Cambridge
TECHNICALS

# OCR LEVEL 2
# CAMBRIDGE TECHNICALS IN
# IT

**LEVEL 2 UNIT 2**
## WORKING IN THE IT INDUSTRY

# DELIVERY GUIDE

**VERSION 1 JUNE 2012**

OCR

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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 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 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 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 – WORKING IN THE IT INDUSTRY

Guided learning hours : 30

Credit value: 5

## PURPOSE 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.

| Learning Outcome - The learner will: | Assessment Criteria - The learner can: | Merit | Distinction |
|---|---|---|---|
| 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 | | |

*P = Pass, M = Merit, D = Distinction*

# LEARNING OUTCOME 1 – KNOW THE CHARACTERISTICS THAT ARE VALUED BY EMPLOYERS IN THE IT INDUSTRY

| Learning Outcome - The learner will: | Assessment Criteria - The learner can: | Merit | Distinction |
|---|---|---|---|
| 1  Know the characteristics that are valued by employers in the IT industry | P1  Describe the characteristics valued by employers in the IT industry | | |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria |
|---|---|---|---|
| 1 General skills for securing a job | The learners could be asked to look at their own personal skills and attributes by looking at personality tests such as at http://www.quizrocket.com/fun-personality-quiz.<br><br>They could then be asked to design their own quiz on behalf of a company to see which particular roles suited young people applying for different positions.<br>(This part of the activity relates to learning outcome 2) | 1.5 hours | |
| 2 Communication skills | The teacher could first discuss with the class what skills and attributes they believe a good communicator should have.<br><br>The learners could then be encouraged to find out whether they are a good communicator by taking 'The Communication Quiz' at the website: http://www.mindtools.com/pages/article/newCS_99.htm<br><br>Finally, the learners could be given a scenario where they are a Human Resources manager in a technology company and they need to create their own personality quiz to investigate whether the people who are applying for IT positions within the company would suit the role.<br>(This part of the activity relates to learning outcome 2) | 2 hours | |
| 3 Industry specific skills | Using a variety of different question types, the learners could construct their own exam/quiz papers based on the the Health and Safety at Work Act 1974.<br><br>When they have written the exam/quiz they could exchange theirs with a friend and try to complete them.<br><br>**Alternative Suggestion**<br>In groups, the learners could design their own 'Who wants to be a Millionaire' style of game based on the Health and Safety at Work Act 1974.<br><br>The lesson element 'Industry specific skills', which supports this activity, is available on the OCR website. | 1.5 hours | |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria |
|---|---|---|---|
| 4 Successful work skills | In small groups, the learners could come up with a list of attributes they believe a good team member ought to have. The teacher could encourage them to think of different scenarios for when it is important to be a good team player to maximise the chances of the team achieving success, such as a basketball team, a mountaineering team climbing Everest or a cycling team in the Tour de France.The teacher could show short 'Youtube' videos of demonstrating good team strategies to help the learners with their list.<br><br>The teacher and learners could then discuss how these attributes and skills could be useful within an organisational situation and also discuss the different team roles that exist with a good team.<br><br>The learners could then discover what sort of team player they are by conducting the quiz at this website: http://www.quintcareers.com/team_player_quiz.html (They will have to give their email address to receive their assessment) | 2 hours | |
| 5 Consolidation | To consolidate the learners' knowledge gained within this section, the learners could create a CV/personal profile for themselves that accentuates their personal skills and their team player attributes.<br><br>**Additional Suggestion**<br>To give the exercise some context, the learners could look for actual job positions on the Internet that they would be interested in applying for and tailor their CV/personal profile to suit those positions. | 1 hour | P1 Describe the characteristics valued by employers in the IT industry |

# LEARNING OUTCOME 2 – KNOW THE COMMON JOB ROLES UNDERTAKEN BY PEOPLE WORKING IN THE IT INDUSTRY

| Learning Outcome - The learner will: | Assessment Criteria - The learner can: | Merit | Distinction |
|---|---|---|---|
| 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 | | |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria |
|---|---|---|---|
| 1 Person Specifications | The learners could be given the titles of a number of real-life IT positions and create their version of what they believe the person specification for the position should be, including technical skills and personal characteristics.<br><br>They could then be given the actual specifications for the positions to compare their document with.<br><br>The lesson could finish with a class discussion regarding what the learners found out about the differences and similarities in what the positions required compared with what they believed it would require. | 1.5 hours | P2 Describe common IT industry job roles<br>P3 Explain the characteristics required for a specific job role in the IT industry<br>M1 Explain the main job role categories within the IT industry<br>D1 Explain the skills required for an identified job role within the IT industry |
| 2 Common job requirements | The learners could research IT jobs on the internet and investigate the common requirements of various positions such as:<br><br>- knowledge of common web languages for web designers.<br>- requirements for project management skills.<br>- an ability to manage budgets etc.<br><br>Learners could then produce a presentation to give to the class on the facts that they discovered and explain what they believed was the importance for the common requirements to be included throughout the job specifications. | 2 hours | P3 Explain the characteristics required for a specific job role in the IT industry<br><br>D1 Explain the skills required for an identified job role within the IT industry |
| 3 Non-internet sources for jobs | In pairs the learners could produce a short video explaining to their class mates what other sources of job vacancies there are apart from the internet, such as newspapers, word of mouth, the Job Centre or Agencies. | 2 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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Email cambridgetechnicals@ocr.org.uk
**www.ocr.org.uk**