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| Unit Title: | System operation |
| OCR unit number: | 39 |
| Unit reference number: | A/500/7340 |
| 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 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

A competent person at level 3 can maintain and implement system operating procedures.

| Learning Outcomes | Assessment Criteria | Knowledge, understanding and skills |
|---|---|--|
| <p>The Learner will:</p> <p>1 Know how to operate the system</p> | <p>The Learner can:</p> <p>1.1 Explain the operating procedures that are applicable to the system, such as:</p> <ul style="list-style-type: none"> • required service levels (e.g. availability, quality) • routine maintenance • monitoring • data integrity (e.g. backups, anti-virus) | <ul style="list-style-type: none"> • a range of systems and the operational procedures involved • how the systems function during operation and the affects of operational activities on functionality |

| Learning Outcomes | Assessment Criteria | Knowledge, understanding and skills |
|--|---|---|
| | <ul style="list-style-type: none"> • consumables use, storage & disposal • Health & Safety • escalation • information recording and reporting • obtaining work permissions • security and confidentiality <p>1.2 Describe system functionality during normal operation</p> <p>1.3 Describe the effects of operational activities on system functionality</p> | |
| 2 Operate systems | <p>2.1 Use and operate the system following appropriate procedures</p> <p>2.2 Identify system faults and resolve or escalate system faults as appropriate</p> <p>2.3 Gather and record specified operational information</p> <p>2.4 Assess and minimise risks such as:</p> <ul style="list-style-type: none"> • loss or corruption of the data • loss of service • damage to equipment • effects on customer operations | <ul style="list-style-type: none"> • how to operate a range of systems including: <ul style="list-style-type: none"> - fault diagnosis and resolution/escalation - information collection and recording • how to assess and minimise risks |
| 3 Maintain and implement system operating procedures | <p>3.1 Provide advice and guidance on system operation to immediate colleagues</p> <p>3.2 Select the procedures to be followed</p> <p>3.3 Schedule operational activities to minimise disruption to system functionality</p> <p>3.4 Collate operational information</p> | <ul style="list-style-type: none"> • how to maintain a range of systems. They must be able to: <ul style="list-style-type: none"> - provide advice and guidance - select appropriate procedures - schedule operational activities - collate information |

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.