

<b>Unit Title:</b>	<b>Software installation and upgrade</b>
OCR unit number:	22
Unit reference number:	R/500/7330
Level:	3
Credit value:	12
Guided learning hours:	100

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 is the ability to install or upgrade software on any ICT system following agreed processes. It includes:

- Preparation and planning
- Installation or upgrade
- Configuration and handover to the customer

The software installation/upgrade target can be any system capable of running software which can be interactively installed or upgraded. Examples include base stations, switches and hubs, control systems and mobile, desktop and server computers

A competent person at level 3 can plan and carry out or control a wide range of installations or upgrades.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p><b>The Learner will:</b></p> <p>1 Understand the installation/upgrade process</p>	<p><b>The Learner can:</b></p> <p>1.1 Describe the software installation and upgrade process including:</p> <ul style="list-style-type: none"> <li>• procedures to be followed</li> <li>• procedures for information recording</li> <li>• software storage locations to be used</li> <li>• specifications of the software</li> </ul> <p>1.2 Describe the capabilities of software loading facilities</p>	<ul style="list-style-type: none"> <li>• the processes and procedures to be followed when installing/upgrading software including: <ul style="list-style-type: none"> <li>- precautionary procedures</li> <li>- software licensing regulations</li> <li>- recording of installation</li> <li>- potential storage locations</li> <li>- identifying software specifications</li> </ul> </li> <li>• the loading facilities available for the installation/upgrade of software</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
2 Carry out or control a wide range of installations or upgrades	2.1 Provide guidance on installation/upgrade procedures to immediate colleagues 2.2 Obtain and allocate required materials 2.3 Select the installation/upgrade procedures to be followed 2.4 Select software loading facilities to be used	<ul style="list-style-type: none"> <li>• how to follow and/or oversee appropriate procedures in order to effectively install/upgrade a range of software. Based on requirements, they should be able to identify, obtain and allocate required materials</li> <li>• how to select appropriate software loading facilities and record relevant information relating to the installation process</li> <li>• effective communication with colleagues when providing guidance on installation procedures</li> </ul>

## Assessment

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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

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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*' on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk) .