OCR CAMBRIDGE LEVEL 2

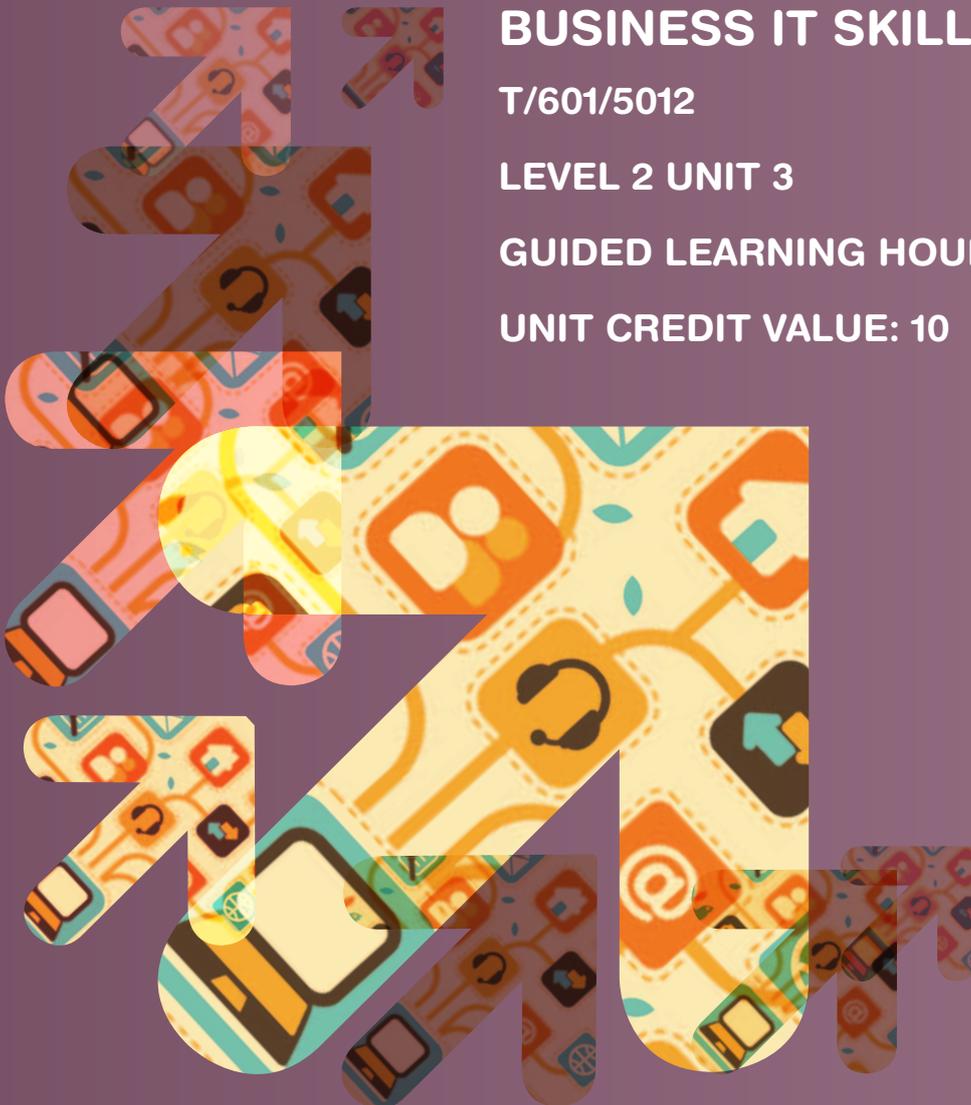## CERTIFICATE/DIPLOMA

IT

BUSINESS IT SKILLS

/601/5012

EVEL 2 UNIT 3

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

BUSINESS IT SKILLS

T/601/5012

LEVEL 2

AIM OF THE UNIT

Businesses look for ways to solve problems as they arise, but before they make any decisions they like to see information on how the problem can be resolved and how the solution could help the business. This unit will provide the learner with the skills to research and work through a business problem and to create a business plan and spreadsheet in order to support a business solution.

Learners will learn how to find data and use it to create spreadsheet models to support the business solutions. Presenting the final business solution and evaluating its outcome.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand the requirements for solving business problems	P1 explain information requirements for solving a business problem		
	P2 prepare a business plan	M1 enhance the business plan adding detail to all project objectives	
2 Know how to find information to support business solutions	P3 identify and select data from appropriate sources to solve a business problem		D1 evaluate the suitability of the sourced data for resolving a business problem
3 Be able to use spreadsheet models to support business solutions	P4 set up and test a spreadsheet model including automated features to solve a business problem		
	P5 develop the model based on user feedback	M2 improve spreadsheet model to provide a range of solutions for a business problem	
4 Be able to present business solutions	P6 present a business solution using a range of software tools to suit the audience	M3 justify the different business solutions and the preferred option	
5 Be able to evaluate business solutions	P7 carry out an evaluation of a business solution	M4 justify improvements to a business solution	

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used , learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Understand the requirements for solving business problems

Information Requirements

- investigating (e.g. observing business activities, checking existing documents and procedures, discussing with users)
- expected outcomes (e.g. reports, summaries, graphs, charts, simulations)
- benefits (e.g. management reporting, cost reduction, improved efficiency, managing information, effective solution)
- constraints (e.g. budgets, resources , existing business systems and preferences, suppliers and existing contract restrictions).

