

Unit Title: Computer forensics
OCR unit number: 7
Unit reference number: R/602/0606
Level: 2
Credit value: 5
Guided learning hours: 45

Unit aim

The aim of this unit is that learners will:

- Understand computer storage and software systems
- Know the methods used to secure computer systems
- Understand the statutory and regulatory requirements of computer forensic investigation
- Know the software tools required to carry out a computer forensic investigation

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p>The Learner will:</p> <p>1 Understand computer storage and software systems</p>	<p>The Learner can:</p> <p>1.1 Explain the properties for a range of different types of computer storage</p> <p>1.2 Identify the key features for a range of operating systems</p>	<ul style="list-style-type: none"> • the structure and differences of at least 3 computer storage systems to include: <ul style="list-style-type: none"> - internal RAM - hard drives (internal and external) - portable devices • a range of at least 3 different operating systems including: <ul style="list-style-type: none"> - Windows - Apple Mac Operating Systems - Linux Operating Systems

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
2 Know the methods used to secure computer systems	2.1 Describe a range of different methods that can be used to secure a computer system 2.2 Explain a range of different issues that computer system security can create for computer forensic investigation	<ul style="list-style-type: none"> • a range of at least 3 security options available to computer systems: <ul style="list-style-type: none"> - user accounts - passwords - hardware/software security - data/information security • the issues that arise when investigating secure computer systems to include: <ul style="list-style-type: none"> - password - logic bomb - hard drive deletion and re-formatting
3 Understand the statutory and regulatory requirements of computer forensic investigation	3.1 Explain a range of different legal and statutory constraints for computer forensic activity	<ul style="list-style-type: none"> • a range for candidates will be a minimum of 3, covering both legal and statutory • constraints such as: <ul style="list-style-type: none"> - the ACPO guidelines - Computer Misuse Act 1990 • legal and statutory requirements for a range of investigations, including: <ul style="list-style-type: none"> - fraud - illegal downloads - international criminal activity <p>This list is not exhaustive and candidates should explore new and developing activities</p>
4 Know the software tools required to carry out a computer forensic investigation	4.1 Identify a range of different software tools used during computer forensics 4.2 Explain how these software tools are used to carry out a forensic investigation	<ul style="list-style-type: none"> • a range of at least 3 appropriate forensic software tools appropriate to particular forensic investigations, including: <ul style="list-style-type: none"> - hexadecimal editors - log on sessions/information - recycle bin recovery - delete and undelete activity - cookies - network mapping • how the tools are used

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 criteria. The unit assessment criteria 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 criteria, tutors must make sure that the supporting knowledge, understanding and skills requirements for each criteria 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 criteria 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 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 .