

# Topic Lesson Plans

## Topic: Legislation and Regulatory Requirements

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Each Topic starts with an introduction, designed to help introduce the content and encourage students to start to explore more about the topic.

There then follows a Topic Lesson Plan. Topic Lesson Plans are designed to be used by you to deliver the teaching and learning for the topic. Collectively, they should form a small scheme of work with a selection of student activities to bring the topic to life.

Each Topic Lesson Plan includes 3 or 4 activities that are designed to support the learning of the topic to your students, enabling them to develop the Knowledge, Understanding and Skills and provide an opportunity for formative assessment.

The Topic Lesson Plans should be used in conjunction with the following documents:

- Legislation and Regulatory Requirements PowerPoint
- Legislation and Regulatory Requirements Industry Links
- Links to Assessment

### **Introduction to the Topic: Legislation and Regulatory Requirements**

The topic of Legislation and Regulatory Requirements looks over the main elements of laws and legal requirements that companies in the IT sector have to abide by. The main focus is on covering the following laws:

- Data Protection Act
- Computer Misuse Act
- Equality Act
- IP Legislation
- Health and Safety
- Codes of Conduct.

It is important to make sure that learners understand how to interpret the specific acts and how they directly relate to practice, not just 'what the act is'. Application is key for this content area, as the elements could be worked into larger questions on developing programmes for specific purposes and the legalities that would go along with this.

### **Introduction to the Topic Lesson Plans**

The Topic Lesson Plans in this content area are fewer but wider in scope compared with other content areas. As the key aims of them are to deepen understanding in legislation and how to apply it. Students focus far less on 'small tasks' and far more on

bigger application tasks.

The lesson plans start with simple poster/presentation tasks, and then expand onto larger tasks on Mock Trials, usage and creation of specific content pieces around Health and Safety Assessment forms, and Codes of Conduct.

<b>Topic Lesson Plan No: 1</b>	
<b>Title</b>	Computing in an Office Environment
<b>Aim and objective</b>	The aim is to develop the learners understanding and knowledge of applying Health and Safety, DPA and CMA guidelines.
<b>How long will this Topic Lesson Plan take to deliver?</b>	The lesson plan is designed for 2-3 hours, but could be extended in order to dive deeper into the topic with learners.
<b>What knowledge, understanding and skills will students develop?</b>	4.1.1 Health and safety when working with computers 4.1.2 Data Protection Act 4.1.3 Computer misuse act
<b>Self-study activities</b>	N/A
<b>Activity 1:</b>	
<b>Title</b>	Complete a DSE Checklist
<b>How long will this activity take to deliver?</b>	30 minutes
<b>Instructions</b>	Using the checklist on the page identified, complete a DSE assessment for both your training environment workspace (college, 6 <sup>th</sup> Form, etc.) and also your workspace at home.  Suggest improvements that could be made to the workspace in order to comply with regulations.
<b>Worksheets / templates</b>	<a href="https://www.hse.gov.uk/pubns/ck1.htm">https://www.hse.gov.uk/pubns/ck1.htm</a>
<b>English, maths and digital skills</b>	E4 Summarise information/ideas. E5 Synthesise information. D1 Use digital technology and media effectively.
<b>Industry Links</b>	<a href="https://www.hse.gov.uk/msd/dse/">https://www.hse.gov.uk/msd/dse/</a>

<b>Activity 2:</b>	
<b>Title</b>	Data Protection Act in real terms
<b>How long will this activity take to deliver?</b>	60 minutes
<b>Instructions</b>	<p>Give the students a particular business area (travel, retail, IT, etc.)</p> <p>You have been asked by your company to create a guide on what the business needs to do in order to meet data protection regulations.</p> <p>You need to create a leaflet that showcases (for a non-technical audience) the main elements of the act, the principles involved and the types of mitigation actions that must be undertaken.</p> <p>The leaflet must be appropriate to the specific context of the sector area chosen, as different industries will have slightly different requirements.</p>
<b>Worksheets / templates</b>	<a href="https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/">https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/</a>
<b>English, maths and digital skills</b>	<p>E1 Convey technical information to different audiences.  E2 Present information and ideas.  E3 Create texts for different purposes and audiences.  E4 Summarise information/ideas.  E5 Synthesise information.  D1 Use digital technology and media effectively.  D2 Design, create and edit documents and digital media.  D3 Communicate and collaborate.</p>
<b>Industry Links</b>	<a href="https://www.gov.uk/data-protection">https://www.gov.uk/data-protection</a>
<b>Activity 3:</b>	
<b>Title</b>	Computer misuse act
<b>How long will this activity take to deliver?</b>	60 minutes
<b>Instructions</b>	<p>Your task is to create a presentation for a given business (or sector) that showcases the type of computer crime that is possible in that sector.</p> <p>As a minimum the presentation must include the following information:</p>

