

These functional skills ICT support materials have been developed by OCR in partnership with Guroo. They are free resources which provide innovative and engaging tasks for you to use with your learners when delivering OCR's Functional Skills qualifications.

The content takes the form of a functional challenge at Entry Level 3, Level 1 and Level 2. Each challenge contains three tasks which are supported by a video introduction, worksheets, solutions to the tasks, and a podcast. There is also a set of notes to support you in using the materials. You are free to use them in whatever way best suits your teaching practice and your learners, and we encourage you to be creative!

These materials represent a sample of the content that Guroo has already produced to support the delivery of functional skills across all three subjects and all levels. The Guroo learning materials are based around a series of real life problem solving tasks and challenges. They can be used to practice the understanding and mastery of functional skills in every important area across a range of familiar and unfamiliar contexts and scenarios.

Disclaimer

Please note that whilst every effort has been made to ensure accuracy of the content, this content is provided only as a resource for general information and teaching purposes, to be used at the direction of deliverers. OCR and Guroo do not endorse the content of the resources and neither OCR nor Guroo shall have any liability whatsoever for any losses, including losses for any misinterpretation or subsequent impact howsoever caused.

Solutions

Task 1

Being successful in getting an interesting work experience placement means that you have to do some research before you can put together a letter of application or get a chance to do a presentation to a prospective employer. Many work experience placements are never advertised but are organised by students approaching employers directly.

Working collaboratively in a small group:

- think about a work experience placement that you would really like to do and might be available locally.
- identify what skills and qualities the employer is likely to want for that placement.
- find out what skills and qualities employers typically look for in new employees.

Task 1: Plan it: Feedback

In this problem you need spot that it is a multistep task and you need to decide how you are going to approach each part of the task. In this case the task has been given as a series of bulleted points which should help you to identify each step.

You need to use appropriate search techniques to locate and select relevant information from a variety of sources, bearing in mind the validity and fitness for purpose of the information.

You are given some suggested sources and you should consider whether the Internet should be the first place you look or whether you may find the information quicker elsewhere. When searching on the Internet it may be necessary to use more complex search techniques to narrow down the results provided.

You will also need to manage the information retrieved, whether that is by printing it, by taking notes or by entering the relevant information into a word processing package. You will need to ensure that you not only record the information, but also the source of the information. This will help you to consider the validity of the information and any possible bias.

Part 1 – finding job advertisements

Consider where placements are typically advertised:

- school careers notice board
- the local library and Connexions centre
- specific work experience websites
- Think about other employers who might be willing to offer a placement, where will you find their details?

Task 1 Part 1: Do it: Feedback

Spotting suitable placements on a school notice board or at a Connexions centre is normally quite straightforward. When it comes to finding possible employers on the Internet however, there are so many options that it's very easy to become confused. The key to finding what you want is to follow these simple steps.

- Before you start to search websites on the Internet, think clearly about the information that you are looking for. The most important is likely to be where you live, your location. Be specific about this and the search will return all jobs in a particular area.
- To narrow down your search, be more specific about what you are looking for. Start with a simple word, such as 'sales' or 'florist' then refine your search if you need to. When entering a keyword or phrase, you can use a wildcard. A wildcard represents one or more letters in a search term so 'sales*' would return 'sales assistant' as well as 'sales engineer'.
- Once the search has been completed, hopefully a list of possible employers will be displayed. This is the time when you need to do more research before applying.



Part 2 – skills and experience the employer is likely to need

Once you have found a possible placement, do some more research on what that placement is likely to entail so you know what employers are likely to be looking for in a work experience student.

The following ideas may help:

- the advertisement (if there is one) will often say what skills and experience are needed.
- the website of the company will often have more details about the sorts of people that the company employs.
- do you know anyone who does that job, or a similar job that you could ask?
- ask your school careers adviser, they may know about previous work placements.

Task 1 Part 2: Do it: Feedback

Each placement will be different but most will specify the skills and experience that you need to have that will qualify you for the placement.

