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OCR LEVEL 2 CAMBRIDGE TECHNICAL
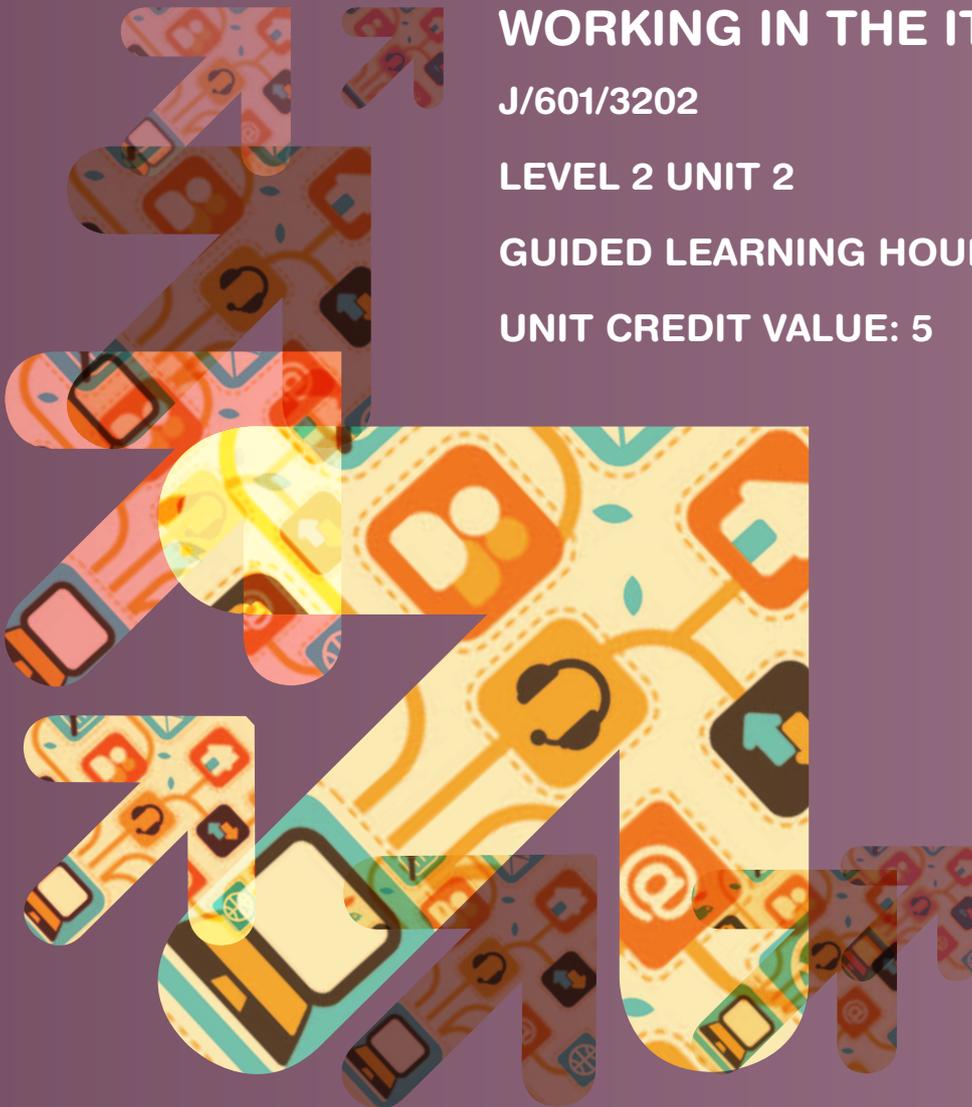
CERTIFICATE/DIPLOMA IN

IT

WORKING IN THE IT INDUSTRY

Y/601/3202

LEVEL 2 UNIT 2

GUIDED LEARNING HOURS: 30

UNIT CREDIT VALUE: 5

OCR

WORKING IN THE IT INDUSTRY

J/601/3202

LEVEL 2

AIM OF THE UNIT

The IT industry is evolving and changing by the year as new technologies are discovered. This unit will allow learners to investigate the types of job roles available in the IT industry and what the industry are looking for in a prospective employee. This unit will prepare learners with the knowledge of their realistic career prospects.

