

Cambridge **TECHNICALS LEVEL 3**

Cambridge
TECHNICALS
2016

IT

Unit 17 – Internet of Everything
DELIVERY GUIDE

Version 2

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INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.



English



Maths



Work

Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

The latest version of this Delivery Guide can be downloaded from the OCR website.

UNIT AIM

This unit is about the use of the internet and how it is impacting people and society. You will learn about the Internet of Everything (IoE) and how it is used. Using your knowledge you will carry out a feasibility study for a potential idea. You will pitch your idea to potential stakeholders and use their feedback to revise your proposal.

This unit is an optional unit in the Extended Certificate and all of the specialist pathways in the Diploma suite, as the Internet of Everything is everywhere. The Internet of Everything is expanding, appearing in all of the everyday devices found in homes, businesses and cities.

Knowledge gained in the study of this unit will also help prepare you for relevant industry qualifications such as Cisco IoE.

Unit 17 Internet of Everything

| | |
|------------|--|
| LO1 | Understand what is meant by the Internet of Everything (IoE) |
| LO2 | Be able to repurpose technologies to extend the scope of the IoE |
| LO3 | Be able to present concept ideas for repurposed developments |

To find out more about this qualification please go to: <http://www.ocr.org.uk/qualifications/cambridge-technicals-it-level-3-certificate-extended-certificate-introductory-diploma-foundation-diploma-diploma-05838-05842-2016-suite>

The activities within this teaching and learning resource must not be used for summative assessment purposes. As part of our teaching we expect support to be given to your learners; such support is not permissible for summative assessment and is likely to be considered malpractice.

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2016 Suite

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018
- Designed to meet the DfE technical guidance

RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in IT units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

| This unit (Unit 17) | Title of suggested activity | Other units/LOs | |
|--|---|--|---|
| LO1 | What is the Internet of Everything (IoE)? | Unit 1 Fundamentals of IT | LO1 Understand computer hardware LO2 Understand computer software LO3 Understand business IT systems |
| | What makes up the Internet of Everything (IoE)? | Unit 2 Global information | LO1 Understand where information is held globally and how it is transmitted LO3 Understand the use of global information and the benefits to individuals and organisations |
| | | Unit 16 Developing a Smarter Planet | LO1 Understand what is meant by a Smarter Planet |
| | Global impacts of the Internet of Everything (IoE) | Unit 2 Global information | LO3 Understand the use of global information and the benefits to individuals and organisations |
| | | Unit 16 Developing a Smarter Planet | LO1 Understand what is meant by a Smarter Planet |
| | The four pillars of the Internet of Everything (IoE) | Unit 2 Global information | LO2 Understand the styles, classification and the management of global information |
| | Innovations made possible by the Internet of Everything (IoE) | Unit 12 Mobile technology | LO4 Be able to present solutions for the use of mobile technologies |
| | | Unit 13 Social media and digital marketing | LO2 Understand the use of social media in business |
| | Negative impacts of IoE innovations on business | Unit 12 Mobile technology | LO3 Be able to determine solutions for the use of mobile technologies LO4 Be able to present solutions for the use of mobile technologies |
| | | Unit 13 Social media and digital marketing | LO2 Understand the use of social media in business |
| LO2 | What is a feasibility study? | Unit 6 Application design | LO2 Be able to investigate potential solutions for application development |
| | | Unit 7 Data analysis and design | LO1 Understand the purpose and stages of data analysis and design |
| | Develop a feasibility study | Unit 6 Application design | LO2 Be able to investigate potential solutions for application development |
| | | Unit 7 Data analysis and design | LO1 Understand the purpose and stages of data analysis and design |
| | Potential development projects in city or neighbourhood projects | Unit 6 Application design | LO2 Be able to investigate potential solutions for application development |
| | | Unit 16 Developing a Smarter Planet | LO2 Be able to propose ways to extend the scope of the Smarter Planet |
| | Potential development projects in body/health or home/garden contexts | Unit 6 Application design | LO2 Be able to investigate potential solutions for application development |
| | | Unit 16 Developing a Smarter Planet | LO2 Be able to propose ways to extend the scope of the Smarter Planet |
| | Potential development projects in industry or environment contexts | Unit 6 Application design | LO2 Be able to investigate potential solutions for application development |
| | | Unit 16 Developing a Smarter Planet | LO2 Be able to propose ways to extend the scope of the Smarter Planet |
| Conduct a feasibility study on a potential development project | Unit 6 Application design | LO2 Be able to investigate potential solutions for application development | |

