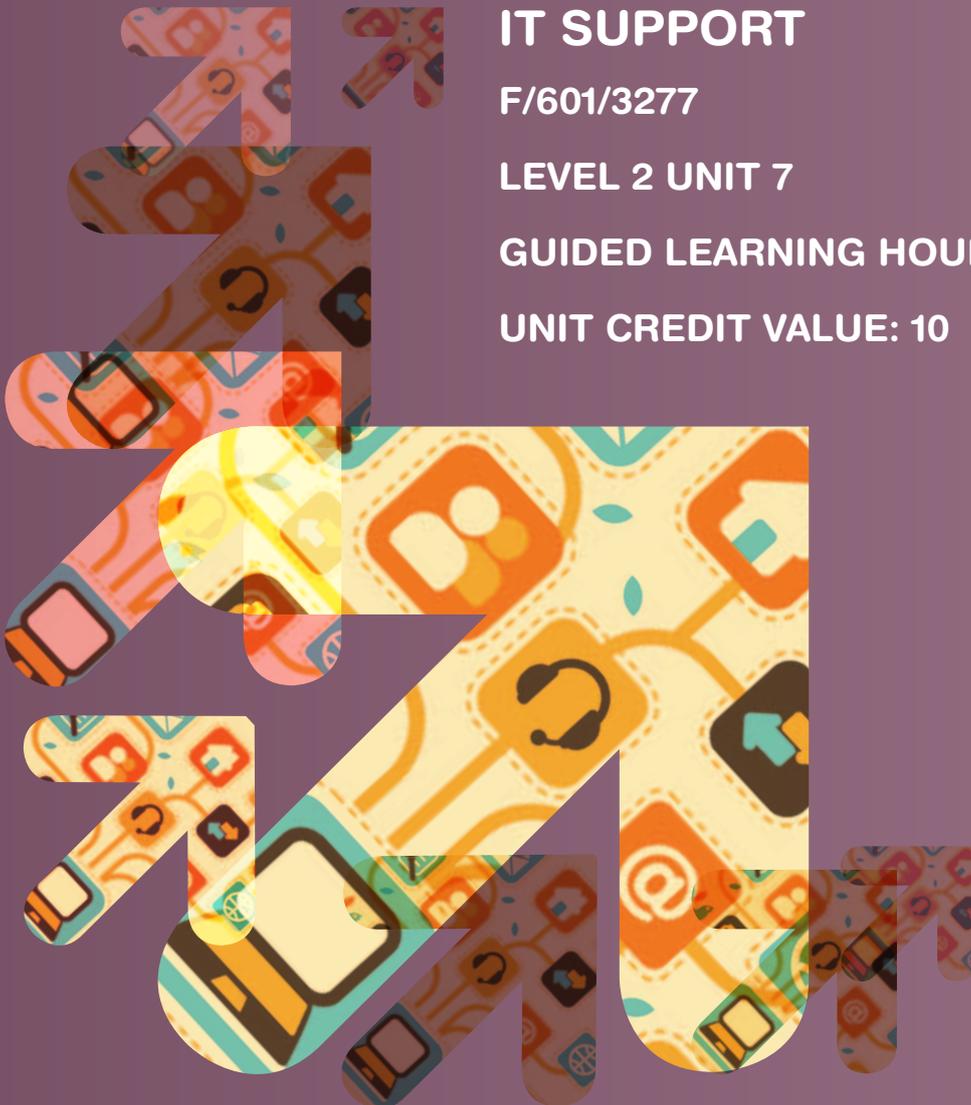
IT SUPPORT

F/601/3277

LEVEL 2 UNIT 7

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



IT SUPPORT

F/601/3277

LEVEL 2

AIM OF THE UNIT

This unit allows the learner to explore the nature of problems that are likely to be encountered by a person working as a junior IT technician working alongside a more experienced technician, perhaps in a support role. The unit will explore links to other units in the qualification. As in many areas within the workplace, the work carried out by one functional area of an organisation is inter-related to the activities of others.

The role of IT support is continually changing as new technologies come on board and the network setups evolve. Support staff need to be kept up to date with developments in hardware and software, for example, so that they can continue to support users. As work patterns change and many organisations operating 24/7 via remote working, for example, virtual learning environments etc, consideration needs to be given in terms of ensuring that an organisation can operate to meet needs of its customers.

