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OCR LEVEL 3 CAMBRIDGE TECHNICALS IN IT

LEVEL 3 UNIT 1
COMMUNICATION AND
EMPLOYABILITY SKILLS FOR IT

DELIVERY GUIDE

VERSION 1 JUNE 2012



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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 1 – COMMUNICATION AND EMPLOYABILITY SKILLS FOR IT

Guided learning hours : 60

Credit value: 10

PURPOSE OF THE UNIT

Communication is a vital skill for any individual. The effective use of communication and flexibility of styles is a highly desirable attribute to employers to maintain good working practice. This unit identifies the principles for effective communication and introduces learners to the interpersonal skills and attributes required within a work place and how different combinations and approaches are required for a range of job roles it also identifies the different IT tools available for safe and secure communication and exchange of information within an organisation. Learners will consider approaches and adapt the way they communicate, depending on their audience.




This unit will prepare learners to effectively use various communication channels, within a working environment and to understand what an employer expects of an individual and how to communicate effectively whilst developing their own personal development needs.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Understand the personal attributes valued by employers	P1 Explain the personal attributes valued by employers	M1 Explain the different personal skills that employers may require for specific IT job roles	
2 Understand the principles of effective communication	P2 Explain the principles of effective communication		
	P3 Discuss potential barriers to effective communication		D1 Explain how some of the potential barriers can be reduced
	P4 Demonstrate a range of effective interpersonal skills		
3 Be able to use IT to communicate effectively	P5 Use IT to aid communications	M2 Explain the choices of the IT used	D2 justify the use of the IT used to aid communication
	P6 Communicate technical information to a specified audience		
4 Be able to address personal development needs	P7 Produce a personal development plan		
	P8 Follow a personal development plan	M3 Identify primary areas for improvement and how these will be achieved	

P = Pass, M = Merit, D = Distinction



LEARNING OUTCOME 1 – UNDERSTAND THE PERSONAL ATTRIBUTES VALUED BY EMPLOYERS



Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Understand the personal attributes valued by employers	P1 Explain the personal attributes valued by employers	M1 Explain the different personal skills that employers may require for specific IT job roles	



Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Personal Attributes 	<p>The learners could research general job advertisements/specifications within the IT industry on the internet and investigate the common personal attributes that employers require in candidates.</p> <p>They could then list the attributes that are required in a table or spreadsheet and then use this to complete a self-assessment on themselves to investigate their own strengths and weaknesses and finish with three targets that they themselves believe they need to work on (it could even fit in with their own academic targets).</p>	1.5 hours	<p>P1 Explain the personal attributes valued by employers</p> <p>P7 Produce a personal development plan</p>
2 Good working practices 	<p>The teacher could invite the person responsible for health and safety in the school/college to come and talk to the group whilst the learners take notes.</p> <p>The learners could then write an essay on 'Why Health and Safety legislation is important in an educational facility.'</p> <p>Obviously, if representatives from local businesses can be invited to talk to learners, then this would give this exercise more scope.</p>	2 hours	
3 Personal skills for specific jobs 	<p>The learners could choose a particular IT role that interests them, such as a game designer, web developer or network manager and investigate the skills and knowledge that the roles demand such as familiarity of particular programming languages, for example HTML, C++ or Java, whether they have knowledge of server architecture, or the intricacies of game development.</p> <p>Learners could then design a presentation that they could deliver to the rest of the group on the specific skills demanded by each role and why they believed that these are requirements for the various positions.</p>	1.5 hours	M1 Explain the different personal skills that employers may require for specific IT job roles

LEARNING OUTCOME 2 – UNDERSTAND THE PRINCIPLES OF EFFECTIVE COMMUNICATION

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
2 Understand the principles of effective communication	P2 Explain the principles of effective communication		
	P3 Discuss potential barriers to effective communication		D1 Explain how some of the potential barriers can be reduced
	P4 Demonstrate a range of effective interpersonal skills		




Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Interpersonal skills 	<p>The learners each bring in a picture to share with their classmates. Then in pairs, one learner (learner 1) begins by telling the other person (learner 2) about their picture (without showing it), describing details and emotional attachments. The teacher instructs the learner 2s to use proper interpersonal communication skills when listening to their partner such as leaning forward, maintaining eye contact and use head nods.</p> <p>Then the learner 2s ask 10 open-ended questions to create dialogue. The teacher instructs the learner 2s to ask 'why' and 'how' questions. The learner 2s then guesses what is in the picture.</p> <p>Learners 1 and 2 switch roles so that both learners have the chance to practice their interpersonal communication skills.</p>	1.5 hours	<p>P2 Explain the principles of effective communication</p> <p>P3 Discuss potential barriers to effective communication</p> <p>D1 Explain how some of the potential barriers can be reduced</p>
2 Cues in non-verbal exchanges 	<p>In pairs, the learners create short role-plays where they mime a situation and the other members of the group have to guess by their body language etc what emotions are being expressed.</p> <p>An alternative exercise is that the teacher gives each pair a flash card with two different emotions written on them and the learners must mime a role-play expressing those emotions.</p>	1 hour	<p>P3 Discuss potential barriers to effective communication</p> <p>P4 Demonstrate a range of effective interpersonal skills</p> <p>D1 Explain how some of the potential barriers can be reduced</p>