| This unit (Unit 17) | Title of suggested activity | Other units/LOs | |
|---------------------------|-----------------------------------|--|---|
| LO3 | How to present a concept proposal | Unit 1 Fundamentals of IT | LO4 Understand employability and communication skills used in an IT environment |
| | | Unit 8 Project management | LO2 Be able to initiate and plan projects |
| | Stakeholder considerations | Unit 1 Fundamentals of IT | LO4 Understand employability and communication skills used in an IT environment |
| | Stakeholder feedback | Unit 1 Fundamentals of IT | LO4 Understand employability and communication skills used in an IT environment |
| | Prepare a business proposal | Unit 1 Fundamentals of IT | LO4 Understand employability and communication skills used in an IT environment |
| | Revising a business proposal | Unit 1 Fundamentals of IT | LO4 Understand employability and communication skills used in an IT environment |
| | | Unit 16 Developing a Smarter Planet | LO3 Be able to present, refine and evaluate Smarter Planet concepts |
| | Developing success criteria | Unit 1 Fundamentals of IT | LO4 Understand employability and communication skills used in an IT environment |
| Unit 8 Project management | | LO4 Be able to carry out project evaluations | |

KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit

| Key term | Explanation |
|-------------------------------------|---|
| Feasibility study | An assessment of the practicality of a proposed idea. |
| Four pillars of IoE | People, data, processes and things (devices and objects). |
| Internet of Everything (IoE) | The IoE is a giant network of connected 'things'. |
| Sustainability | Looks to balance the needs of the systems. |

MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome

| What is the misconception? | How can this be overcome? | Resources which could help |
|--|--|--|
| Lack of clarity of understanding about what the Internet of Everything (IoE) is | <p>Explore some material to introduce the topic at the beginning of the Unit.</p> <p>Originally referred to as the Internet of Things (IoT), the analyst firm Gartner says that by 2020 there will be over 26 billion connected devices. The IoE is a giant network of connected 'things'.</p> | <p>Cisco Digital Transformation fuelled by the Internet of Everything http://www.cisco.com/c/r/en/uk/internet-of-everything-ioe/tomorrow-starts-here/index.html</p> <p>IBM Watson Internet of Things: IoT in the cognitive era http://www.ibm.com/internet-of-things/watson-iot.html</p> |
| The Internet is the answer to everything | <p>Explore where information is held globally and how it is transmitted and used. Consider the social, economic and financial implications of the Internet for businesses, for example, in terms of opportunities and challenges.</p> | <p>Delivery of unit 2: Global information</p> |

SUGGESTED ACTIVITIES

| LO No: | 1 | | |
|--|---|-------------------|----------------------|
| LO Title: | Understand what is meant by the Internet of Everything (IoE) | | |
| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
| What is the Internet of Everything (IoE)? | <p>Learners could investigate what is meant by the term 'Internet of Everything'. This could be carried out in small groups.</p> <p>The learners could then share their definition(s) with other groups.</p> <p>Useful resources:</p> <p>TechTarget Internet of Things (IoT) http://internetofthingsagenda.techtarget.com/definition/Internet-of-Things-IoT</p> <p>Cisco The Internet of Everything http://www.cisco.com/web/about/ac79/innov/IoE.html A definition of IoE.</p>  <p>IBM The Internet of Things http://www.ibm.com/smarterplanet/us/en/overview/article/iot_video.html</p> | 30 minutes | Unit 1 LO1, LO2, LO3 |

| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
|--|--|-------------------|--------------------------------|
| What makes up the Internet of Everything (IoE)? | <p>Learners could explore what makes up the Internet of Everything to get a feel for applications it is used for.</p> <p>Learners could be split into groups and given different areas to investigate and then present their findings to the other groups. Different areas to consider could include, for example, physical objects, experiential interactions, aid to people, aids to society and machines.</p> <p>Useful resources:</p> <p>Postscapes An Internet of Things http://postscapes.com/internet-of-things-examples/ Examples of applications of the Internet of Everything.</p> <p>InfoWorld 25 weirdest things in the 'Internet of Things' http://www.infoworld.com/article/2613707/internet/25-weirdest-things-in-the--internet-of-things-.html Examples of objects to link to the Internet.</p> | 2 hours | Unit 2 LO1, LO3 Unit 16 LO1 |



| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
|---|---|-------------------|---------------------------|
| Global impacts of the Internet of Everything (IoE) | <p>Working in small groups, learners could consider the global impacts of IoE on society and the environment. Learners should consider positive and negative impacts, cost savings, increased productivity, new sources of revenue as well as enhanced citizen experiences.</p> <p>Learners could prepare presentations that could be made available to other learners via the centre's VLE, or presented in poster format.</p> <p>Useful resources:</p> <p>Inc.com Understanding the Impact of IoT (Internet of Things) http://www.inc.com/bill-carmody/understanding-the-impact-of-iot-internet-of-things.html Looking at entrepreneurial companies with IoT products that help drive the next wave of innovation.</p> <p>British Computer Society The Societal Impact of the Internet of Things https://www.bcs.org/upload/pdf/societal-impact-report-feb13.pdf Looking at the impact of IoT on society.</p> <p>Internet Society The Internet of Things (IoT): An Overview http://www.internetsociety.org/doc/iot-overview Projections for the impact of IoT on the Internet and economy.</p>  | 4 hours | Unit 2 LO3 Unit 16 LO1 |

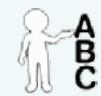
| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
|--|--|-------------------|-----------------|
| <p>The four pillars of the Internet of Everything (IoE)</p>  | <p>Learners could work in small groups to explore the four pillars i.e. people, data, processes and things (devices and objects). Following a brief introduction, one pillar could be allocated to each group to be explored in more depth.</p> <p>Learners could prepare presentations that could be made available to other learners via the centre's VLE, or presented in poster format. Alternatively, learners could present their findings as some web pages, an app, an animation or any other format.</p> <p>Useful resources:</p> <p>Orbita Health Four Pillars to the Internet of Everything http://blog.orbitahealth.com/bebaio/four-pillars-to-the-internet-of-everything</p> <p>The IoE is about acting on all the information gathered from the four primary pillars of IoE.</p> <p>Cisco Blogs Beyond Things: The Internet of Everything Takes Connections to the Power of Four http://blogs.cisco.com/digital/beyond-things-the-internet-of-everything-takes-connections-to-the-power-of-four</p> <p>A look at the four pillars making up IoE.</p> | 3 hours | Unit 2 LO2 |

| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
|---|---|-------------------|----------------------------|
| <p>Innovations made possible by the Internet of Everything (IoE)</p>   | <p>In groups, learners could explore how the innovations of IoE are transforming businesses, in a positive manner.</p> <p>A project could be produced exploring, for example, different innovations, and could then be displayed in a prominent location within the centre for all learners to review.</p> <p>There is scope for learners to link this with periods of work experience, whether current work experience or previous work experience, or to engage guest speakers from industry who could give presentations on how IoE innovations have impacted on their business.</p> <p>These activities can be added to the plan for Meaningful Employer Involvement.</p> <p>Useful resources:</p> <p>Harvard Business Review How Smart, Connected Products Are Transforming Competition https://hbr.org/2014/11/how-smart-connected-products-are-transforming-competition Smart, connected products are providing opportunities for organisations.</p> <p>SlideShare Internet of Everything http://www.slideshare.net/saurvmawandia/io-efinal-32954810 How IoE is changing experiences in areas such as transportation, health, education and retail.</p> <p>BBC News Ford: 'We assume Apple is working on a car' http://www.bbc.co.uk/news/business-36126591</p> | 5 hours | Unit 12 LO4 Unit 13 LO2 |

| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
|---|--|-------------------|---------------------------------|
| <p>Negative impacts of IoE innovations on business</p> | <p>Having completed the activity above, learners could explore how there could be a negative impact on some businesses.</p> <p>Learners could prepare presentations that could be made available to other learners via the centre's VLE, or presented in poster format.</p> <p>There is scope for learners to link this with periods of work experience, whether current work experience or previous work experience, or to engage guest speakers from industry who could give presentations on how IoE innovations have impacted on their business.</p> <p>These activities can be added to the plan for Meaningful Employer Involvement.</p> <p>Useful resources:</p> <p>Harvard Business Review How Smart, Connected Products Are Transforming Competition https://hbr.org/2014/11/how-smart-connected-products-are-transforming-competition Smart, connected products are providing opportunities for organisations.</p> <p>SlideShare Internet of Everything http://www.slideshare.net/saurvmawandia/io-efinal-32954810 How IoE is changing experiences in areas such as transportation, health, education and retail.</p> | 3 hours | Unit 12 LO3, LO4 Unit 13 LO2 |