The learner needs to have an understanding of the nature of problems that are likely to be encountered in a support role and be able to ascertain which problems can be dealt with and which problems need to be escalated. Consideration will be given to the logging of problems and the documentation that is necessary to perform an audit trail of any particular problems; such logging systems may be paper-based or electronic. It is necessary for the learner to be aware of the importance of operational procedures and service level agreements, for example, to consider the response times to dealing with problems.

The learner will have the opportunity to consider what data needs to be stored relating to support requests. This may involve investigating existing procedures and/or identifying the data that needs to be captured.

The learner must be able to analyse requests for support to ascertain the approach that needs to be taken to support the end user. This could involve having to carry out a more in-depth investigation to precisely establish the needs of the end user and the nature of the problem. It may be necessary for the learner to establish a solution to a straightforward problem which they have not previously encountered.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass The assessment criteria are the pass requirements for this unit. The learner will:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know the common issues IT users may experience	P1 describe the common issues IT users may experience	M1 identify the different approaches to providing support to users based on user ability	
	P2 identify the benefits of having a helpdesk facility		D1 describe helpdesk software used to support a helpdesk facility
2 Be able to record user support requests	P3 record information about end-user requests following defined procedures		
3 Be able to provide IT support	P4 use different sources of information to communicate about specified errors	M2 describe advantages and disadvantages of communication methods used to update customers on the resolution of problems	
	P5 respond to multiple user problems		D2 explain how to prioritise the urgency of response
4 Understand the importance of trends in IT support requests	P6 identify trends in problems reported by users		
	P7 explain the importance of trends in IT support requests		

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

LO1 Know the common issues IT users may experience

- user types (e.g. – novice, experienced, specialist, infrequent, regular)
- issues – base unit, monitor, keyboard, mouse, network connection including wireless, mobile devices including synchronization, peripheral device (e.g. printer, camera, scanner), modem, software installation, software update, uninstalling software, logon issues, software not working properly, lost/deleted files
- **helpdesk**
 - role
 - point of contact
 - personnel
 - fault logging
 - levels of support (e.g. first, second, third)
 - escalation.
- **benefits**
 - to users
 - to organisations.

LO2 Be able to record user support requests

- **records**
 - paper-based
 - electronic
 - data to be collected/stored
 - option to query data
 - recording requests
 - tracking progress
 - audit trails.

LO3 Be able to provide IT support

- **communication**
 - face-to-face
 - email

- telephone
- instant messaging
- inter-personal skills.
- **sources of support**
 - peers
 - online help
 - manuals, books, magazines
 - CD/DVD
 - web-based
 - diagnostic reports.
- time management and prioritising

LO4 Understand the importance of trends in IT support requests

- **trends**
 - frequency of problems
 - commonality of problems
 - complexity of problems
 - experience of users.
- **support requirements**
 - staff levels required
 - availability of support
 - staff training
 - new technologies.

DELIVERY GUIDANCE

This unit prepares somebody to work in an IT support role. As such, it is necessary for the learner to experience and deal with common issues that IT users may experience. More complex issues do not need to be able to be dealt with by the learner. Learners need to realise that IT support will be provided to people with a wide range of experience in the use of IT systems, and the approaches to support users will vary depending on the knowledge of the user and that a user may belong to more than one category, for example a user may be a regular user of a computer system and a novice in using a particular item of hardware.

Role play could be considered to experience requests for support.

In order to have problems to deal with, learners could use real problems that occur within the classroom that they are permitted to deal with. Learners could shadow a technician or use work experience to understand the range of issues that may arise and the approaches that could be taken to deal with such issues. Learners could visit other classrooms to investigate problems that need to be reported and/or resolve the issues.

Learners may benefit from the use of guest speakers. Such speakers may include a school/college technician, service engineer and/or support manager, for example. Learners should also be encouraged to log the details any faults that they experience, or provide support for both at home and as part of their learning/work environment.

Know the common issues IT users may experience

The role of helpdesk facilities need to be explored. The methods used to contact a helpdesk should be investigated and the advantages and disadvantages of approaches/methods considered. Staffing issues for helpdesks should be considered and could be carried out as a brainstorming sessions with learners. Helpdesk software should be investigated to explore the nature of reports that can be generated and how these can be used by IT support personnel. Software that may be used by a helpdesk could include bespoke software or generic software or a database could be used based on standard office based software. Bespoke software could include software such as Kaseya (www.kaseya.co.uk) or Track-It! (www.numarasoftware.com). Please note - it is not necessary for centres to purchase

bespoke software solutions; web demonstrations may be available and trial/demonstration copies of software may be available and the centre could generate some sample input and output from such packages.