This may be as simple as “ideally have previous experience of working in a shop” or be much more specific such as “must be expecting a good maths GCSE and previous experience of handling cash”.

Showing that you have the particular skills and experience will typically mean covering areas such as:

- Areas of study that you are currently doing such as GCSE, Diplomas, GNVQ and BTEC.
- Previous work experience including other work experience placements and weekend or evening jobs as well as voluntary job.
- Positions of responsibility that you have been given in school such as librarian, prefect etc.
- Other training and awards such as community involvement and achievements and prizes you’ve won at school.

Part 3 – qualities that employers typically value

Employers value highly certain qualities in their staff. These are often referred to as transferable skills and include skills such as positive attitude, enthusiasm, initiative, people and communication skills.

Do some research to find out which transferable skills are valued by employers.

The following ideas may help:

- major job sites such as www.totaljobs.co.uk, www.monster.co.uk, www.gumtree.co.uk will often have a help or advice section
- the website of the company will often have more details about the type of person they value – look for terms like ethos and culture
- use a search engine

Task 1: Part 3: Do it: Feedback

Transferable skills are life skills that you have but for which you don't necessarily have a qualification. Perhaps the two most important for young people are attitude and enthusiasm. All employers want staff who are keen, happy and willing to learn.

Other transferable skills include:

- **communication** – ability to communicate orally, in writing, or via electronic means, in a manner appropriate to the audience
- **teamwork** – being a constructive team member
- **leadership** – being able to motivate and encourage others
- **initiative** – ability to see opportunities and act on them
- **problem solving** – thinking things through in a logical way in order to determine key issues, often also including creative thinking
- **flexibility/adaptability** – ability to handle change and adapt to new situations
- **commitment/motivation** – having energy and enthusiasm in pursuing projects
- **interpersonal skills** – ability to relate well to others and to establish good working relationships
- **numeracy** – competence and understanding of numerical data, statistics and graphs

Task 2

Use the research that you have done about transferable skills and qualities to create a presentation about yourself which highlights your transferable skills and qualities.

To create your presentation, use an ICT application. Your presentation should:

- have a consistent style throughout.
- use appropriate language that the audience will understand.
- make the most of your qualities and transferable skills.
- acknowledge all your sources.

Try to make your presentation about three to five minutes long which normally means using about three to five slides in your ICT application.

Task 2: Plan it: Feedback

When presenting any information, you need to consider what would be the most appropriate software to use. You need to organise and integrate the information to achieve the purpose; this may involve using different layout techniques for different types of information and for different parts of your presentation. It is a good idea to plan what information will be on each slide before you start.

It is essential that you understand the need to stay safe when using ICT based communication and do not give personal details out unless absolutely necessary.

Task 2: Do it: Feedback

When you look at your presentation, consider the following things:

- does every slide have a consistent style using the same background, font and font size across heading and main body text?
- is the language appropriate for the audience?
- is information presented clearly and concisely as bullet points?
- has it been spellchecked, grammar checked and proof read?
- does it include your name and contact details?
- does it make you stand out?
- is it the right length?
- are all sources properly acknowledged?

Task 3

Get together with a small group of friends, two or three are ideal, to practise your presentation. You may feel a little bit self-conscious in talking about yourself but it is very valuable experience that will help you when you come to do it in real life.

Time yourself and make note of how long the presentation takes to deliver. Use the feedback section below to make notes about your friends' presentations to help them improve.

Task 3: Plan it: Feedback

You need to identify the aspects of your presentation that you would like feedback on, for example, do you:

- have a consistent style throughout?
- use appropriate language that the audience will understand?
- achieve the purpose of the presentation?
- acknowledge all your sources?

Time yourself and make a note of how long the presentation takes to deliver.

Task 3: Do it: Feedback

The presentation you use should guide you in talking about yourself and allow you to make the most of your qualities and transferable skills. Try not to read from the screen, instead use the words on the screen as reminders to talk more about yourself.

Remember that transferable skills such as positive attitude and enthusiasm are very important so when you are delivering your presentation, do so using plenty of enthusiasm.

Finally, remember to keep it the right length!