

Cambridge **TECHNICALS LEVEL 2**

IT

Unit 5

Creating business solutions

L/615/1355

Guided learning hours: 60

Version 1 September 2016

Cambridge
TECHNICALS
2016

LEVEL 2

UNIT 5: Creating business solutions

L/615/1355

Guided learning hours: 60

Essential resources required for this unit: None

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

The digital world is growing very fast with new ideas, applications and hardware changing constantly.

This unit will prepare you for a role in the Digital Business Practitioner pathway through the research and discussion of IT applications which can be used to solve business problems. You will learn to differentiate between generic and specialist software and be able to select the most appropriate application for a particular business need and then use the selected application to create the solution.

This unit is mandatory in the Digital Business Practitioner pathway of the Diploma.

It is highly recommended that this unit is completed at the end of your learning programme as you will need to draw on the synoptic knowledge and understanding from other units you have studied in this pathway.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

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 in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes The Learner will:	Teaching content Learners must be taught:
1. Understand the role of the digital business practitioner	<p>1.1. Characteristics of a digital practitioner, i.e.:</p> <ul style="list-style-type: none"> • responsive to change (e.g. emerging technologies, methods of working) • keeps an open mind to possible developments • strives to be competent in a range of technology (generic, e.g. spreadsheets, presentation software, database and specific, e.g. social media for business purposes, web creation or website enhancement) • aware of rights and responsibilities when using IT (e.g. Data Protection Act 1998, Computer Misuse Act 2000, Police Act 2010, Equality Act 2010, Copyright, Designs and Patents Act 1998, Health and Safety at Work Act 1974, EU-USA Agreement on Data Protection) • facilitator for business use of IT • reflects on best practice. <p>1.2. Responsibilities, e.g.:</p> <ul style="list-style-type: none"> • supporting non-IT specialists, i.e.: <ul style="list-style-type: none"> ○ innovations relevant to the business, i.e.: <ul style="list-style-type: none"> ▪ new business opportunities (e.g. using web and mobile technology) ▪ new IT innovations (e.g. aiding the introduction of: faster broadband, new mobile applications, improvements to web design, new hardware and software) ○ how to use current and new technologies as they become available, e.g. help businesses use these to improve productivity • being able to explain what IT is available without resorting to jargon • having relevant experience and understanding of a particular business or business area (e.g. business functional areas such as Human Resources, Production, Finance, Sales, Purchasing, etc.) • remaining up to date in business practice (e.g. remote working, remote control of facilities) • contributing to the improvement of business practice through the use of IT to aid business improvement (e.g. participate in project management, project design such as new networks, hardware and software installation and upgrade, development of new uses for the IT).

Learning outcomes**Teaching content****The Learner will:****Learners must be taught:**

2. Be able to design solutions to meet business needs

2.1. General IT applications, e.g.:

- word processing
- presentations
- spreadsheets
- databases

2.2. Business IT applications, e.g.:

- accounting software
- customer relationship management
- business dashboard
- inventory software
- management information systems
- human resource management systems.

2.3. Business needs, e.g.:

- dissemination of information to internal and external clients, e.g. letters, reports, posters, memoranda
- controlling stock
- managing staff, e.g. staff development, salary scales, legal and regulatory requirements such as minimum wage, national insurance contributions, personal details
- Purchasing, e.g. supplier details, prices, discounts, supplier reliability
- Sales, e.g. customer details, discounting arrangements, customer orders, monitoring of sales and sales process
- financial management, e.g. planning, monitoring and controlling all of the monetary assets of the organisation.

2.4. Choose the most appropriate IT application or combination of IT applications for a given business need

2.5. Stages in designing a possible solution i.e.:

- check with the client what is required
- analyse the problem to make sure that the IT applications selected are the most appropriate
- consider the different ways in which the solution may be met
- select the solution which most clearly meets the needs identified
- prepare the work plan, e.g. individual steps to be taken, i.e. objective (the solution), targets (how you know the objective has been met), tasks that have to be undertaken to ensure the objective is met, resources required to meet the objectives, timelines (the time by which a particular task must be completed), individual responsibilities
- document the design
- justify approach taken.