The learner will have a greater understanding of the qualifications required for a selected IT job role. The unit will allow the learners to focus on what jobs are available and what characteristics they will need to secure that job. Learners will also be aware that jobs will be far afield and not in their local town.

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 Know the characteristics that are valued by employers in the IT industry	P1 describe the characteristics valued by employers in the IT industry		
2 Know the common job roles undertaken by people working in the IT industry	P2 describe common IT industry job roles	M1 explain the main job role categories within the IT industry	D1 explain the skills required for an identified job role within the IT industry
	P3 explain the characteristics required for a specific job role in the IT industry		

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.

LO1 Know the characteristics that are valued by employers in the IT industry

Characteristics

- General skills:
    - interpersonal skills
    - problem solving
    - time management
    - team working
    - creativity.

- Functional Skills: communication and numeracy skills

- Industry specific:
    - technical knowledge
    - working procedures and practices
    - health and safety knowledge.

- Behaviours:
    - determined
    - flexible
    - independent
    - honest
    - dependable
    - leader
    - team player
    - confident
    - self-motivated.

LO2 Know the common job roles undertaken by people working in the IT industry

- Different job categories e.g:

    - Communications and Networking (e.g. TCP/IP Network Administrator, IT Manager, IT Support, Network Security, Network Manager, Network Administrator, CISCO PIX Manager, IP Telephony Project Manager)

    - Business Applications (e.g. Oracle Consultant, Support Analyst, Project Manager, Supply Chain Consultant, IT Manager, IT Support, Business Manager, Business Analyst)

- Operating Systems (e.g. Support Engineer, IT Support, Technical Support, Systems Administrator, Software Engineer, Applications Support, Architect, Senior Developer)

- System Software (e.g. Administrator, Support Engineer, Infrastructure Engineer, IT Support, Project Manager, Network Engineer, Technical Consultant, Analyst)

- Programming Languages (e.g. .NET Developer, Analyst, Software Engineer, Administrator, Senior Developer, Applications Support, Business Analyst, Web Developer)

- Database and Business Intelligence (e.g. Data Analyst, Project Manager, Administrator, Applications Support, Systems Analyst, Software Developer, Consultant, Systems Developer)

- Process and Methodologies (e.g. Technical Manager, Programme Manager, IT Project Manager, Senior Developer, Development Manager, Business Analyst, Team Leader, Business Manager)

- Management Information Systems (e.g. Business Analyst, Data Analyst, Project Manager, Network Manager, Network Support, IT Manager, IT Support, Security Manager)

- Digital Media (e.g. Project Manager, Senior Developer, Developer, Designer, Administrator, Systems Administrator, Web Developer, Consultant)

- Cloud Computing (e.g. Senior Developer, Solutions Architect, Systems Administrator, Technical Architect, Software Engineer, Support Analyst, Administrator, C# Developer).

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DELIVERY GUIDANCE

Know the characteristics that are valued by employers in the IT industry

Characteristics can range between personal skills (e.g. self motivation, flexibility etc) and job-related skills (e.g. using word processing software, writing reports). Using personality quizzes to establish the learners natural traits would encourage the learner to look at themselves. Time management will be challenging for the learner, as they will have to be honest about their timekeeping and whether they have met deadlines for assignments in the past. E-skills have produced websites to support learners and teachers and learners should be encouraged to look at the sites as there are some good resources: http://bringitonni.info/ is what they have produced for Northern Ireland and http://www.bigambition.co.uk/ for England. As well as identifying their own characteristics, they should be aware of characteristics valued by employers.

Meredith Belbin's theory in an excellent tool to find out the type of team member the learner is; this is just a taster for level 2 learners and well worth investigating. It illustrates how companies require a good mixture of team members for projects and identifies to the learner which roles they may be best suited to. Some brain teasers for a mixed group of learners will stimulate and stretch them if they are problem solvers and also encourage them to work and think as a team.

