



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICALS IN IT

LEVEL 3 UNIT 2
INFORMATION SYSTEMS

DELIVERY GUIDE

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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 objective so you can see how each activity helps you cover the specification.

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.

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.

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

PLEASE NOTE

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. (This includes the Consolidation suggested activities).

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.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

The Wolf Review of Vocational Education recommended that all learners studying post-16 qualifications have the opportunity to further develop their English and maths skills, with the aims of:

- achieving a GCSE in English and/or maths at grade A*-C if they have not already done so or
- making significant progress towards GCSE entry and success if this is some way off for the individual.

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. 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.

OPPORTUNITIES FOR WORK EXPERIENCE

The Wolf Report also recommended that learners have the opportunity to apply their skills and extend their learning outside the classroom through work experience, part time jobs, work shadowing and work placements. There are lots of opportunities within these qualifications to take some of the teaching and learning outside of the classroom and into a work environment. We are working to provide you with resources to support you in achieving this, please visit www.ocr.org.uk shortly for more information.

KEY



English



Maths



Work experience

UNIT 2 - INFORMATION SYSTEMS

Guided learning hours : 60

Credit value: 10

PURPOSE OF THE UNIT

The purpose of this unit is to demonstrate the information organisations hold and how this is valuable to an organisation. This unit will help the learner understand the legislation governing information which flows into and out of an organisation and the constraints and limitations that apply to it. The learner will discover that if systems are in place, and information held is correct then the communication within the organisation is a powerful tool and can give any organisation a competitive edge.

This will provide the learner with a greater understanding of how organisations use information internally and externally and the types of information they will encounter. The skills gained by completing this unit will give the learner knowledge of the functionality of information and to produce management information systems.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Understand how organisations use business information	P1 Explain how organisations use information		
	P2 Discuss the characteristics of good information	M1 Assess the improvements which can be made to an identified organisation's business information systems	
2 Understand the issues related to use of information	P3 Explain the issues related to the use of information		D1 Compare legal, ethical and operational issues that may affect organisations
3 Know the features and functions of information systems	P4 Describe the features and functions of information systems		
	P5 Identify the information systems used in a specified organisation	M2 Illustrate the input and output of information within a specified functional area of an organisation	D2 Analyse the legal and ethical implications of the illustrated input and outputs
4 Be able to use IT tools to produce management information	P6 Select information to support a business decision-making process		
	P7 Use IT tools to produce management information	M3 Explain the value of a management information system	

P = Pass, M = Merit, D = Distinction

LEARNING OUTCOME 1 - UNDERSTAND HOW ORGANISATIONS USE BUSINESS INFORMATION

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Understand how organisations use business information	P1 Explain how organisations use information		
	P2 Discuss the characteristics of good information	M1 Assess the improvements which can be made to an identified organisation's business information systems	

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Introduction to business information 	Learners could provide a definition of different forms of business information such as verbal, written, via images (both static and moving), diagrammatical, graphical, symbolic or statistical. Learners could then discuss generally, how they believe different forms of information could be used within the context of businesses.	1 hour	
2 Categories and purposes of information 	Within the context of a case study, learners, working within pairs, could research, discuss and produce a comprehensive table categorizing different types of business information and then expand the table by describing and explaining the purposes of that information, such as monitoring or controlling operations, analysis of market trends, for tactical, strategic or operational decision-making. Does the purpose of information differ between different departments such as the design department, sales and marketing or operations etc?	1 hour	
3 Sources of information 	For provided case studies of one or two organisations such as an accountancy firm, an engineering firm, a charity, a marketing company, a Government department etc. learners, working within groups, could brainstorm the type of information that the organisations might use such as financial reports, sales figures, media interviews, consumer trend statistics, commodity price analysis, shareholders report etc. and identify if each source is a primary or secondary source and if the data is qualitative or quantitative. They could then produce a presentation explaining their findings and present it to their colleagues.	1 hour	
4 Consolidation 	Referring back to the subject matter learnt so far, learners could consolidate their knowledge by working in pairs and creating a script for a interview where one person plays the director of a company and the other plays a journalist asking questions about information within the directors organisation. Questions could cover the forms, categories, purposes, flow and sources of information and how different departments use information in different ways. Learners could then perform the interview for their colleagues.	2 hours	

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
5 Handling information 	Learners working as individuals could be provided with a collection of samples of data and information and they should identify which is which on a table within a mini-report. Then, working collaboratively in groups, the learners could each research methods of capture, storage, manipulation, retrieval, analysis and presentation of the samples and contribute their findings to a collaborative report.	1.5 hours	
6 Standard of information 	Learners could first research the characteristics of information on their own, then join a small group who then, using their individual research discuss and collaborate and come up with their own collective definitions and explanations of the meanings of reliability, validity, relevance, time frame, accessibility, quality etc. and their importance to organisations. They could then produce a group presentation or mind map and present it to the whole class.	1.5 hours	P2 Discuss the characteristics of good information
7 Consolidation 	Learners could consolidate their knowledge by producing a report in which they describe how particular organisations use information within different business environments and how the systems could be developed to enhance their capture and improve the use of the gathered information.	2 hours	M1 Assess the improvements which can be made to an identified organisation's business information systems

