

Unit Title:	Asset management
OCR unit number:	6
Unit reference number:	L/602/0605
Level:	3
Credit value:	7
Guided learning hours:	55

Unit aim

The aim of this unit is that learners will:

- Know how to evaluate asset and configuration management activities in an IT environment
- Know how to carry out asset and configuration management activities for an identified task
- Know how to document and monitor IT/technology assets and configuration management activities

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p>The Learner will:</p> <p>1 Know how to evaluate asset and configuration management activities in an IT environment</p>	<p>The Learner can:</p> <p>1.1 Describe how to evaluate asset and configuration management to include:</p> <ul style="list-style-type: none"> • the activities • the purpose • the procedures, tools and techniques used • the assets to be managed • the personnel involved in asset management • documentation and its purpose 	<ul style="list-style-type: none"> • how to evaluate asset and configuration management activities to include: <ul style="list-style-type: none"> - the aim and objectives - the role - the relationships with other service delivery/operation activities - internal and external factors - the relationship with systems/service lifecycles and service portfolios - the potential implications of supporting an organisation becoming compromised - legislation, security and ethical issues - depreciation over a time period - personnel involved and their responsibilities - the importance of asset management strategy

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
		<ul style="list-style-type: none"> - recording assets and use of documentation and configuration management databases - monitoring the configuration - financial standards and policies
<p>2 Know how to carry out asset and configuration management activities for an identified task</p>	<p>2.1 Describe the range of different processes, tools and techniques used to:</p> <ul style="list-style-type: none"> • classify configuration items and assets • diagnose internal and external factors that could influence the configuration • ensure the integrity of configuration • ensure the security of assets • analyse information to determine actions to be taken when an asset or configuration item has been lost or damaged • perform asset management activities within imposed financial standards and policies 	<ul style="list-style-type: none"> • how to classify all the configuration items and assets that need to be managed • how to diagnose internal and external factors that could influence the configuration • how to demonstrate appropriate action to ensure the security of assets • how to analyse information to determine actions to be taken when an asset or configuration item that has been lost or damaged • how to perform asset management activities within imposed financial standards and policies
<p>3 Know how to document and monitor IT/technology assets and configuration management activities</p>	<p>3.1 Describe the process for the documentation and monitoring of asset and configuration management activities to include:</p> <ul style="list-style-type: none"> • procedures • changes made to configuration management databases/data stores • the disposal or termination of assets • asset and configuration management monitoring activities • analyse the results from monitoring the quality and effectiveness and their deliverables 	<ul style="list-style-type: none"> • how to document and monitor the asset and configuration management activities, to include: <ul style="list-style-type: none"> - the procedures for asset and/or configuration management activities - changes made to the configuration management database - the disposal or termination of assets - asset and configuration management monitoring activities - the results from monitoring the quality and effectiveness of asset and configuration management activities and their deliverables

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