

Unit Title:	Service delivery
OCR unit number:	16
Unit Reference number:	L/601/8742
Level:	3
Credit value:	8
Guided learning hours:	60

Unit aim

The aim of this unit is that learners will:

- Understand the operational procedures and identify relevant stakeholders for service events
- Be able to plan and implement service operation activities
- Be able to maintain the service operation plan for the service operational activities
- Be able to support future decisions for service operations from the analysis of historical information

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p>The Learner will:</p> <p>1 Understand the operational procedures and identify relevant stakeholders for service events</p>	<p>The Learner can:</p> <p>1.1 Identify and select the procedures, tools and techniques to use for service operations activities and their deliverables</p> <p>1.2 Identify the relevant stakeholders including:</p> <ul style="list-style-type: none"> • the customers • those who need to authorise actions to be taken during service operations and event management activities • the providers of any internal or external service operations or event management services <p>1.3 Select the stakeholders you would need to liaise with and explain the relationships involved</p>	<ul style="list-style-type: none"> • the procedures tools and techniques required • the metrics used to assess service operations and the importance of these • the potential implications of service operations and event management • how to identify the relevant stakeholders

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p>2 Be able to plan and implement service operation activities</p>	<p>2.1 Describe a system and service life cycle and its positioning within an organisation</p> <p>2.2 Using the system and service life cycle, plan a service operation or event, including:</p> <ul style="list-style-type: none"> • a range of different procedures, tools and techniques to be applied • a range of service operation activities • a range of schedule/s and information • escalation if appropriate • a range of personnel • a range of service level agreements <p>2.3 Using the plan, explain how you would implement:</p> <ul style="list-style-type: none"> • the systems and service lifecycle as appropriate to service operations • standards relating to service operations 	<ul style="list-style-type: none"> • service operations and management activities including: <ul style="list-style-type: none"> - the relationship between events, incidents, problems and changes - business and organisational changes, particularly those involving changes to processes, technology and service operations - the procedures, tools and techniques that can be used to plan and implement the activities - the systems and service life cycle influencing the management and monitoring of the activities of service operations
<p>3 Be able to maintain the service operation plan for the service operational activities</p>	<p>3.1 Monitor the quality and effectiveness of the planned service operations, including:</p> <ul style="list-style-type: none"> • the actions required for any service operations task • information relating to the resolution of issues experienced during service operations activities • regulations compliance and standards <p>3.2 Evaluate the outcomes of the procedures to improve the performance</p>	<ul style="list-style-type: none"> • service operations including: <ul style="list-style-type: none"> - the recording and storage of information relating to: <ul style="list-style-type: none"> ○ software ○ hardware ○ network service ○ operations and event management activities - the need for monitoring of the alignment of service operations and event management activities and their deliverables with service targets and service levels - the procedures, tools and techniques that can be used to: <ul style="list-style-type: none"> ○ manage and monitor the activities of service operations

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> ○ monitor the alignment of service operations and event management activities and their deliverables - any changes to systems policies procedures or processes may require result in changes to service operations
<p>4 Be able to support future decisions for service operations from the analysis of historical information</p>	<p>4.1 Using the information gathered:</p> <ul style="list-style-type: none"> • develop best practice for service operations • review and improve the reporting performance of service operations against schedules, targets and/or metrics <p>4.2 Use appropriate metrics and management information to provide information to relevant people, including:</p> <ul style="list-style-type: none"> • internal/external sponsors • stakeholders • individuals • other bodies <p>4.3 Obtain advice and guidance from appropriate specialists (internal/external)</p>	<ul style="list-style-type: none"> • the different ways of organising service operations and the skills, knowledge and expertise required for them • the range of tasks that service operations may be required to address • what the potential implications are of service operations and event management activities and their deliverables being incorrect, incomplete, inadequate and/or inappropriate • relevant organisation standards, service operational schedules and procedures • 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 .