

Unit Title:	Working with ICT Hardware and Equipment
OCR unit number	200
Unit reference number:	T/500/7384
Level:	4
Credit value:	15
Guided learning hours:	90

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 provides the skills and knowledge required to take a supervisory or leadership role in dealing with ICT hardware and equipment. This can include cabling, PC boards, racks, rack mounted equipment, poles, masts, aerials, large computer systems. Work can be carried out on, for example, by a single monitor or keyboard by a technical courier, single or networked systems or a telephone exchange by a team of technicians/engineers.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p>The Learner will:</p> <p>1 Understand how to manage working practices for ICT hardware and equipment</p>	<p>The Learner can:</p> <p>1.1 Explain how to align processes with organisational objectives and customer needs</p> <p>1.2 Explain the appropriate uses of tools and techniques</p> <p>1.3 Explain which regulatory requirements might affect working procedures and how to take them into account</p>	<ul style="list-style-type: none"> • how to ensure organisational objectives and processes support customer needs. This should take into consideration: <ul style="list-style-type: none"> - tools and techniques - regulatory requirements
<p>2 Manage and improve working practices relating to ICT hardware and equipment</p>	<p>2.1 Select, adapt and use relevant tools and techniques safely</p> <p>2.2 Create and implement working procedures relating to the use of ICT hardware and equipment</p> <p>2.3 Obtain and allocate required materials</p> <p>2.4 Record relevant information</p> <p>2.5 Communicate the progress and outcome of work to the appropriate people</p> <p>2.6 Develop documentation to support effective working practices</p>	<ul style="list-style-type: none"> • devise and implement appropriate working practices to support the organisation's work strategy

	2.7 Develop tools to enable more efficient working practices 2.8 Contribute to the development of the organisation's work strategy	
3 Be able to improve working practices to minimise risk to the organisation	3.1 Improve working practices in order to assess and minimise risks	<ul style="list-style-type: none"> • how to critically review and improve where required, working practices

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 .