3. Be able to present business solutions to stakeholders

3.1. Create prototype of the proposed business solution

3.2. Present the design to the stakeholder, e.g.:

- select presentation style
- present prototype
- answer questions

Learning outcomes The Learner will:	Teaching content Learners must be taught:
	<ul style="list-style-type: none"> • seek clarification • make recommendations • gather feedback from stakeholders. <p>3.3. Modify the design in response to stakeholder feedback, i.e.:</p> <ul style="list-style-type: none"> • highlight changes • create new documentation with version control.
4. Be able to use IT applications to meet business needs	<p>4.1. Create solution based on agreed design</p> <p>4.2. Test the solution, i.e.:</p> <ul style="list-style-type: none"> • actual results compared to expected results of implementing the solution <p>4.3. Gather feedback from stakeholders.</p> <p>4.4. Review the effectiveness of the solution. i.e.</p> <ul style="list-style-type: none"> • analyse feedback from stakeholders • review against stakeholder needs • consider future improvements/enhancements/developments.

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand the role of the digital business practitioner	P1: Describe how the digital business practitioner supports business.		
2. Be able to design solutions to meet business needs	P2: Design a solution to meet the identified business need.		D1: Justify how the design proposal supports the business needs.
3. Be able to present business solutions to stakeholders	P3: Create a prototype of the proposed business solution.		
	P4: Present the prototype to identified stakeholders.	M1: Modify the design in response to stakeholder feedback.	
4. Be able to use IT applications to meet business needs.	P5: Create the proposed business solution.	M2: Test the solution to confirm functionality.	
	P6: Gather feedback from stakeholders of the proposed solution.		D2: Assess the appropriateness of the solution to the business need.

SYNOPTIC ASSESSMENT AND LINKS BETWEEN UNITS

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. See section 6 of the Centre Handbook for more information on synoptic assessment.

This unit and specific LO	Name of other unit and related LO
<p>LO2: Be able to design solutions to meet business needs</p>	<p>Unit 1: Essentials of IT LO1: Know about hardware components LO2: Know about software components LO5: Know about the benefits of using IT in business</p> <p>Unit 2: Essentials of cyber security LO1: Know about aspects of cyber security LO2: Understand the threats and vulnerabilities they can make LO3: Understand how organisations/individuals can minimise the impacts from cyber security incidents</p> <p>Unit 8: Using emerging technologies LO1: Know the technologies current emerging LO2: Be able to explore how emerging technologies can support business needs LO3: Be able to reflect on future impacts of emerging technologies</p> <p>Unit 16: Using social media channels for business LO1: Know the social media channels used in business LO2: Be able to select social media channels to meet business needs LO3: Be able to create content for social media channels to meet business needs</p> <p>Unit 17: Using data analysis software LO1: Understand the data used by business LO2: Be able to select software to analyse data for business needs LO3: Be able to use software to analyse data for business needs</p> <p>Unit 18: Creating visual business products LO1: Know about creating visual products for business LO2: Be able to select software and hardware for creating visual products for business needs LO3: Be able to create visual products to meet a business needs LO4: Be able to improve visual products to meet a business needs</p>
<p>LO3: Be able to present business solutions to stakeholders</p>	<p>Unit 1: Essentials of IT LO1: Know about hardware components LO2: Know about software components LO4: Know about the Internet and related technologies LO5: Know about the benefits of using IT in business</p>

This unit and specific LO	Name of other unit and related LO
	<p>Unit 2: Essentials of cyber security LO1: Know about aspects of cyber security LO2: Understand the threats and vulnerabilities they can make LO3: Understand how organisations/individuals can minimise the impacts from cyber security incidents</p> <p>Unit 6: Participating in a project LO2: Be able to contribute to a project</p> <p>Unit 7: Pitching the product LO2: Be able to pitch product to internal stakeholders</p> <p>Unit 8: Using emerging technologies LO1: Know the technologies current emerging LO2: Be able to explore how emerging technologies can support business needs LO3: Be able to reflect on future impacts of emerging technologies</p> <p>Unit 16: Using social media channels for business LO1: Know the social media channels used in business LO2: Be able to select social media channels to meet business needs LO3: Be able to create content for social media channels to meet business needs</p> <p>Unit 17: Using data analysis software LO1: Understand the data used by business LO2: Be able to select software to analyse data for business needs LO3: Be able to use software to analyse data for business needs LO4: Be able to present the results of data analysis to the client</p> <p>Unit 18: Creating visual business products LO1: Know about creating visual products for business LO2: Be able to select software and hardware for creating visual products for business needs LO3: Be able to create visual products to meet a business needs LO4: Be able to improve visual products to meet a business needs</p>
LO4: Be able to use IT applications to meet business needs	<p>Unit 2: Essentials of cyber security LO1: Know about aspects of cyber security LO2: Understand the threats and vulnerabilities they can make LO3: Understand how organisations/individuals can minimise the impacts from cyber security incidents</p> <p>Unit 8: Using emerging technologies LO1: Know the technologies current emerging LO2: Be able to explore how emerging technologies can support business needs LO3: Be able to reflect on future impacts of emerging technologies</p> <p>Unit 16: Using social media channels for business</p>

