OCR
Oxford Cambridge and RSA

Unit Title:	**Information management**
OCR unit number:	11
Unit reference number:	H/601/8732
Level:	2
Credit value:	5
Guided learning hours:	40

Unit aim

The aim of this unit is that learners will:

- Understand and support the management of information in the IT environment

- Be able to apply the principles of information management in an IT environment

- Be able to carry out their role in an information management area

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
The Learner will: 1 Understand and support the management of information in the IT environment	**The Learner can:** 1.1 Explain the difference between data and information 1.2 Classify and categorise data and information within own area of work	• the data and information relevant to an organisation and individuals within it • the difference between data and information • how to classify and categorise information to include the location and properties of information within own area of work, to enable it to be managed
2 Be able to apply the principles of information management in an IT environment	2.1 Comply and follow all relevant and applicable regulations, legislation and organisational standards relating to: • data and information management • ensuring the integrity of data and information collected and used for own work	• regulations and legislation relating to data and information management • professional and ethical considerations relating to data and information management within an organisation

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
3 Be able to carry out their role in an information management area	3.1 Accurately and effectively carry out own responsibilities with regards to the management of data and information: • provide specified data and information to others as authorised • use specified processes, tools and techniques for assessing the compliance of data and information against regulation and standards • maintain records relating to the management of data and information within own area of work	• how to apply the processes, tools and techniques, to conduct information management activities • how to operate with integrity and confidentiality during information management activities • how to document and store the outcomes from information management activities in a clear and understandable manner

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 *.*