

Cambridge Technical Extended Diploma in IT

Y12 to Y13

Summer Independent learning

Due date: Ready to submit in the first lesson back in September

ACTIVITY 1

Unit 20 IT Technical Support

LO 1: Understand the role of technical support

	Pass	Merit	Distinction
1. Understand the role of technical support	P1 Describe the activities within a technical support role	M1 Analyse the communication considerations used for differing client types	

Create a presentation – P1

Research the different IT Support Roles (i.e. 1st Line, 2nd Line, 3rd line etc.)

Following your research of the different roles produce a presentation that:

- Describes each of the IT support Roles
- Describes the typical activities of each of these IT support Roles

Your Presentation should include detailed speaker notes indicating what you will be saying about the activities in each role.

Create a report – M1

'Improve-IT' are looking to take on another member of staff in the near future. They have tasked you with preparing some guidance for new members of staff regarding communication with different types of client:

1.3 Client Types, i.e.:

- environment (e.g. corporate, home)
- skill level (e.g. novice, non-technical, technical)
- software use (e.g. games, word processing, database)
- features (e.g. basic, advanced)

For each of these client sub types, provide an analysis of the most effective communication methods and interpersonal skills needed the most to communicate with them. Use this list as an indication of things to think about:

1.4 Communicating advice, i.e.:

- client type (e.g. technical, non-technical)
- methods of communication (e.g. face-to-face, email, telephone)
- interpersonal skills (e.g. listen, negotiate, value opinion, take criticism)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Understand the role of technical support	<p>1.1 IT Support Roles (i.e. 1st line, 2nd line, 3rd line)</p> <p>1.2 Support process, i.e.:</p> <ul style="list-style-type: none"> • helpdesk activities (e.g. role, point of contact, personnel, fault logging) • IT support requests • analysis of previous trends (e.g. types of fault reports, support request documentation, analysis, reporting) • resources (e.g. staffing, availability, training, emerging technologies) • policies, e.g.: <ul style="list-style-type: none"> ○ service level agreements (SLAs) ○ computer use policy ○ standard, non-standard equipment policy <p>1.3 Client Types, i.e.:</p> <ul style="list-style-type: none"> • environment (e.g. corporate, home) • skill level (e.g. novice, non-technical, technical) • software use (e.g. games, word processing, database) • features (e.g. basic, advanced) <p>1.4 Communicating advice, i.e.:</p> <ul style="list-style-type: none"> • client type (e.g. technical, non-technical) • methods of communication (e.g. face-to-face, email, telephone) • interpersonal skills (e.g. listen, negotiate, value opinion, take criticism)

ACTIVITY 2

Unit 16 Developing a Smarter Planet

LO 1: Understand what is meant by a Smarter Planet

	Pass	Merit	Distinction
1. Understand what is meant by a Smarter Planet	P1*: Describe the evolution of the Smarter Planet in different global situations		D1: Evaluate why the Smarter Planet concept is important for a global society
	P2: Describe the impacts of the Smarter Planet on society	M1: Explain the impact of the Smarter Planet within a specified sector	

Task 1: A Report – P1 and P2

You need to produce a report which describes what a smarter planet is and gives examples of developments which have been made. This report should cover the purpose and the impacts of the developments on society as well as human factors which have been supported within the development. These can be positives and negatives impacts on below areas:

- - **Environmental**
- - **Ethical**
- - **Social**
- - **Individual**
- - **Life styles**

Task 2: A Newspaper Report – M1

You need to create a report which explains the impact of smarter planet on society within each of the below sectors:

- - **Healthcare**
- - **Environmental**
- - **Engineering**
- - **Manufacturing**
- - **IT, retail**
- - **Electronics**
- - **Transport**

Task 3: A Report – D1

You need to evaluate the concept of a smarter planet and its importance to global society. Within this report you must give examples of concepts which have been used.

Extra Guidance:

P1: The learner will describe the evolution of the Smarter Planet for different global situations as identified in the teaching content for the unit. Each situation must be from a different category in the teaching content. Evidence can be in the form of a written report, a presentation with detailed speaker notes, a video of the learner presenting the information to an audience, or an information guide on the evolution of the Smarter Planet in different situations.

D1: The concept of the Smarter Planet will be evaluated in relation to its importance for a global society. A variety of concepts should be evaluated. Evidence can be in the form of a written report, a presentation with detailed speaker notes, a video of the learner presenting the information to an audience, or an information guide. P2: The Smarter Planet has impacted on a number of areas of the global society. The learner should describe different impacts. Evidence for this criterion may link with criterion P3. Evidence can be in the form of a written report, a presentation with detailed speaker notes, a video of the learner presenting the information to an audience, or an information guide on areas of impact within a global society.

M1: The evidence for this assessment criterion will link with criterion P2 and will focus on the impact of the Smarter Planet within a specified sector. The selected sector does not need to be IT based, and learners should consider examples identified in the teaching content. The evidence can be presented as a newspaper article, report or presentation with detailed speaker notes.

