

FR10 04: Understanding the Potential of IT 3

8 SCQF credit points at SCQF level 6

Description: This unit is designed to allow IT Users to develop their understanding of the impact of IT on business, society and the individual. It has a particular emphasis on exploring the potential of new and emerging technologies

Outcome On completion of this unit the candidate should be able to:	Skills & Techniques	Knowledge & Understanding
1. Understand how IT is transforming business and industry		<ol style="list-style-type: none">1. Explain the potential of IT to transform data management and business processes2. Explain how environmental issues can affect the use of IT in business and industry3. Evaluate how social and collaborative technologies are transforming business and industry
2. Understand the impact of the internet and mobile communications on society and the individual		<ol style="list-style-type: none">1. Explain how technology is transforming personal and social communication and interaction2. Describe the main barriers to take-up or adoption of digital technologies by individuals and groups3. Describe measures to increase accessibility to digital information
3. Understand how IT is used in an organisation		<ol style="list-style-type: none">1. Describe the movement and transfer of information in key technology-enabled business processes using appropriate IT tools to illustrate the information flow2. Explain the principles of interaction between key components of the IT system (hardware, software and communications)3. Review how the use of bespoke and/or specialist systems contribute to organisational success
4. Understand the effect		<ol style="list-style-type: none">1. Evaluate key factors

Outcome On completion of this unit the candidate should be able to:	Skills & Techniques	Knowledge & Understanding
of introducing new IT tools and systems in an organisation		influencing the successful introduction of new IT tools and systems 2. Recommend a development in IT tools or systems for IT users highlighting the benefits, risks, opportunities and costs
5. Understand the methods used to enhance IT security in an organisation		1. Evaluate the main risks to IT security 2. Evaluate the control measures in place to maximise personal and data protection 3. Explain how organisations are using innovative systems and software to help improve cyber security

Evidence Requirements

Completion of a portfolio (manual, electronic or combination) to cover all of the Skills and Techniques and Knowledge & Understanding points stated above. The evidence generated should adhere to the Assessment Strategy for this Award.

All Learning Outcomes of this unit **must** be assessed by knowledge assessment.

NB: It is possible to achieve this unit by Accreditation of Prior Achievement (APA), however, the relevant evidence must be referenced within the portfolio

General information.

This unit equates to NOS (National Occupational Standards for IT Users 2009) UPT : **Understanding the Potential of IT Level 3.** *This has a stated number of SCQF credit points = 8 at SCQF Level 6*

SUPPORT NOTES

Summary

The use of IT tools and systems can transform business communications and processes in a variety of contexts. Through this unit, the learner will develop an appreciation of the latest trends in technology, especially those which impact business communications and cyber security.

This unit is designed to allow IT Users to develop their understanding of the impact of IT on business, society and the individual. It has a particular emphasis on exploring the potential of new and emerging technologies. Learners will investigate the impact of IT in an organisation and understand how IT can help an organisation achieve its objectives.

The learner will consider how IT has and could further transform a particular organisation and build a business case for introduction of a new IT solution.

The learner will review the latest approaches to security for IT users.

A SCQF level 6 (ITQ level 3) user can investigate and review the use of predefined or commonly used IT tools for activities most of which are complex and non-routine. As a result of researching and reviewing activities, they will be able to report on the potential use and effects of IT tools. They will take responsibility and autonomy, and be prepared to offer support and advice to others.

An activity will typically be 'complex and non-routine' because:

- ◆ the task or context is likely to require research, analysis and interpretation
- ◆ the work may be undertaken by others
- ◆ the techniques required will be complex, and the selection process may involve analysis, research, identification and application

Examples of context which illustrate typical activities which might be undertaken by users:

- None defined for this Unit.

Examples of content

Content should cover the current and predicted future usage of ICT systems and software. These examples should reflect tools and techniques which will typically relate to activities within public sector organisations, business and industry

GUIDANCE ON EXAMPLES OF EVIDENCE

Typical examples of evidence for all Outcomes.

Assignments requiring candidate to produce reports based on research into the potential effects of real world applications of IT, upon business, organizations, society and the individual.

Written or verbal knowledge responses, e.g. candidate statements for items such as Terminology. Knowledge test using multiple-choice questions, to measure competence in the knowledge and understanding sections. Professional discussion.

Each assessment instrument chosen could cover Individual or groups of Outcomes, or individual or groups of criteria.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

Unit