

<b>Unit Title:</b>	<b>Management and prioritisation of own schedule</b>
OCR unit number:	4
Unit reference number:	Y/601/8730
Level:	3
Credit value:	8
Guided learning hours:	45

## Unit aim

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The aim of this unit is that learners will:

- Be able to plan and manage own workload
- Understand how to identify opportunities for professional development
- Understand the implications of legislation and regulations on tasks

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p><b>The Learner will:</b></p> <p>1 Be able to plan and manage own workload</p>	<p><b>The Learner can:</b></p> <p>1.1 Analyse customer requirements to produce task criteria</p> <p>1.2 Identify the limitations and constraints to be taken into consideration when creating a project plan</p> <p>1.3 Agree timescales, budgets and resources for a task with the customer</p> <p>1.4 Create a project plan to include agreed customer requirements</p> <p>1.5 Maintain and review project plan with customers and colleagues</p>	<ul style="list-style-type: none"> <li>• how to identify and clarify customer requirements to enable them to allocate timescales and priorities to incorporate into their work plan</li> <li>• the importance of communicating timings to their customer and maintaining their work plan on a rolling basis to allow for emergencies or additional requirements</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
2 Understand how to identify opportunities for professional development	2.1 Evaluate the quality of support supplied with the customer 2.2 Evaluate the feedback from the customer 2.3 Justify changes that may lead to potential improvements 2.4 Create and justify a personal development plan 2.5 Describe opportunities for training and development and explain the relevance of those choices	<ul style="list-style-type: none"> <li>• how to complete a critical evaluation of their experiences of supporting a customer and should record feedback from the customer for their own development</li> <li>• how to identify areas for improvement and justify changes they have or will make improve as to how these could be applied for future customers</li> </ul>
3 Understand the implications of legislation and regulations on tasks	3.1 Identify any legislation or regulations that could apply when supporting customer types 3.2 Describe the key aspects of the legislation/regulation 3.3 Explain how this legislation/regulation may affect customer service	<ul style="list-style-type: none"> <li>• the impact of their actions and communications may have on the wider responsibilities within the organisation. They should consider for example:               <ul style="list-style-type: none"> <li>- equal opportunities</li> <li>- disability discrimination</li> <li>- data protection</li> <li>- employment responsibility and rights</li> <li>- consumer protection</li> <li>- any other sector-specific legislation, regulation or code of practice</li> <li>- confidentiality of an organisations verbal and written information</li> <li>- health and safety for customers</li> <li>- health and safety for colleagues</li> </ul> </li> </ul>

## Assessment

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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

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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

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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](http://www.ocr.org.uk) .