This is the indicated content from the exam board and gives you an idea of what we are looking for across these tasks:

1.1 Evolution of a Smarter Planet, i.e.:

- improvements to original developments e.g.:
 - o radio to DAB
 - o telephones to mobile
 - o manual to automated machinery
 - o greener IT
- purpose to, e.g.:
 - o speed processes
 - o improve efficiency
 - o reduce waste and inefficiency
 - o harness natural resources
- human factors, e.g.:
 - o reduce manpower requirements
 - o improve quality of life

1.2 Importance for a global society, i.e.:

- principles, e.g.:
 - o information
 - o instrumented
 - o interconnected
- focus/objectives (e.g. why do we need it?)
- relevance

1.3 Impacts, i.e.:

- environmental, e.g.:
 - o pollution
 - food miles
 - o increased energy consumption
- • ethical, e.g.:
 - o health and transplants
 - o the internet
 - o data privacy
- • social, e.g.:
 - o acceptance
 - o communication
 - o exposure to threat
 - o reduced face-to-face communication
- individuals, e.g.:
 - o health
 - o labour saving
 - o time saving
 - o flexibility
 - o accessibility

- life styles, e.g.:
 - o health
 - o comfort
 - o travel
 - o communication
 - o social

1.4 Business sectors, e.g.:

- healthcare
- environmental
- engineering
- manufacturing
- IT, retail
- electronics
- transport

1.5 Sectors with applications of a Smarter Planet, e.g.:

- banking
- construction
- towns and cities
- computing and data storage
- education
- energy
- healthcare
- infrastructures
- oil
- products
- regulatory bodies
- retail
- telecoms
- transport/traffic
- water
- e-commerce
- environmental

ACTIVITY 3

Unit 5 Virtual and Augmented Reality

LO 1: Understand virtual and augmented reality and how they may be used

	Pass	Merit	Distinction
1. Understand virtual and augmented reality and how they may be used	P1: Describe the uses of virtual and augmented reality by organisations	M1: Explain the impact that an identified virtual reality resource has had on society	D1: Assess the impact that an identified augmented reality resource has had on society
4. Be able to predict future applications for virtual and augmented reality	P6: Suggest possible future roles of virtual and augmented reality in future applications	M3: Evaluate the specific benefits to be gained by repurposing current examples of virtual and augmented reality into identified roles	

Task 1: A Report – P1

You need to produce a report which describes the use of Virtual and Augmented reality in a variety of organisations. You must make it clear whether each use is **VIRTUAL** or **AUGMENTED**. The organisations and their use you must cover are:

- **architecture**
- **business** (marketing, service and planned maintenance)
- **education** (e.g. textbooks, skills development, remote collaboration)
- **entertainment, leisure and the media** (tourism, games, museums)
- **health care and surgery** (training, simulations)
- **military** (training, simulations)
- **sport** (live streaming of scores and other statistics, sponsorship images)

Task 2: A presentation for an open evening – M1

You need to create a PowerPoint Presentation which explores the impact of ONE use of augmented or virtual reality from Task 1.

Detail your presentation with images, links to suitable videos and explore the impact and where it could go in the future.

Some of the things you could think about:

Possible impacts, i.e.:

- visualisation of designs
- simulations
- training
- demonstrations of concepts
- virtual tours

Task 3: Extension to Task 2 PowerPoint Presentation – D1

You need to evaluate the chosen use of augmented or virtual reality selected for task 2. This should include a critical look at how much difference has it made to the world / society / individuals and so on.

Evaluate the main positives of the chosen use, the main negatives and what could be done to improve it further and potential long term impact of those changes.

Task 4: A report – P6

You need to write a report that explores A MINIMUM OF 3 future uses of augmented or virtual reality that DO NOT CURRENTLY EXIST or EXTEND BEYOND CURRENT USES. You should explain how it could be used and the impact of each of these potential developments.

Task 5: A report – M3

You must produce a report which evaluates the re-purposing of augmented or virtual reality in at least 4 ways. Focus on the potential benefits of repurposing this augmented or virtual reality in this way.

Suggested ideas: Re-purposing, i.e.:

- how existing products may be re-purposed and used in wholly new ways
- benefits of repurposing using current examples of resources in new ways (e.g. medical uses in the field of animal welfare, training uses in the field of education)
- heads up display used to augmented learning in schools

Guidance:

P1: Learners are required to describe the use of virtual and augmented reality by organisations. Learners should discuss at a wide range of uses and include examples of where and how they are used. The learner must ensure that they clearly identify whether they are describing virtual or augmented reality applications and their uses. The evidence could be presented as a report, part of a technical guide or a presentation (either videoed or with detailed speaker notes).

M1: Learners are required to select one example of a virtual reality resource and explain the impact that the use of the identified technology has had on society. The evidence could be in the form of a presentation (either videoed or with detailed speaker notes), report, or information sheet.