LEARNING OUTCOME 2 - UNDERSTAND THE ISSUES RELATED TO USE OF INFORMATION

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
2 Understand the issues related to use of information	P3 Explain the issues related to the use of information		D1 Compare legal, ethical and operational issues that may affect organisations

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Legal Issues 	Within groups, learners could study either recent news reports or fictitious case studies containing situations of legal relevance to the various information acts. The groups could then develop their understanding by debating what is the most important issues, their relation to the various acts and their impact on organizations and individuals.	1 hour	
2 Ethical issues 	Splitting the class into groups, each group could be instructed to focus on one particular ethical or social issue and research it. They could then be told to present their research to the rest of the class in a manner of their choice (a presentation, a role play, a TV style interview/ debate etc).	1 hour	
3 Operational Issues 	Learners could research the operational issues that face real businesses in relation to information. They could then be requested to create policies, strategies or procedures for a fictitious company which address particular specific aspects such as security, health and safety, back-up, organisational issues, upgrading and system development, continuance planning etc. Optional task: If time allows the learners could be invited to come to the front of the class and asked to explain their document to the rest of the group, outlining it's audience, purpose, approach to layout, the language used and the benefits it will bring to the organisation.	1.5 - 2 hours	
4 Consolidation 	In order to consolidate their understanding, teams of learners could be asked to write questions focusing on the different issues regarding the use of information and how the legal, ethical and operational issues affect organisations. The teams could then challenge each other in a 'University Challenge' style quiz game.	1.5 hours	

LEARNING OUTCOME 3 - KNOW THE FEATURES AND FUNCTIONS OF INFORMATION SYSTEMS

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
3 Know the features and functions of information systems	P4 Describe the features and functions of information systems		
	P5 Identify the information systems used in a specified organisation	M2 Illustrate the input and output of information within a specified functional area of an organisation	D2 Analyse the legal and ethical implications of the illustrated input and outputs

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Features 	Small groups of learners could create a short video explaining the features of information systems and how different organisations require different features within information system. They could compare and contrast the various available features in relation to the requirements of whole companies or even the different departments within a company.	1.5 hours	P4 Describe the features and functions of information systems
2 Function 	Individual learners could be given descriptions of different organisations and within the role of IT administration produce a presentation, which includes and makes full use of Data Flow Diagrams, for the directors, showing how the company's information system works and how information flows through the different areas of the business.	1 hour	M2 Illustrate the input and output of information within a specified functional area of an organisation
3 Types of Information Systems 	Each learner devises five questions on one piece of paper focusing on types of information systems including features, benefits and fitness for purpose. Each learner is then given two minutes to answer as many questions as possible by the teacher picking out question papers and choosing a question - avoiding repetition of questions as much as possible.	1.5 hours	
4 Consolidation 	In order to consolidate understanding of this section, learners could research a particular information system and write a report that includes and makes comprehensive use and reference to Data Flow Diagrams. It should outline the type of organisational situation where it might be used, the specific features, functions and information flow of the system, an evaluation of the suitability, the benefits and the weaknesses of their chosen system when compared with others and the legal and ethical considerations of the specific inputs and outputs of the system.	2 hours	P5 Identify the information systems used in a specified organisation D2 Analyse the legal and ethical implications of illustrated inputs and outputs

LEARNING OUTCOME 4 - BE ABLE TO USE IT TOOLS TO PRODUCE MANAGEMENT INFORMATION

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
4 Be able to use IT tools to produce management information	P6 Select information to support a business decision-making process		
	P7 Use IT tools to produce management information	M3 Explain the value of a management information system	

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Selecting Information 	Small groups of learners could be given a 'client' brief which demands the production of management information for a certain decision-making situation. They could then research and produce a 'client' presentation which would define what they believe is the scope, focusing on aspects such as content, detail, timescales and boundaries. The value of the system - in other words what benefits it would bring to the company. It should also identify the potential sources of the information that is required and the capturing and filtering procedures.	2 hours	P6 Select information to support a business decision-making process M3 Explain the value of a management information system
2 Tools 	The individual learners could be given a number of business tasks or scenarios and be asked to use the appropriate IT tool to carry out the task. Tasks could include: <ul style="list-style-type: none"> • Produce an article for the company newsletter (Desktop Publishing package) • Write a memo to the director (Word processing software) • Produce a chart/graph for some organisational data (spreadsheet software) • Create a homepage for company website (Web design package) • A searchable list of employee contact details (Database) ...etc. 	1.5 hours	P7 Use IT tools to produce management information
3 Consolidation 	In order to consolidate understanding of this section, each learner produces a crossword puzzle asking 25 - 30 questions focussing on IT tools to produce management information. They could then swap their puzzles with their colleagues in order to complete them.	1.5 hours	



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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