SUGGESTED ACTIVITIES

| LO No: | 2 | | |
|-------------------------------------|---|-------------------|--------------------------|
| LO Title: | Be able to repurpose technologies to extend the scope of the IoE | | |
| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
| What is a feasibility study? | <p>Learners could consider a trip, such as an educational visit. They could identify the factors that need to be taken into account to create a proposal for the trip.</p> <p>Learners could create checklists of steps which must be undertaken, and factors which must be considered, when deciding whether it is feasible to proceed with such a trip.</p> <p>Useful resources:</p> <p>Iowa State University What is a feasibility study? https://www.extension.iastate.edu/agdm/wholefarm/html/c5-65.html Looks at what a feasibility study is and when it should be carried out.</p> <p> Project Smart The elements of a good feasibility study https://www.projectsmart.co.uk/elements-of-a-good-feasibility-study.php Looks at six parts of a feasibility study.</p> | 2 hours | Unit 6 LO2 Unit 7 LO1 |
| Develop a feasibility study | <p>Working in groups, using the proposal for the trip developed in the activity above, learners could create a feasibility study for the trip.</p> <p> </p> <p>Learners could present the feasibility study to other groups who could take on the role of a potential stakeholder, identifying weaknesses and omissions in the feasibility study.</p> | 4 hours | Unit 6 LO2 Unit 7 LO1 |

| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
|--|---|-------------------|---------------------------|
| <p>Potential development projects in city or neighbourhood contexts</p> | <p>Learners could work in small groups to explore the scope of IoT in city or neighbourhood projects. Once the groups have got a feel for some such projects, each group could explore one in more detail.</p> <p>Learners could present their initial findings as a mind map before exploring a project in detail.</p> <p>Learners could prepare presentations that could be made available to other learners via the centre's VLE, or presented in poster format.</p> <p>There is scope for learners to link this with periods of work experience, whether current work experience or previous work experience, or to engage guest speakers from industry who could give presentations on how IoT innovations have impacted on their business.</p> <p>Useful resources:</p> <p>Econsultancy Six internet-of-things applications in big new government trial https://econsultancy.com/blog/67286-six-internet-of-things-applications-in-big-new-government-trial/ This looks at six projects in Manchester awarded UK Government funding.</p> <p>B+B SmartWorx Simple IoT technology for smart digital signage monitoring http://bb-smartsensing.com/simple-iot-technology-for-interactive-digital-signage/ The use of smart signage in Chicago.</p> <p>Software AG Internet of Things: Software AG Vision and use cases http://www.softwareag.com/corporate/images/4_CMD_2015_IoT_tcm16-128569.pdf IoT examples of uses and capabilities.</p> | 3 hours | Unit 6 LO2 Unit 16 LO2 |



| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
|---|---|-------------------|---------------------------|
| <p>Potential development projects in body/health or home/garden contexts</p> | <p>Learners could work in small groups to explore the scope of IoT in body/health or home/garden projects. Once the groups have got a feel for some such projects, each group could explore one in more detail.</p> <p>Learners could present their initial findings as a mind map before exploring a project in detail.</p> <p>Learners could prepare presentations that could be made available to other learners via the centre's VLE, or presented in poster format.</p> <p>There is scope for learners to link this with periods of work experience, whether current work experience or previous work experience, or to engage guest speakers from industry who could give presentations on how IoT innovations have impacted on their business.</p> <p>Useful resources:</p> <p>Libelium 50 Sensor Applications for a Smarter World http://www.libelium.com/top_50_iot_sensor_applications_ranking/</p> <p>Econsultancy Six internet-of-things applications in big new government trial https://econsultancy.com/blog/67286-six-internet-of-things-applications-in-big-new-government-trial/ This looks at six projects in Manchester awarded UK Government funding.</p> <p>ZDNet How the blind led Warsaw to the Internet of Things http://www.zdnet.com/article/how-the-blind-led-warsaw-to-the-internet-of-things/ Information on how a project designed to help visually impaired people to get around council buildings has been given a new lease of life as a smart city system.</p> | 3 hours | Unit 6 LO2 Unit 16 LO2 |



| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
|--|---|-------------------|---------------------------|
| <p>Potential development projects in industry or environment contexts</p> | <p>Learners could work in small groups to explore the scope of IoE in industry or environment projects. Once the groups have got a feel for some such projects, each group could explore one in more detail.</p> <p>Learners could present their initial findings as a mind map before exploring a project in detail.</p> <p>Learners could prepare presentations that could be made available to other learners via the centre's VLE, or presented in poster format.</p> <p>There is scope for learners to link this with periods of work experience, whether current work experience or previous work experience, or to engage guest speakers from industry who could give presentations on how IoE innovations have impacted on their business.</p> <p>Useful resources:</p> <p>Accenture Harness the business potential of the Internet of Things https://www.accenture.com/us-en/service-accenture-mobility-internet-of-things</p> <p>Econsultancy Six internet-of-things applications in big new government trial https://econsultancy.com/blog/67286-six-internet-of-things-applications-in-big-new-government-trial/</p> <p> This looks at six projects in Manchester awarded UK Government funding.</p> <p>Software AG Software AG Vision and use cases http://www.softwareag.com/corporate/images/4_CMD_2015_IoT_tcm16-128569.pdf</p> <p> IoT examples of uses and capabilities.</p> | 3 hours | Unit 6 LO2 Unit 16 LO2 |
| <p>Conduct a feasibility study on a potential development project</p> | <p>Learners, working in small groups, could select a potential development from the activities above. They could explore the feasibility of such a development. Consideration would be given to the nature of the project, as well as an analysis and evaluation of the findings.</p> <p> Learners could prepare and deliver presentations to the other groups.</p> | 2 hours | Unit 6 LO2 |

SUGGESTED ACTIVITIES

| | | | |
|--|---|--------------------------|--------------------------|
| LO No: | 3 | | |
| LO Title: | Be able to present concept ideas for repurposed developments | | |
| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
| How to present a concept proposal | <p>Learners, working in small groups, could consider how to present a concept proposal for a project to a potential stakeholder. They need to consider what makes an effective presentation:</p> <ul style="list-style-type: none"> • use of audio/video • use of questionnaires • use of interviews • use of focus group • format of the pitch. <p>Each group could then present their findings to the other groups.</p> <p>Useful resources:</p> <p>SkillsYouNeed Top Tips for Effective Presentations http://www.skillsyouneed.com/present/presentation-tips.html This covers advice from expert presenters with ideas on how to improve presentations.</p> <p>Inc.com Fix Your Presentations: 21 Quick Tips http://www.inc.com/geoffrey-james/how-to-fix-your-presentations-21-tips.html Easy tips to make presentations more compelling and persuasive.</p> <p> University of Leicester Delivering an effective presentation http://www2.le.ac.uk/offices/ld/resources/presentations/delivering-presentation Exploring personal styles when delivering presentations.</p> | 1.5 hours | Unit 1 LO4 Unit 8 LO2 |

| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
|-----------------------------------|--|-------------------|-----------------|
| Stakeholder considerations | <p>Learners, working in small groups, could consider how to manage stakeholder expectations. They need to consider:</p> <ul style="list-style-type: none"> • who benefits from the concept idea? • how does society benefit? • how do companies benefit? • who will develop the application? <p>A mind map could be created to record the findings of all the groups.</p> <p>Useful resources:</p> <p>Stakeholdermap Stakeholder Analysis, Project Management, templates and advice http://www.stakeholdermap.com/stakeholder-engagement.html Explores how to develop stakeholder engagement strategy.</p> <p>BusinessDictionary.com Stakeholder http://www.businessdictionary.com/definition/stakeholder.html Terminology around stakeholders and links to other terms.</p>  | 2 hours | Unit 1 LO4 |

| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
|-----------------------------|---|-------------------|-----------------|
| Stakeholder feedback | <p>Learners, working in small groups, could consider how to manage stakeholder feedback. They need to consider:</p> <ul style="list-style-type: none"> • interacting with a stakeholder • how to manage questioning • how to deal with positive feedback • how to handle negative feedback. <p>A mind map could be created to record the findings of all the groups.</p> <p>Useful resources:</p> <p>Brightwave Group Top tips to build and manage your stakeholder relationships http://www.brightwavegroup.com/our-thinking/top-tips-to-build-and-manage-your-stakeholder-relationships/index.html Explores engaging and communicating with stakeholders.</p> <p>Stakeholdermap Stakeholder Analysis, Project Management, templates and advice http://www.stakeholdermap.com/stakeholder-engagement.html Explores how to engage with stakeholders.</p> | 2 hours | Unit 1 LO4 |



| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
|------------------------------------|---|-------------------|-----------------|
| Prepare a business proposal | <p>Learners, working in small groups, could explore the factors to consider when preparing a business proposal. A mind map could be created to record the findings of all the groups.</p> <p>Useful resources:</p> <p>Bidsketch How to Write a Business Proposal https://blog.bidsketch.com/articles/how-to-write-a-business-proposal/ Explores the basics of a business proposal.</p> <p>CapturePlanning.com How to Write a Business Proposal http://www.captureplanning.com/!hc_how_to_write_a_proposal.cfm Explores issues around a business proposal.</p> <p>Entrepreneur Media 7 Steps To A Winning Business Proposal http://www.entrepreneur.com/article/21834 Considerations when writing a business proposal.</p> <p>wikiHow How to Write a Business Proposal http://www.wikihow.com/Write-a-Business-Proposal Steps to writing a business proposal.</p> <p>PandaDoc Business Proposal Templates https://www.pandadoc.com/business-proposal-templates A variety of templates ranging from project proposals to product marketing and research proposals.</p>  | 4 hours | Unit 1 LO4 |

| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
|-------------------------------------|---|-------------------|---------------------------|
| Revising a business proposal | <p>Learners, working in small groups, could explore when a business proposal may need to be revised. They could consider how to address feedback from stakeholders and then how to revise a business proposal. A mind map could be created to record the findings of all the groups.</p> <p>Learners may find it beneficial to revisit factors to consider when preparing a business proposal when considering why revisions may need to be made.</p> <p>There is scope for learners to link this with periods of work experience, whether current work experience or previous work experience, or to engage guest speakers from industry who could give presentations on when and how business proposals have been changed.</p> <p>Useful resources:</p> <p>For Dummies When to Consider Reviewing Your Business Plan http://www.dummies.com/how-to/content/when-to-consider-reviewing-your-business-plan.html Consideration of factors which may lead to a plan being changed.</p> <p>Insperty When To Revise A Business Plan http://www.smallbusinessadvocate.com/small-business-article/when-to-revise-a-business-plan-80 Signs that indicate it may be necessary to review a plan.</p> <p>Entrepreneur Media Updating Your Business Plan https://www.entrepreneur.com/article/159552 Why it is necessary to update a business plan.</p> <p>Bidsketch How to Write a Business Proposal https://blog.bidsketch.com/articles/how-to-write-a-business-proposal/ Explores the basics of a business proposal.</p> <p>CapturePlanning.com How to Write a Business Proposal http://www.captureplanning.com/lhc_how_to_write_a_proposal.cfm Explores issues around a business proposal.</p> | 3 hours | Unit 1 LO4 Unit 16 LO3 |

| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
|---|--|-------------------|-----------------|
| Revising a business proposal (continued) | <p>Entrepreneur Media 7 Steps To A Winning Business Proposal http://www.entrepreneur.com/article/21834 Considerations when writing a business proposal.</p> <p>wikiHow How to Write a Business Proposal http://www.wikihow.com/Write-a-Business-Proposal Steps to writing a business proposal.</p> <p>PandaDoc Business Proposal Templates https://www.pandadoc.com/business-proposal-templates A variety of templates ranging from project proposals to product marketing and research proposals.</p> | | |



| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
|---|--|-------------------|--------------------------|
| <p>Developing success criteria</p> | <p>Learners, working in small groups, could consider how to develop success criteria that could be used to judge the sustainability of a development project that could extend the scope of IoE. Ideas could be presented to the rest of the groups.</p> <p>There is scope for having meaningful employer engagement in such group work, where an employer could prompt and explore arguments being presented by the groups.</p> <p>Useful resources:</p> <p>IBM developerWorks Success criteria breed success http://www.ibm.com/developerworks/rational/library/2950.html Writing success criteria for a project in relation to its objectives.</p> <p>APMG International Distinguishing benefits from success criteria http://blog.apmg-international.com/index.php/2013/04/12/distinguishing-benefits-from-success-criteria/ The relationship between success criteria and benefits.</p> <p>MECHAnisms Examples of success criteria, indicators and baselines for different types of projects http://mechanisms.energychange.info/examples/examples-success-criteria-indicators-and-baselines-different-types-projects Examples of success criteria, indicators and baselines for various types of projects: energy advice, energy audits, financial support and services, information campaigns, metering and feedback and voluntary programmes.</p> <p>For Dummies How to Measure Your Strategic Plan's Success http://www.dummies.com/how-to/content/how-to-measure-your-strategic-plans-success.html Consideration of measures relating to a strategic plan.</p> | 3 hours | Unit 1 LO4 Unit 8 LO4 |





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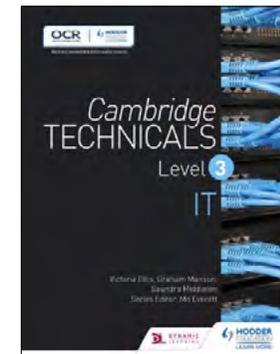
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