Business Problems

- types of problems (e.g. communications and data sharing, physical networking within an office, upgrading, establishing and maintaining websites or an IT systems, marketing business products and services).

Business Plan

- objectives
- inputs (e.g. resources, timescales, budgets/costs)
- outputs (e.g. reports, graphs, charts, communications)
- solutions
- timelines
- research.

Know how to find information to support business solutions

Data Types

- researched (e.g. products, technologies, manufacturers, suppliers)
- compound solutions (e.g. cabled versus wireless)
- costings (e.g. set up, maintenance, resourcing, staffing, training)
- copyrighted and implications.

Sources

- internet,
- trade magazines,
- retail outlets,
- advertisements.

Be able to use spreadsheet models to support business solutions

Spreadsheet Models:

- purpose (e.g. estimate costs, budgeting, referencing and lookup, forecasting, charting, summarising, reporting, 'what if ...' scenarios).

Software Automation:

- wizards and templates for of graphs/charts or reports/ summaries
- other customisations (e.g. macros, script, consolidation, auditing, user support).

Develop and Test Spreadsheet Models:

- test plan/table
- source feedback
- developer and user testing
- fitness for purpose
- improvements from testing
- functionality and data integrity.

Be able to present business solutions

Present solution using:

- software tools (e.g. word processing, presentation, spreadsheet, graphics)
- styles (e.g. email, published report, website, delivery of presentation)
  - justification and explanations for choices.

Be able to evaluate business solutions

Evaluation criteria:

- solution against original client requirement
- solution with client
- effective use of IT tools
- further development of the planned model
- suggesting improvements and changes
- suggesting alternatives.

DELIVERY GUIDANCE

Understand the requirements for solving business problems

Learners should look at a range of different business problems and as a group they should discuss the ways these could be solved. The business problems could range from:

- Networking an office
- Setting up an online business (e.g. creating a website)
- Promoting a new product, potentially using web technologies
- Improving or upgrading an IT system which is presently being used.

Learners could be split into groups and given a problem to work through, they would be required to identify ways to solve the problem, discuss who they could talk to when investigating the problem, how the solution would benefit the business, as well as identifying the constraints which may need to be considered. The groups could then report their findings back to the class where discussions could take place to see if they feel the solution would have solved the problem, whether it could be improved and that all the constraints were identified.

Learners should be shown how to create a business plan and the variety of information required within it. One of the business problems discussed by the groups previously, could be used as the basis for group work, where they could identify the objectives, inputs, outputs and how they could solve the problem. Learners should also be encouraged to include a timeline and an outline of how they would carry out research for the kind of information and details they would need to include in their business plan.

Know how to find information to support business solutions

Learners could be provided with a range of trade magazines, advertisements, catalogues and brochures to aid them with their research. If this is not possible then the Internet could be used but learners should be encouraged to distinguish between sources and quality of information that they use. Activities could be set where learners are required to use these research resources for example, a list of equipment that a fictitious company may require could be provided, and then using the magazines or Internet the learners could put together a price list for them with explanations on choices. Using one of the business problems previously discussed, learners are required to identify the kinds of data that they would require to enable successful resolutions and the sources for these. They should also be made aware of copyright guidelines and that they should not copy sections of data directly from the Internet without referencing.

Be able to use spreadsheet models to support business solutions

Learners will need to learn how to create appropriate spreadsheets. Practice activities would be useful for learners to create a number of spreadsheets that will help them learn how to use a range of formulae and functions effectively. A demonstration on how to create macros and graphs/charts could be done followed by the learners having a go themselves. Learners should be shown how to complete a test plan, giving examples of the kinds of tests that they could carry out, the tests themselves, the expected outcomes and the need to record actual outcomes and retests.

Learners will need to understand the importance of asking the right questions when obtaining feedback to enable them to use this to improve their work. Learners can practice using open and closed questions to obtain information.

Be able to present business solutions

Learners will need to learn how to use software tools in order to create either a report, or a presentation, or a website or a detailed email. A group discussion could take place on the kinds of information, learners may brainstorm their ideas and create mind maps/spider diagrams that would be required to support and inform the solution documentation. Learners could be provided with a range of graphs and/or charts and be able to explain what they show.

Be able to evaluate business solutions

Learners will need to understand the importance of evaluating their solutions to ensure that they meet their own and client objectives. This could include evaluating historical solutions to identified problems and also evaluation of their own and others work on other projects and units. They should understand the importance of evaluating all aspects of the process and the solution. This could be done as a group where they constructively evaluate the work of others, identifying areas for feedback and the forms this may take.

SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

Assessment and Grading Criterion P1

The assessment criterion P1 could be evidenced by the use of a report or presentation document or a presentation delivered to a group that could be supported by tutor observation and/or recorded evidence. The learner is required to show an understanding of a particular business problem (this problem could be provided). They are required to explain the information requirements for solving a business problem. They should show that they have investigated the problem, identified possible solutions for the problem (at least two different), described the benefits of the possible solutions and explained any constraints which need to be considered.

Assessment and Grading Criteria P2/M1

The assessment criterion P2 could be evidenced by the creation of a business plan. The learner is required to prepare business planning documentation, providing information on the objectives, inputs, outputs, the selected solution from the two the learner outlined under assessment criterion P1, timeline and research undertaken.

The merit assessment criterion M1 could be evidenced by the learner expanding the business planning documentation to give more detail on all aspects of the project e.g. objectives, inputs, outputs, solution, timeline and research undertaken. The business planning documentation should be comprehensive showing that the learner has researched into the issues caused by the problem and has provided a well thought through solution.

Assessment and Grading Criteria P3/D1

The assessment criterion P3 could be evidenced by the use of a report or presentation document or a presentation delivered to a group that could be supported by tutor observation and/or recorded evidence. The learner is required to identify and select the kinds of data required in order to provide a business solution which should include the costs involved, at least two methods of solving the problem (e.g. cabled versus wireless), the sources that they used and finally show that they have followed copyright guidelines.

The distinction assessment criterion D1 could be evidenced by the evaluation of the selected data and its suitability to solve a business problem. The learner should include at least three methods of solving the problem and they will need to evaluate the data that they have found in order to solve the problem. They need to

evaluate how suitable the data is and whether the data is accurate and reliable.

Assessment and Grading Criterion P4

The assessment criterion P4 could be evidenced by the use of a spreadsheet model and a testing table/plan. The learner is required to set up a spreadsheet model for an identified purpose which could include a model to estimate the costs of the solution, showing any budget that has been given, indicating at least one alternative and identifying the effects the solution would have on the business. The spreadsheet model should include at least two automated features from the software automation list provided in the unit content e.g. graphs/charts, macros. The learner is required to create and use a test table/plan to check the functionality of the spreadsheet including testing formulas, functions, automations and also ensuring it is appropriate for the scenario used. This should be appropriately presented showing details and criteria for the test expected and actual outcomes etc.

Assessment and Grading Criteria P5 and M2

The assessment criterion P5 could be evidenced by creating a questionnaire and obtaining feedback from peers. Once the learner has obtained feedback they should develop their spreadsheet model, evidencing changes through before and after screen prints. At least three changes should be made to the spreadsheet model. These changes should be appropriate and relevant to the improvement of the model.

The merit assessment criterion M2 could be evidenced by the learner producing a professional looking spreadsheet model. The spreadsheet model would contain a minimal number of errors after clear testing and demonstrate a flair for creativity. The spreadsheet model must also show at least three methods of solving the business problem, compared to the two required for assessment criterion P4. This could be in the form of a separate set of costs for the equipment required, so instead of having the costs for two supplier companies, three would be provided.

Assessment and Grading Criteria P6/M3

The assessment criterion P6 can be evidenced by the learner producing either a report, or a presentation, or a website or a detailed email to present the chosen business solution to the audience. Learners should include screen prints of their spreadsheet model and graphs to help support their solution explaining their choices and the solution.

The merit assessment criterion M3 could be evidenced by a report, presentation, website or email providing comprehensive explanations and information on all of the different business solutions as outlined for assessment criterion M2. The learner must clearly compare the three different business solutions and give a detailed justification for the final choice made on how to solve the business problem.

Assessment and Grading Criteria P7/M4

The assessment criterion P7 could be evidenced by the learner carrying out an evaluation that compares their recommended solution with the original requirements of the client. Learners should evaluate their use of IT tools, the development process of the planned spreadsheet model and identify/list some improvements or changes made to the business plan (at least three improvements or changes).

The merit assessment criterion M4 could be evidenced by expansion of the evaluation provided including detailed suggested improvements to the business solution and justifications for these improvements relating to the objectives of the client.

Suggested Scenarios

- Updating the presently used IT system as it has been outgrown by the company.
- A business wishes to start selling their products/services online.
- A small business has grown and taken on more staff, they are now looking to set up a network.
- A business wishes to refurbish their premises.

Resources

Learners will need access to spreadsheet, publishing, word processing and/or presentation software. A selection of trade magazines such as Computing, Computer Shopper, PC Advisor and Computer Weekly would be advantageous if the scenario used is based around an IT issue, but not essential. Learners will also need access to the Internet.

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 12: Presenting Information Using IT

LINKS TO NOS

4.2 Data Analysis

4.5 Data Design

6.1 Information Management.

CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

Telephone 02476 851509
Email cambridgetec@ocr.org.uk
www.ocr.org.uk