	<ul style="list-style-type: none"> <li>• What hacking is</li> <li>• What the four offences and punishments are under the Computer Misuse Act</li> <li>• Some examples of where hackers have accessed systems they should not have.</li> <li>• Some of the techniques hackers use including: <ul style="list-style-type: none"> <li>○ keyloggers</li> <li>○ viruses</li> <li>○ phishing</li> <li>○ distributed denial of service attacks (DDOS)</li> <li>○ shoulder surfing</li> <li>○ social engineering</li> </ul> </li> <li>• How people can protect themselves against each type of hacking technique</li> </ul> <p>Your presentation should look professional – this means; keeping each slide user-friendly by not cluttering it with too much information on one slide, careful choice of colours, good font selection and an appropriate selection of images.</p>
<b>Worksheets / templates</b>	NA
<b>English, maths and digital skills</b>	<p>E1 Convey technical information to different audiences.  E2 Present information and ideas.  E3 Create texts for different purposes and audiences.  E4 Summarise information/ideas.  E5 Synthesise information.  D1 Use digital technology and media effectively.  D2 Design, create and edit documents and digital media.  D3 Communicate and collaborate.</p>
<b>Industry Links</b>	<a href="https://www.cps.gov.uk/legal-guidance/computer-misuse-act">https://www.cps.gov.uk/legal-guidance/computer-misuse-act</a>

<b>Topic Lesson Plan No: 2</b>	
<b>Title</b>	Mock Trial
<b>Aim and objective</b>	The aim is to develop the learners understanding and knowledge of applying legislation in a realistic environment.
<b>How long will this Topic Lesson Plan take to deliver?</b>	The lesson plan is designed for a whole day but could be extended, or turned into smaller group tasks, in order to delve deeper into this with learners
<b>What knowledge, understanding and skills will students develop?</b>	4.1.1 Health and safety when working with computers 4.1.2 Data Protection Act 4.1.3 Computer misuse act 4.1.4 Equality act 4.1.5 Intellectual property act 4.1.7 Understand the role of legislation relating to international law and its importance when designing, developing and using digital systems
<b>Self-study activities</b>	N/A
<b>Activity 1:</b>	
<b>Title</b>	Mock Trial
<b>How long will this activity take to deliver?</b>	Full Day
<b>Instructions</b>	<p>This activity is to set up to resemble a mock trial or a mock debate where each of the learners gets an angle, or leads on a specific point of view.</p> <p>Each learner must put their case forward as to why their approach is the correct way to do things. By debating and arguing their case (based on facts, information, and the law) it makes them truly understand their argument and through active listening during the trial, understand the other side of the debate.</p> <p>You could write some loopholes or obvious omissions into this mock trial so that learners could use this as a way for getting the person prosecuted or let off depending on what they spot or what is in the policy.</p> <p>The basics of the task require:</p> <ul style="list-style-type: none"> <li>• A set of policies for the students to research against</li> <li>• Sufficient time for the learners to do research.</li> </ul> <p>On the trial day each learner is given a particular time limit, usually 2 minutes opening statement and 3 minutes to cross examine 'the person on trial' (i.e. CEO of the</p>

	<p>company).</p> <p>Each 'case' will take 10-15mins (defence and prosecution). The class then acts as the jury and gets the option to convict or release based upon the evidence presented (i.e. guilty/not guilty).</p> <p>By having more than one code of conduct/policy available for each case, students can carry out unique research. This also reduces the possibility of plagiarising another student's work.</p>
<b>Worksheets / templates</b>	NA
<b>English, maths and digital skills</b>	<p>E1 Convey technical information to different audiences.  E2 Present information and ideas.  E3 Create texts for different purposes and audiences.  E4 Summarise information/ideas.  E5 Synthesise information.  D1 Use digital technology and media effectively.  D2 Design, create and edit documents and digital media.  D3 Communicate and collaborate.</p>
<b>Industry Links</b>	<a href="http://www.legislation.gov.uk/ukpga/2010/15/contents">http://www.legislation.gov.uk/ukpga/2010/15/contents</a>

<b>Topic Lesson Plan No: 3</b>	
<b>Title</b>	Guidelines and Codes of Conduct
<b>Aim and objective</b>	Develop understanding of codes of conduct and give students the opportunity to develop and design their own.
<b>How long will this Topic Lesson Plan take to deliver?</b>	The lesson plan is designed for 2-3 hours but could be extended in order to develop this with learners
<b>What knowledge, understanding and skills will students develop?</b>	<p>4.2.1 Understand the purpose and role of Codes of Conduct produced by professional bodies for the use of digital.</p> <p>4.2.2 Understand the guidelines provided in professional codes of practice</p> <p>4.2.3 Understand the impact of implementing guidelines from professional codes of practice has on organisations and its stakeholders</p> <p>4.2.4 Understand how guidelines and agreed standards ensure the accessibility and quality of IT systems</p> <p>4.2.5 Understand the role and implications of acceptable use policies within an organisation</p>
<b>Self-study activities</b>	N/A
<b>Activity 1:</b>	
<b>Title</b>	Compare and Contrast
<b>How long will this activity take to deliver?</b>	45 minutes
<b>Instructions</b>	<p>Take the 3 given main codes of conduct for the IT industry and create a poster that compares them.</p> <p>Pay particular attention to specific differences between the codes of conduct and how they try to deal with issues in different ways.</p> <p>Do you think there are any gaps in the codes of conduct? How could these be identified and mitigated? Which code of conduct do you think was the best, and why?</p>
<b>Worksheets / templates</b>	<p><a href="https://www.bcs.org/membership/become-a-member/bcs-code-of-conduct/">https://www.bcs.org/membership/become-a-member/bcs-code-of-conduct/</a></p> <p><a href="https://www.iap.org.uk/main/about/code-of-conduct-for-members/">https://www.iap.org.uk/main/about/code-of-conduct-for-members/</a></p> <p><a href="https://www.acm.org/code-of-ethics">https://www.acm.org/code-of-ethics</a></p>

