OCR
Oxford Cambridge and RSA

Unit Title:	**Service delivery**
OCR unit number:	15
Unit reference number:	F/601/9547
Level:	2
Credit value:	6
Guided learning hours:	45

Unit aim

The aim of this unit is that learners will:

- Understand the operational activities for service events

- Understand how to prepare for designated service operations activities under supervision

- Be able to monitor the progress and completion of designated service operational activities

- Understand organisational standards and procedures to service operations in line with professional, ethical and legal standards

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
The Learner will: 1 Understand the operational activities for service events	**The Learner can:** 1.1 Describe a range of different types of service events 1.2 For each identified service event explain: • when and how to notify others • appropriate actions to take • scheduling and monitoring of operational tasks • the schedule for service operations and the tasks involved, including: sourcing, gathering and collating information	• the "day to day" nature of service operations and event management activities • why the activities of service operations and event management need to be monitored • what the potential implications to an organisation of service operations and event management activities not being conducted in a timely and efficient manner • a range of service events should be a minimum of 3

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills

2 Understand how to prepare for designated service operations activities under supervision	2.1 For the range of described events, identify and explain:
	• the procedures, tools and techniques that apply to service operations activities and their deliverables
	• appropriate schedule/s and information relating to events including escalation if appropriate
	• information relating to individuals and groups who are involved in service operations
	• appropriate service level agreements
		• service operations and management activities including:
		  - the role of software, hardware and network infrastructure
		  - location:
		    o internal
		    o external
		    o remote
		  - events requiring:
		    o routine action and interventions
		    o corrective actions
		  - scheduling:
		    o normal working hours
		    o outside normal working hours
		    o prioritisation of tasks
		  - managing customer expectations:
		    o timely information
		    o relevant people involved
		    o review and feedback

3 Be able to monitor the progress and completion of designated service operational activities	3.1 Identify and clearly record changes to service operations schedules, including:
	• actions resulting from events
	• progress of service operations tasks against service schedules
	• the procedures, tools and techniques to monitor the successful completion of tasks within the service schedule
		• service operations including:
		  - the role of the system administrator
		  - processing:
		    o batch
		    o online
		    o real time
		    o transaction
		  - software, hardware and network infrastructure supporting business operations and in service delivery/ operation

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	• updated information, as appropriate, for relevant people on the progress of service operational tasks against schedules	- the importance of monitoring, tracking, reviewing and informing others of the progress of service operations and events and taking appropriate action in the event of failures of operational processing
4 Understand organisational standards and procedures to service operations in line with professional, ethical and legal standards	4.1 Identify and explain relevant and applicable legislation and regulations relating to service operations 4.2 Identify and explain professional and ethical standards in service operations	• relevant organisational standards, service operational schedules and procedures relevant to the operational needs • relevant professional and ethical constraints

Assessment

The qualification has been designed to develop knowledge, understanding and skills in the full range of functions involved in the planning and control, hardware, software and systems installation, software solutions and the production of customer support materials. It also provides opportunities for learners to study towards system and network management, to specialise in one or more specific programming languages in addition to being able to take units that are vendor specific.

Each unit within the specification is designed around the principle that candidates will build a portfolio of evidence relating to progression towards meeting the unit assessment objectives.

The unit assessment objectives reflect the demands of the learning outcomes for each unit.

In order for candidates to be able to effectively progress towards meeting the requirements of each assessment objective, tutors must make sure that the supporting knowledge, understanding and skills requirements for each objective are fully addressed. The identified knowledge, understanding and skills are not exhaustive and may be expanded upon or tailored to particular contexts to which the unit is being taught and the assessment objective applied.

We recommend that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate industrial contact, vocationally experienced delivery personnel, and real life case studies.

All the learning outcomes and assessment criteria must be clearly evidenced in the submitted work, which is externally moderated by OCR.

Results will be Pass or Fail.

Guidance on assessment

Candidates do not have to achieve units in any particular order and tutors should tailor learning programmes to meet individual candidate needs. It is recommended that, wherever possible, centres adopt a holistic approach to the delivery of the qualification and identify opportunities to link the units.

Centres are free to deliver this qualification using any mode of delivery that meets the needs of their candidates. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to appropriate resources and consider the candidates' complete learning experience when designing learning programmes. This is particularly important in relation to candidates studying part time alongside real work commitments where candidates may bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors.

It is difficult to give a detailed answer to how much evidence is required as it depends on the type of evidence collected and the judgement of assessors. The main principles, however, are as follows: for a candidate to be judged competent in a unit, the evidence presented must satisfy:

- all the items listed, in the section 'Learning Outcomes'

- all the areas in the section 'Assessment Criteria'

Questioning the candidate is normally an ongoing part of the assessment process, and is necessary to:

- test a candidate's knowledge of facts and procedures

- check if a candidate understands principles and theories *and*

- collect information on the type and purpose of the processes a candidate has gone through

- candidate responses must be recorded

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate is competent or not. Assessors must be convinced that candidates working on their own can work independently to the required standard.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications'* on the OCR website www.ocr.org.uk *.*