Health and safety at work act 1974 is crucial for the learners to know that they must take care of their surroundings as they do when they are in training establishments.

Looking at sample job adverts without the job title displayed to see if the learner can place the title with the correct job is always an excellent exercise and helps to focus learners on job requirements and roles.

Know the common job roles undertaken by people working in the IT industry

Using adverts is a good exercise to find a common theme which employers are looking for and the same for certain jobs. Using IT job websites and newspapers, the learner should find common qualifications required for certain jobs for example website developers may need a degree level in computing, HTML, Java etc. These are generic to that particular job role.

Using group work, take a job role from each IT job category and create an activity whereby the learners' needs to match the skill and knowledge to that job. There may be an overlap, therefore plan ahead to replicate common skills. Using the internet which is where most IT jobs are advertised, find adverts and look at the professional specification. There will be essential skills and desirable skills for the learners' to research. Each member of the group should select a job role and discuss in their group why those particular skills are required for that job. They should also look at the main IT job categories and the responsibilities which are particular to that job. For example, a game developer may need to have knowledge of Java whereas a Network operative may have knowledge of CISCO. Both are IT job roles, however they have different skills and knowledge for their particular job.

Using the internet which is where most IT jobs are advertised, find adverts and look at the personal specification and professional specification. There will be essential skills and desirable skills for the learner to research. Focus on the trend for jobs in the present economic climate and in the different locations. The learner needs to be made aware, that all jobs may not be local. Learners always seem drawn to gaming and web site developing however these jobs are not in demand. There may be a glut of web designers and game developers, therefore learners need guidance for other opportunities out there. This link is full of jobs with statistics for the various job categories: http://www.itjobswatch.co.uk/.

Learners need to know other avenues to explore apart from the Internet for job vacancies. It is not necessary to use these, but know about them e.g. newspapers, word of mouth, personal recommendations etc.

Learners should focus on a job they are particularly interested in and look at the personal specification required for that job. This is taking an advert found and looking at the required characteristics for that IT job. Characteristics should be explained as to why they are important to that specific IT job role.

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

Assessment criterion P1

Learners should describe the characteristics valued by employers in the IT industry. Evidence could be in the form of a report, presentation or a careers advice article/leaflet. There should be a short introduction and the main headings: Industry specific, general skills and behaviours. The evidence presented by the learner must describe characteristics valued by employers, covering a range of criteria identified within the teaching content.

Assessment criteria P2, M1, D1

P2: Evidence could be in the form of a report or presentation. A list may be given by the tutor of job roles for the learners to research. Each job role should be clearly researched by the learner, with referencing used to establish authenticity. At least five different job categories from the Teaching Content should be evidenced with one job role selected in each category. Learners should include references to websites, newspaper articles or journals.

The merit assessment criterion M1 learners must explain the positioning of the job role category within the overarching IT industry. They should evidence availability of the roles from P2 to include salary, geographical influences, how often vacancies arise, entry requirements and additional information. This may be in form of statistics or graphs, and sources must be clearly referenced.

The distinction assessment criterion D1 should focus on the selected job role the learner is clearly interested in. Learners should explain the skills required for the selected job role. Learner's own skills, qualifications and further/higher education should be included to identify how they may progress to this job role and a career plan would be the best format. If the route of an apprenticeship is referred to, research and a good understanding of the apprenticeship framework should be evident.   Learners should ensure that they include references.

Assessment criterion P3

Evidence could be in the form of a report or presentation. Learners should explain the characteristics required for a specific job role in the IT industry. Learners should use the job roles evidenced in P2 as a basis to explain the characteristics for the identified job role. Learners could refer to the list of characteristics in the teaching content for LO1 as an aid to completing this assessment criterion.

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 1: Communicating in the IT Industry

LINKS TO NOS

4.3 Human Needs Analysis

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.

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