<b>English, maths and digital skills</b>	E1 Convey technical information to different audiences. E2 Present information and ideas. E3 Create texts for different purposes and audiences. E4 Summarise information/ideas. E5 Synthesise information. D1 Use digital technology and media effectively. D2 Design, create and edit documents and digital media. D3 Communicate and collaborate.
<b>Industry Links</b>	<a href="https://www.sky.com/shop/terms-conditions/broadband/usage-policies/">https://www.sky.com/shop/terms-conditions/broadband/usage-policies/</a>  <a href="https://www.lboro.ac.uk/services/it/staff/about/policies/aup/">https://www.lboro.ac.uk/services/it/staff/about/policies/aup/</a>  <a href="https://www.investopedia.com/terms/c/code-of-ethics.asp">https://www.investopedia.com/terms/c/code-of-ethics.asp</a>  <a href="https://www.pwc.ch/en/about-pwc/purpose-values-and-code-of-conduct.html">https://www.pwc.ch/en/about-pwc/purpose-values-and-code-of-conduct.html</a>
<b>Activity 2:</b>	
<b>Title</b>	Breaches of Data
<b>How long will this activity take to deliver?</b>	45 minutes
<b>Instructions</b>	Using the link below find a breach where the data was obtained by an insider working within the company who breached their own code of conduct.  For the case consider: <ul style="list-style-type: none"> <li>• What happened</li> <li>• Who did what</li> <li>• How did the company respond</li> <li>• What could the company have done to have stopped it happening</li> <li>• What happened after</li> <li>• How could the data be secured in future</li> </ul> Present your findings to the class. You could add an activity extension by asking students to look at the other side of each presented argument and decide if what was done was 'right'.
<b>Worksheets / templates</b>	<a href="https://informationisbeautiful.net/visualizations/worlds-biggest-data-breaches-hacks/">https://informationisbeautiful.net/visualizations/worlds-biggest-data-breaches-hacks/</a>
<b>English, maths and digital skills</b>	E1 Convey technical information to different audiences. E2 Present information and ideas.



	E3 Create texts for different purposes and audiences. E4 Summarise information/ideas. E5 Synthesise information. D1 Use digital technology and media effectively. D2 Design, create and edit documents and digital media. D3 Communicate and collaborate.
<b>Industry Links</b>	<a href="https://www.bsigroup.com/en-GB/Cyber-Security/Standards-for-IT-and-cyber-security/">https://www.bsigroup.com/en-GB/Cyber-Security/Standards-for-IT-and-cyber-security/</a>
<b>Activity 3</b>	
<b>Title</b>	Create your own Code of Conduct
<b>How long will this activity take to deliver?</b>	70 minutes
<b>Instructions</b>	Using the websites below create two code of conduct documents for: <ol style="list-style-type: none"> <li>1. Your IT class</li> <li>2. Your personal conduct</li> </ol> <p>Pair up and present these documents to your partner. Compare your Codes of Conduct documents and suggest improvements to each other.</p>
<b>Worksheets / templates</b>	<a href="https://projectinclude.org/writing_cocs#specify-who-is-covered">https://projectinclude.org/writing_cocs#specify-who-is-covered</a>  <a href="https://examples.yourdictionary.com/simple-code-of-conduct-examples.html">https://examples.yourdictionary.com/simple-code-of-conduct-examples.html</a>
<b>English, maths and digital skills</b>	E1 Convey technical information to different audiences. E2 Present information and ideas. E3 Create texts for different purposes and audiences. E4 Summarise information/ideas. E5 Synthesise information. D1 Use digital technology and media effectively. D2 Design, create and edit documents and digital media. D3 Communicate and collaborate.
<b>Industry Links</b>	<a href="https://www.betterteam.com/code-of-ethics-and-professional-conduct">https://www.betterteam.com/code-of-ethics-and-professional-conduct</a>  <a href="https://www.pwc.ch/en/about-pwc/purpose-values-and-code-of-conduct.html">https://www.pwc.ch/en/about-pwc/purpose-values-and-code-of-conduct.html</a>