

**Unit Title:** **ICT System Operation**

OCR unit number	33
Level:	2
Credit value:	9
Guided learning hours:	45
Unit reference number:	F/500/7338

Candidates undertaking this unit must complete real work activities in a work environment. Simulation is only allowed in exceptional circumstances (please refer to the centre handbook for further details).

## Unit purpose and aim

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This is the ability to operate and monitor a system which can be any combination of equipment, hardware and software.

This may include:

- using data backup and restore routines
- handling of incidents
- controlling and monitoring availability and performance of system components
- start-up/close-down routines
- scheduling routine or preventative maintenance
- maintenance of operating plans and schedules

Examples of 'operational activities' are:

- replenishment of consumables
- routine or preventative maintenance
- data backups

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<b>The Learner will:</b> 1 Know the relevant parts of the operating system	<b>The Learner can:</b> 1.1 Describe the relevant parts of operating procedures: <ul style="list-style-type: none"> <li>• required service level (e.g. availability, quality)</li> <li>• routine maintenance</li> <li>• monitoring</li> <li>• data integrity (e.g. backups, anti-virus)</li> <li>• consumables use, storage &amp; disposal</li> </ul>	Candidates must have an understanding of the components of a range of systems and their functions.  They must understand how to operate the system and maintain its functionality.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	<ul style="list-style-type: none"> <li>• Health &amp; Safety</li> <li>• escalation</li> <li>• information recording and reporting</li> <li>• obtaining work permissions</li> <li>• security and confidentiality</li> </ul> <p>1.2 Describe the functionality of relevant parts of the system</p>	
2 Operate specified parts of the system	<p>2.1 Operate specified parts of the system:</p> <ul style="list-style-type: none"> <li>• operating specified system parts following procedures</li> <li>• recognising, resolving or escalating system faults</li> <li>• gathering and recording specified operational information</li> </ul> <p>2.2 Assess and minimize risks related to your own actions such as:</p> <ul style="list-style-type: none"> <li>• loss or corruption of data</li> <li>• loss of service</li> <li>• damage to equipment</li> </ul>	<p>Candidates must have an understanding on how to operate the components of a range of systems including:</p> <ul style="list-style-type: none"> <li>• how to access information relating to operation</li> <li>• how to record the information</li> <li>• identify system faults and potential solutions</li> <li>• identify systems faults that require escalating</li> </ul> <p>Candidates must have an understanding of how their actions can cause the loss of data, service and/or damage equipment. They must be able to carry out risk assessments and minimise risks to ensure all data, service and equipment remain safe and functional eg backing up data.</p>

## Assessment

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Candidates undertaking this unit must complete real work activities in order to produce evidence to demonstrate they are occupationally competent. Real work is where the candidate is engaged in activities that contribute to the aims of the organisation by whom they are employed, for example in paid employment or working in a voluntary capacity.

Simulation is only allowed for aspects of units when a candidate is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise. When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that candidates will be able to fully transfer their occupational competence to the workplace and real situations.

Internal quality assurance personnel must agree the use of simulated activities before they take place and must sample all evidence produced through simulated activities.

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 ie the purpose of the work etc.

All of the assessment criteria in the unit must be achieved and clearly evidenced in the submitted work, which is externally assessed by OCR.

Evidence for the knowledge must be explicitly presented and not implied through other forms of evidence.

## Evidence requirements

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**All aspects of the assessment criteria must be covered and evidence must be available that shows where and how the assessment criteria have been achieved.**

### **Assessment Criterion 1**

Candidates must provide a report where they describe the relevant parts of at least 2 different systems. They must describe the functionality of each part of the system and describe the procedures that must be followed to ensure that it is fully operational.

### **Assessment Criterion 2**

Candidates must provide evidence of operating at least 2 different systems. Evidence may include screen shots, detailed witness testimonies and/or detailed observations.

Candidates must provide evidence of recognising and resolving faults within the system or escalating faults outside of their control and/or experience. Evidence must include gathering and recording of information and may include screen shots.

Candidates must provide evidence of carrying out risk assessments before operating the system and/or tackling faults. They must provide evidence of minimising risks.

**Candidates are encouraged to choose activities which will allow them to cover all or a majority of the criteria at one time. It is not necessary to use different activities for each element of the criterion.**

## Guidance on assessment and evidence requirements

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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

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).