D1: Learners are required to select one example of an augmented reality resource and assess the impact that the use of the identified technology has had on society. The evidence could be in the form of a presentation (either videoed or with detailed speaker notes), report or information sheet.

P6: Learners are required to suggest possible future roles for virtual and augmented reality in future applications. Both virtual and augmented reality should be considered and a range (at least three) of predictions should be made. The evidence could be a written report, a journalistic report (to camera or as a written piece for inclusion in a magazine), or a presentation with detailed speakers notes.

M3: Learners are required to use the research into current uses of virtual and augmented reality applications in LO1 to identify and describe the benefits to be gained by utilising specified applications in new and creative ways. Both virtual and augmented reality should be considered and a range (at least three) of possible instances of repurposing

should be made. The evidence could be a written report, a journalistic report (to camera or as a written piece for inclusion in a magazine), or a presentation with detailed speakers notes.

This is the indicated content from the exam board and gives you an idea of what we are looking for across these tasks:

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Understand virtual and augmented reality and how they may be used	<p>1.1. Virtual reality as a concept i.e.:</p> <ul style="list-style-type: none">• pioneers of virtual and augmented reality e.g.:<ul style="list-style-type: none">○ Douglas Engelbart○ Ivan Sutherland○ Tom Caudell and David Mizell• uses of virtual and augmented reality e.g.:<ul style="list-style-type: none">○ US Military Nuclear Defence systems○ pilot training○ Mattel "data glove"○ personal guidance system for visually impaired○ chameleon <p>1.2. Areas of use, e.g.:</p> <ul style="list-style-type: none">• architecture• business (marketing, service and planned maintenance)• education (e.g. textbooks, skills development, remote collaboration)• entertainment, leisure and the media (tourism, games, museums)• health care and surgery (training, simulations)• military (training, simulations)• sport (live streaming of scores and other statistics, sponsorship images) <p>1.3. Possible impacts, i.e.:</p> <ul style="list-style-type: none">• visualisation of designs• simulations• training• demonstrations of concepts• virtual tours

<p>4. Be able to predict future applications for virtual and augmented reality</p>	<p>4.1. Future uses, i.e.:</p> <ul style="list-style-type: none"> possible developments of virtual and augmented reality and how these may impact on society. (e.g. advances in treating injuries or disease, leisure activities, the environment, the home and education). <p>4.2. Re-purposing, i.e.:</p> <ul style="list-style-type: none"> how existing products may be re-purposed and used in wholly new ways benefits of repurposing using current examples of resources in new ways (e.g. medical uses in the field of animal welfare, training uses in the field of education) heads up display used to augmented learning in schools
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Optional Activities

Although the below are optional, we would suggest you look through all the below and make notes where appropriate. This will give you a head start and will work to your benefit from September 2021

Take a look and read through the contents at some of the coursework units for next year!

[Unit 19 Computer systems - software](#)

[Unit 4 Computer networks](#)

[Unit 8 Project Management](#)

[Unit 9 Product Development](#)

[Unit 12 Mobile Technology](#)

[Unit 16 Developing a Smarter Planet](#)

[Unit 13 Social Media and Digital Marketing](#)

[Unit 17 Internet of Everything](#)

[Unit 5 Virtual and Augmented reality](#)

Ed Stout – IT Support Services Manager at Leeds Beckett University. Talks about his journey from college to current managerial position. Tips on how to gain experience, routes into the industry and what he looks for when recruiting.

[IT Work Experience Talk](#)

Here are a collection of interesting talks and interviews that will expand your understanding of the world of IT and Computing:

[Joe Rogan Experience #1368 - Edward Snowden](#)

[YouTube CEO Susan Wojcicki | Full interview | Code 2019](#)

[How I used to rob banks! by FC \(aka Freaky Clown\)](#)

[GOTO 2018 • The Future of the Web • Sir Tim Berners-Lee](#)

[The mind behind Linux | Linus Torvalds](#)

There are a series of good YouTube channels that regularly post interesting videos about the world of IT and Computing:

[Linus Tech Tips](#)

[Computerphile](#)

[Techquickie](#)

[Crash course computing](#)

[Explaining computers](#)

Another great exercise is to regularly read news articles and stories. These will keep you up to date with all of the latest happenings in technology:

[BBC](#)

[Sky](#)

[The Guardian](#)

[Computer World](#)

[CNET](#)

Other clips you can watch related to the units:

Unit 5

<https://youtu.be/H7ZHemE2nRs>

https://youtu.be/uIsEZiP_Pwc

<https://youtu.be/6MhBHNIKTCU>

<https://youtu.be/fJES5HYMOg0>

<https://youtu.be/Ep1F1J6-OSw>

https://scholar.google.co.uk/scholar?q=uses+of+augmented+reality&hl=en&as_sdt=0&as_vis=1&oi=scholart

Unit 16

<https://www.ibm.com/smarterplanet/us/en/>

<https://youtu.be/Pf2VnEz4jGQ>