

Unit Title:	Information management
OCR unit number:	12
Unit reference number:	H/602/0609
Level:	3
Credit value:	7
Guided learning hours:	50

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 the IT environment to identified tasks
- Understand individual responsibility for information assets

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p>The Learner will:</p> <p>1 Understand and support the management of information in the IT environment</p>	<p>The Learner can:</p> <p>1.1 Discuss the difference between data and information</p> <p>1.2 Evaluate the use of data and information within own area of work</p> <p>1.3 Describe the properties of information within an organisation to enable it to be managed, classified and categorised effectively</p>	<ul style="list-style-type: none"> • the data and information relevant to an organisation and individuals within it • how to classify and categorise location and properties of information within own area of work, to enable it to be managed • the properties of information: assets created, collected, accessed, used, distributed and disposed of within an organisation
<p>2 Be able to apply the principles of information management in the IT environment to identified tasks</p>	<p>2.1 Identify and describe an appropriate information management system for an identified organisation</p> <p>2.2 Interpret the statutory regulatory and organisational standards relating to the information management system</p>	<ul style="list-style-type: none"> • legal, professional and ethical standards relating to information management within an organisation • how to operate with integrity and confidentiality during information management activities • how to apply the processes, tools and techniques, to conduct information management activities

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	<p>2.3 Describe how you would comply and follow all relevant legislation, regulations and organisational standards relating to:</p> <ul style="list-style-type: none"> • collation and recording of the location and properties of information and assets • providing timely access to information assets held within IT/technology systems, services and assets to authorised individuals • ensuring the integrity of data and information collected and used for work in own area of responsibility 	<ul style="list-style-type: none"> • organisational strategy, policies, procedures and standards relating to information management • how to document and store the outcomes from information management activities in a clear and understandable manner
<p>3 Understand individual responsibility for information assets</p>	<p>3.1 For each information asset identify and describe the relevant responsibilities of a range of individuals or groups</p> <p>3.2 Identify and describe the access levels of a range of individuals or groups in relation to the responsibility for the creating, accessing, using, distributing and disposing of information assets</p>	<ul style="list-style-type: none"> • the roles and responsibilities of those engaged in information asset management

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 candidate 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.