This unit and specific LO	Name of other unit and related LO
	LO2: Be able to select social media channels to meet business needs LO3: Be able to create content for social media channels to meet business needs Unit 17: Using data analysis software LO2: Be able to select software to analyse data for business needs LO3: Be able to use software to analyse data for business needs LO4: Be able to present the results of data analysis to the client Unit 18: Creating visual business products LO2: Be able to select software and hardware for creating visual products for business needs LO3: Be able to create visual products to meet a business needs LO4: Be able to improve visual products to meet a business needs

ASSESSMENT GUIDANCE

LO1 Understand the role of the digital business practitioner

P1: The learner is required to describe how the digital business practitioner supports business. The learner will need to undertake some investigation of what the role means and consider the characteristics and responsibilities. The evidence could be in the form of a detailed careers guide or a presentation with detailed speaker notes.

LO2 Be able to design solutions to meet business needs.

P2: The learner is required to design the solution to meet the identified business needs. It is important that the learner is provided with a scenario which they can analyse sufficiently to identify what the business need is and then proceed to design the solution. Alternatively, learners could question a “stakeholder” to obtain information on what is required. The evidence could be presented as a report or include notes of discussions, a presentation of the analysis and final decision and design documentation.

D1: The learner is required to justify how the design proposal supports the business needs. This may be included within the evidence for P3 but must give good reasons why the design will support the business needs.

LO3 Be able to present business solutions to stakeholders

P3: The learner must create a prototype of the proposed business solution and the evidence would be the actual prototype.

P4: The learner must present the prototype to the identified stakeholders. The evidence could be an audio/visual presentation of the prototype and the discussion following the presentation, a copy of the presentation with detailed speaker notes and notes of the discussions with the stakeholder.

M1: The learner must modify the design in response to stakeholder feedback. The evidence should follow on from P4 and P5, and would include the amended designs which could include a remodelled prototype.

LO4 Be able to use IT applications to meet business needs

P5: The learner must create the proposed business solution. The evidence would be the actual created solution which may be paper-based or electronic.

M2: The learner is required to test the solution to confirm functionality. It is therefore expected that the learner would create a test plan which provides the following information: test number, what is being tested, expected results, actual results, errors that arise, steps taken to resolve errors and retest no. It is important that the tests are meaningful and result in the testing of the functionality of the proposed solution. This has nothing to do with spell checking, etc. Ideally, the test should be conducted with the learner using data made available by the 'business' from the scenario.

P6: The learner is required to gather feedback from the stakeholders of the proposed solution (this is the stakeholder's second review of the proposed solution after the agreed changes have been made). The feedback could take the form of questionnaires completed by the stakeholder(s), a video or audio recording of the stakeholder(s) providing the feedback.

D2: The learner is required to assess the appropriateness of the solution to the business need. The assessment will require the learner to offer a reasoned judgement of the standard/quality of situation/skills informed by relevant facts. They should refer back to the original business requirements to consider how the solution meets the need of the identified business. The evidence could take the form of a report, a presentation with detailed speaker notes or an audio/visual presentation.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Technical certificate qualifications

These qualifications have been designed to be recognised as Technical certificates in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is mandatory in the Digital Business Practitioner pathway).

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer engagement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners could undertake work experience where they are able to develop their skills, knowledge and understanding with respect to creating business solutions. Within the work placement they may work as part of a team to create a much larger solution.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Industry experts could assist centres with the development of their assignments by providing them with realistic scenarios for the learners to consider. The industry practitioners could also take on the role of stakeholders who provide feedback to the learners.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Industry experts could support the delivery of aspects of the unit such as best practice when considering business needs, design models etc.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	If learners are provided with work placement opportunities where they are able to create business solutions which meet the assessment criteria for the unit, then the industry practitioners can provide extern witness testimonies. These must be individual to each learner and clearly indicate what activities they learners carried out and how they demonstrated competent performance.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

To find out more

ocr.org.uk/it

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. ©OCR 2015 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.