OCR
Oxford Cambridge and RSA

Unit Title:	**Asset management**
OCR unit number:	5
Unit reference number:	K/601/9543
Level:	2
Credit value:	6
Guided learning hours:	45

Unit aim

The aim of this unit is that learners will:

- Understand asset and configuration management activities in an IT environment

- Know how to carry out identified IT/technology asset and configuration management activities

- Know how to document and monitor IT/technology assets and configuration management activities

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
The Learner will: 1 Understand asset and configuration management activities in an IT environment	**The Learner can:** 1.1 Explain asset and configuration management to include: • the purpose • the activities • the procedures, tools and techniques used • the assets to be managed • the personnel involved in asset management • documentation	• the need for IT/technology asset and configuration management and include assets • what is meant by IT/technology, including: - configuration management - configuration item (CI) - configuration management database (CMDB) • the range of IT/technology assets that an organisation may have: - types of IT/technology assets that need to be managed - types of activities undertaken, standards and service levels - legislation, security and ethical issues - personnel involved and their responsibilities

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
2 Know how to carry out identified IT/technology asset and configuration management activities	2.1 Describe the range of different processes, tools and techniques for: • identifying asset and configuration management activities • defining the types of IT/technology assets that need to be managed within organisations • selecting information required for asset and configuration management activities. • applying information contained within the configuration management database (CMDB) or applicable data management system • identifying and reporting any loss of, or damage to, any assets or configuration items	• the use of tools and techniques to support asset and IT management activities • how to identify the IT/technology assets requiring management • how to select and apply relevant information to support the activities • how to identify and record any loss or damage
3 Know how to document and monitor IT/technology assets and configuration management activities	3.1 Identify and explain methods used to document and monitor assets and configuration management activities to include: • sourcing and collation of information needed to record assets and configuration items • documentation of the acquisition cost, lifespan and depreciation rate of assets and their locations • documentation of details of new items to be added to the configuration management database (CMDB) or applicable data management system • monitoring of changes to the location and ownership of assets	• how to document and monitor the asset and configuration management activities, under supervision to include: - sourcing and collating relevant information - acquisition information - details of additional items to be included - changes to location and ownership

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 .