Be able to record user support requests

Recording systems for requests for support need to be considered and discussed with learners both for paper-based and electronic systems and if appropriate, a combination of both. The learner needs to establish the data that needs to be collected and stored and how this will be updated as the problem(s) are dealt with. The data collected should be considered in terms of appropriateness i.e. is all the necessary data captured. Again, a role play activity could be used so that learners can experience collecting data from the user and the importance of ensuring that all the necessary data has been collected.

Be able to provide IT support

Learners need to know where to obtain assistance when dealing with user problems and they should discuss and identify sources they have used in the past. Learners should discuss the strengths, weaknesses and reliability of various sources of information such as peers, manuals, magazines, diagnostic reports, websites etc. Learners need to consider the currency of information and a group activity identifying types of support requirements and the validity of the support information as well as the level of language used in various support materials. Learners also need to consider the timescales within which the problems need to be resolved; this may entail prioritising work tasks. The learners could be given a group of cards containing support requests and sort into a logical work order to ensure that this is the most effective way of prioritising requirements.

Understand the importance of trends in IT support requests

Some problems encountered in IT support occur on a more regular basis than other problems. Learners need to consider the significance of such occurrences and the impacts that they may have on an organisation. For example, a school/college technician may receive multiple requests per day because a user has forgotten their password and/or locked themselves out of their account. The level of experience of the user may be a contributing factor as may the frequency of the user accessing their account on a school/college

network. Other problems may be perceived problems, perhaps a computer system appears to be running slowly, or identified problems that may affect a number of users and can resolve multiple requests for support or prevent future requests.

Over a period of time, trends should become apparent. The analysis by learners for a range of user requests which may be developed from the logs they have maintained will enable them to identify trends, solutions and be able to communicate information to users as required to avoid future requests. The learners then should as a group discuss and suggest preventative measures that could be implemented to reduce future requests, discussing how these would benefit an organisation.

Learners must consider the implications of emerging technologies for providing IT support by carrying out research to identify developments and potential benefits.

SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

Assessment Criteria P1, P2, M1, D1

For P1, learners must describe common issues IT users may experience. Learners could prepare a presentation/handbook that could be given to a junior technician starting to work in a school/college. The evidence must include examples of common issues that IT users in the school/college may experience.

For merit criterion M1 learners must use the examples of common issues and expand their work to identify the different approaches to user support that will be required based on different levels and types of user ability. Learners could evidence this in the form of a presentation or report.

For P2, learners should identify the benefits of having a helpdesk facility. This should include benefits to users and to organisations.

For distinction criterion D1 learners must describe a range of helpdesk software applications that are used. Learners must describe the features of the software and identify how this software would support the helpdesk facility for administration and other benefits such as reporting and analysis. This could be presented as a report or presentation.

Assessment Criterion P3

Learners must provide evidence of recording the requests of end users following given procedures. The format of the recording of the requests may be electronically or in a paper-based system. The evidence will be copies of the recording documentation or printouts (annotated screenshots) from the electronic records. The evidence must be clear as to what the end-user request was and any action taken to include timescales.

Assessment Criteria P4, P5, M2, D2

P4 – learners must provide evidence of using a range of different sources of information, as identified within the teaching content. Learners must provide evidence of the support provided. This could be written, screenshots, photographs or short video clips.

For merit criterion M2 learners must describe the advantages and disadvantages of the communication methods used when updating their customers on the problem resolution. The communication methods identified within the teaching content should be included in the evidence.

For P5, learners should provide evidence of responding to multiple user problems. This could be an extension of the evidence for P4 and M2.

For distinction criterion D2 learners should identify the requests for support that they have addressed and show how and explain why these were prioritised over others. Evidence could be in the form of a database log, spreadsheet list or table.

Assessment Criterion P6

Learners must identify trends in problems reported by users. This could be an extension of P4 and P5. Evidence could be in the form of a report or presentation.

Assessment Criterion P7

Learners must explain why the identification and analysis of trends in IT support requests is important. This could be an extension of P6. They should consider the areas highlighted within the teaching content. Evidence could be in the form of a report or presentation.

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 4: Installing Computer Hardware

Unit 5: Installing Computer Software

Unit 6: Setting up an IT Network

Unit 8: IT Fault Diagnosis and Remedy

LINKS TO NOS

7.2 IT/Technology Service Help Desk and Incident Management

7.3 Problem Management



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

Telephone 02476 851509

Email cambridgetechnicals@ocr.org.uk

www.ocr.org.uk