

Unit Title:	Organisation and planning of own workload
OCR unit number:	3
Unit reference number:	D/602/0611
Level:	2
Credit value:	4
Guided learning hours:	25

Unit aim

The aim of this unit is that learners will:

- Be able to plan and manage workload
- Be able to improve performance
- Know how to identify Legislation and Regulations that affect your role

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p>The Learner will:</p> <p>1 Be able to plan and manage workload</p>	<p>The Learner can:</p> <p>1.1 Identify customer requirements from supplied information</p> <p>1.2 Identify the limitations and constraints to be taken into consideration when creating a work plan</p> <p>1.3 Agree timescales, budgets and resources for a task with a customer</p> <p>1.4 Create a work plan to meet customer requirements to include resources and timescales</p> <p>1.5 Maintain and review work plan with customer and colleagues</p>	<ul style="list-style-type: none"> • how to identify and clarify customer requirements from supplied information to enable them to allocate timescales and priorities to incorporate into their work plan • understand the importance of communicating timings to their customer and maintaining their work plan on a rolling basis to allow for emergencies or additional requirements
<p>2 Be able to improve performance</p>	<p>2.1 Review the level of support supplied to a customer and log feedback</p> <p>2.2 Identify areas where potential improvements could be made</p>	<ul style="list-style-type: none"> • how to critically review their experiences of supporting a customer and record feedback • how to identify areas for improvement and make recommendations as to how these could be applied for future customers

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
3 Know how to identify Legislation and Regulations that affect your role	3.1 Identify any legislation or regulations that could apply when supporting a customer 3.2 Describe the limitations of your responsibility under identified legislation and regulations and who you would refer to if these limitations were exceeded	Aware of the impact their actions and communications may have on the wider responsibilities within the organisation. They should consider for example: <ul style="list-style-type: none"> • equal opportunities • disability discrimination • data protection • employment responsibility and rights • consumer protection • any other sector-specific legislation, regulation or code of practice • confidentiality of an organisations verbal and written information

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.