![OCR Oxford Cambridge and RSA logo]

Unit Title:	**Investigating and defining customer requirements for IT systems**
OCR unit number:	35
Unit reference number:	R/601/3249
Level:	3
Credit value:	12
Guided learning hours:	75

Evidence for this unit can only be achieved through actual work in a work environment. Simulation is not permissible for any competence based unit.

Unit aim

This unit covers the investigation of existing systems and processes and the analysis of information to identify needs and constraints.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills

The Learner will:
1   Investigate existing systems and processes
	The Learner can:
	1.1 Use **three** of the following investigative methods:
	  • observations
	  • examination of existing documents, records or software
	  • questionnaires
	  • site surveys
	1.2 Record the results of investigations using standard documentation
	1.3 Explain the importance of preserving the confidentiality of customer information
		• how to select and use three investigative methods. The methods selected must be appropriate to the existing systems and processes being investigated
		• how to justify the selection of the investigation methods selected
		• how to clearly record, using the three investigative methods selected, the results of the investigations. the results recorded should be relevant to the existing systems and processes being investigated
		• there are many different types of standard documentation available for use. Select the most appropriate for investigation
		• how to identify the relevant legislation which relates to the holding of customer information

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		• the implications and importance of, in the context of the systems and processes being investigated, preserving the confidentiality of customer information. This is a theoretical task

2 Analyse information to identify needs and constraints	2.1 Describe the type of defect, including inaccuracy, duplication and omission, which can arise in information
	2.2 Describe the types of customer needs and constraints which can affect the design of an ICT system
	2.3 Analyse information to identify customer needs for:
	  • data to be stored and processed
	  • functionality in terms of inputs, processes and outputs
	  • capacity including numbers of users, throughput, and data storage
	2.4 Analyse information to identify customer constraints
	2.5 Record the results of analyses using standard documentation
		• the defects that can arise in information collected
		• how to identify and describe these defects to include:
		  - inaccuracy
		  - duplication
		  - omissions
		• the impact on the information gathered which can occur from defects arising in information
		• how to identify and describe the different types of customer needs and constraints which can affect the design of an ICT system and should include:
		  - requirements/needs from the system
		  - process constraints (i.e. budget, hardware, software, time allocated, staff expertise)
		  - functional requirements
		  - using the information gathered from AC1.2, candidates need to analyse the information to identify the customer needs for the new system being considered. This information may need to be added to or extended

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills

		• the customers needs have to be identified and should include:
		  - the data to be stored and processed
		  - functionality relating to inputs, processes and outputs
		  - capacity including numbers of users, throughput, and data storage
		  - using the information gathered from AC1.2, candidates need to analyse the information to identify the defined customer constraints for the new system being considered. This information may need to be added to or extended
		• the constraints should include all components of the process
		• use of standard documentation when recording the results of the analysis they have completed and should select the most appropriate for their results
		• the results they record should be appropriate for and relevant to the analysis they have completed and the customers needs. This is a theoretical task

Assessment

It is the assessor's role to satisfy themselves that evidence is available for all performance, knowledge and evidence requirements before they can decide that a candidate has finished a unit. Where performance and knowledge requirements allow evidence to be generated by other methods, for example by questioning the candidate, assessors must be satisfied that the candidate will be competent under these conditions or in these types of situations in the workplace in the future. Evidence of questions must include a written account of the question and the candidate's response. Observations and/or witness testimonies must be detailed and put the evidence into context i.e. the purpose of the work etc.

In addition to the recognition of other qualifications, candidates may claim accreditation of prior achievement for any of the elements assessment criteria or complete units of competence, as long as the evidence fully meets the criteria and the candidate can prove that it is all their own work. It is important also that assessors are convinced that the competence claimed is still current. If the assessors have some doubts, they should take steps to assess the candidate's competence directly. An initial assessment of candidates is recommended.

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

Evidence can reflect how the candidate carried out the process or it can be the product of a candidate's work or a product relating to the candidate's competence.

For example: The process that the candidate carries out could be recorded in a detailed personal statement or witness testimony. It is the assessor's responsibility to make sure that the evidence a candidate submits for assessment meets the requirements of the unit.

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

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'

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 .