OCR
Oxford Cambridge and RSA

Unit Title:	**Understanding the potential of IT ***
OCR unit number:	95
Level:	3
Credit value:	8
Guided learning hours:	70
Unit reference number:	D/503/0500

*PLEASE NOTE this unit can only be used with OCR entry code 13999.

This knowledge unit forms a core part of the Apprenticeship framework in IT User skills in England, Wales and Northern Ireland.

Unit purpose and aim

The use of IT tools and systems can transform business communications and processes in a variety of contexts. Through this unit, the learner will develop an appreciation of the latest trends in technology, especially those which impact business communications and cyber security.

This unit is designed to allow IT Users to develop their understanding of the impact of IT on business, society and the individual. It has a particular emphasis on exploring the potential of new and emerging technologies. Learners will investigate the impact of IT in an organisation and understand how IT can help an organisation achieve its objectives.

The learner will consider how IT has and could further transform a particular organisation and build a business case for introduction of a new IT solution.

The learner will review the latest approaches to security for IT users.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
The Learner will: 1 Understand how IT is transforming business and industry	**The Learner can:** 1.1 Explain the potential of IT to transform data management and business processes 1.2 Explain how environmental issues can affect the use of IT in business and industry 1.3 Evaluate how social and collaborative technologies are transforming business and industry	**Processes:** saves printing, initial equipment cost, better customer service, computerised purchasing and sales, project management, automated routines, templates, manual processes supporting IT, more efficient and effective ways of doing things, learning new techniques; ways to improve others' or organisational efficiency, save time, save money, streamline work processes, cost saving, IT training, better informed, information overload, job satisfaction, redundancy, redeployment,

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
2		Health and Safety risks increase output, improve quality of outputs **Environmental:** energy conservation, waste, recycling, refurbishing, manufacturing process, European Union's Waste Electrical Electronic Equipment (WEEE) Directive **Communications:** email, sharing calendars, sharing files, intranet, netmeeting, bulletin boards, video training, e-newsletters; social media tools: forums, blogs, chat, social networks, websites, phone systems
2 Understand the impact of the internet and mobile communications on society and the individual	2.1 Explain how technology is transforming personal and social communication and interaction 2.2 Describe the main barriers to take-up or adoption of digital technologies by individuals and groups 2.3 Describe measures to increase accessibility to digital information	**Communications:** email, sharing calendars, sharing files, intranet, netmeeting, bulletin boards, video training, e-newsletters; social media tools: forums, blogs, chat, social networks, websites, phone systems, cost, access, worldwide, mobile devices and applications, collaborative technology, cameras, internet, news, wireless, security, knowledge **Barriers:** cost, safety, lack of training/knowledge, awareness **Increase accessibility:** ease of use, access, desirability, trust
3 Understand how IT is used in an organisation	3.1 Describe the movement and transfer of information in key technology-enabled business processes using appropriate IT tools to illustrate the information flow	**Hardware:** personal computer, monitor, keyboard, mouse, speakers, modem, scanner, games console, joystick, TV, data projector, whiteboard, printer **Software:** operating, applications, bespoke **Communications:** Router, modem, mobile data device,

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	3.2 Explain the principles of interaction between key components of the IT system (hardware, software and communications)	wireless router; cables, power supply, USB, parallel, serial connections. Broadband, dial up, wireless, network connections, mobile device, ISP, IP configuration, encryption, personal information, speed of transfer
	3.3 Review how the use of bespoke and/or specialist systems contribute to organisational success	
4 Understand the effect of introducing new IT tools and systems in an organisation	4.1 Evaluate key factors influencing the successful introduction of new IT tools and systems 4.2 Recommend a development in IT tools or systems for IT users highlighting the benefits, risks, opportunities and costs	**Approaches:** Systems analysis, requirements analysis, parallel systems, live test, training, phases, developing existing technology, prototype, users involved in development, trial periods, run user tests, compare with other IT tools and techniques, find ways to optimise the choice and approach, test plans, test data, comparison of before and after the solutions have been implemented **Benefits:** cost savings, more efficient and effective ways of doing things, learning new techniques; ways to improve others' or organisational efficiency, safer, more competitive **Risks:** costs, faults in system/tools, lack of knowledge, employee rejection, customer rejection
5 Understand the methods used to enhance IT security in an organisation	5.1 Evaluate the main risks to IT security 5.2 Evaluate the control measures in place to maximise personal and data protection	**Risks:** Inappropriate disclosure of personal information, misuse of images, data loss, unwanted or inappropriate content or access, Cyberbullying, tasteless or unsuitable personal comments, offensive or illegal content,

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
4	5.3 Explain how organisations are using innovative systems and software to help improve cyber security	inappropriate behaviour, posting inappropriate content. Worms, viruses, denial of service, hacking of systems, Trojans, spam, theft of data, hacking, accidental deletion or change to data, phishing, identify theft **Control measures:** Spyware, reporting inappropriate content; checking posts, monitoring audio/visual discussions. Set passwords, physical access controls ie keypads or locks, anti-virus software, adjust firewall settings, carry out security checks, report security threats and breaches, back up data and software and store appropriately, download and install software patches and updates, treat messages, files, software and data from unknown sources with caution, proxy servers **Organisation:** about uses, security, safety, copyright, plagiarism, libel, back-ups, confidentiality and data protection, using collaborative technology; careful disposal of information items, behaviour; legal and regulatory requirements relating to behaviour and content eg Equality Act 2008; Computer Misuse Act 1998; Copyright law

Assessment

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. Assessments must also take into account the additional information provided in the unit Purpose and Aims relating to the level of demand of:

- the activity, task, problem or question and the context in which it is set;

- the information input and output type and structure involved; and

- the IT tools, techniques or functions to be used.

See Assessment Methods in the ITQ Centre Handbook for Apprenticeships.

Evidence requirements

An evidence checklist must be completed without gaps. Individual unit checklists are available to download from the qualification webpage (see forms).

Guidance on assessment and evidence requirements

Please refer to the ITQ centre handbook on our webpage.