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
3 Barriers to effective communications 	<p>In groups of 3 or 4 learners are asked to come up with practical solutions to a list of scenarios, such as:</p> <ul style="list-style-type: none"> - People working in isolated office or environment. - Dealing with a customer who talks too much. - Working in a noisy workplace. - Dealing with a frustrated customer. - Dealing with visual distractions at workplace. <p>The groups of learners are given 20 minutes to come up with at least one solution for each scenario and construct a simple presentation with each solution written on a slide each. The presentation is emailed to the teacher. At the end of the activity one or two representatives from each group stand up and explain their solutions which are displayed on the whiteboard.</p> <p>The class should be encouraged to discuss the solutions offered by each group.</p>	2 hours	P3 Discuss potential barriers to effective communication D1 Explain how some of the potential barriers can be reduced
4 Questioning techniques 	<p>The learners are in small groups of 5, and are given a series of 'sticky-backed' cards with names on them. The names can be limited to film stars, pop stars, people in history etc.</p> <ul style="list-style-type: none"> -The cards are shuffled and placed in the middle of a table (face down) and each learner chooses a card and securely attaches the card to their foreheads (They must not fall off!) - Each learner then take it take it in turns to ask the group only closed questions in order to find the name on the card. The questions should be formulated in a way to only get a "yes" or a "no" answer - The learner continues questioning until they discovers the name on their own card.(This part could be timed) - Another learner in the group then repeats the process. <p>Optionally, you can make the game competitive by assigning a prize for the player who finds the answer with the shortest number of questions.</p> <p>Follow up with a discussion regarding:</p> <ul style="list-style-type: none"> - how quickly did the learners find the names? - what questioning methods worked best? - what styles of questioning helped the learners to get more information in less time? <p>Variation</p> <p>A variation on the game could be to use only open-style questions.</p>	1.5 hours	P2 Explain the principles of effective communication

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
5 Written Communication 	<p>The learners adopt the role of a journalist who is attending a press conference or some other event and the newspaper (tabloid or broadsheet - the learner can choose) that they work for is wanting a report for its morning edition.</p> <p>The teacher will need to find an appropriate video stream of a suitable press conference or event of about five minutes in length. It might be worth running the video twice to give the class ample chance to gather notes.</p> <ul style="list-style-type: none"> - The learners watch the video and take notes focussing on such items as: - the events that have taken place - the context of the events - the characters involved - the history behind the event (if any) <p>Once the video has finished the learners go back to their seats and write an engaging newspaper article reporting on the content of the event.</p> <p>See lesson element 'Written Communication' available on the OCR website.</p>	1 - 1.5 hours	P2 Explain the principles of effective communication
6 Proof-reading 	<p>The learners are given printed versions of a number of written pieces with different styles such as:</p> <ul style="list-style-type: none"> - excerpts from books - magazine articles - newspaper articles - technical manuals etc. <p>Obviously the articles must contain errors that can only be identified by accurate proofreading for example the wrong use of 'there' and 'their' or missing an 'a' out of 'read'.</p> <p>The learners then review the pieces and identify the errors manually rather than relying on software.</p>	1 - 1.5 hours	




LEARNING OUTCOME 3 – BE ABLE TO USE IT TO COMMUNICATE EFFECTIVELY


Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
3 Be able to use IT to communicate effectively	P5 Use IT to aid communications	M2 Explain the choices of the IT used	D2 justify the use of the IT used to aid communication
	P6 Communicate technical information to a specified audience		

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Communication Technology 	<p>If it can be organised a video-conference between groups at different schools or colleges could be organised where each learner describes what interests them, what they do in their spare time and what their ambitions are.</p> <p>The learners could be asked to keep a personal blog describing what they have done on this course and reflect on what they have learnt and how it will be useful to them in their future chosen careers.</p>	<p>1.5 hours</p> <p>5 minutes every lesson to complete or offered as homework.</p>	P5 Use IT to aid communications
2 Document proofing 	<p>The learners could use the review functionality within word-processing or pdf software to proof-read various documentation and add comments etc where they identify errors.</p> <p>Alternative suggestion</p> <p>The learners could send their newspaper article that they wrote for the 'written communication' exercise to a class mate who could then proof-read it and add review comments etc.</p>	1.5 hours	P5 Use IT to aid communications
3 Effective Communication 	<p>The teacher and the learners could engage in a discussion about the different kinds of effective communication and how they can be used in different scenarios such as video-conferencing for delegates who are spread all over the world, alleviating the need for expensive air travel.</p> <p>The learners could then write an essay on 'the impact of the digital age on effective communication' describing how advances in the technology is impacting how we communicate both in the business world and within our personal lives such as the use of social-networking, VoiP, the popularity of texting at the expense of voice calls, etc.</p>	2 hours	<p>M2 Explain the choices of the IT used</p> <p>D2 Justify the use of the IT used to aid communication</p>

LEARNING OUTCOME 4 – BE ABLE TO ADDRESS PERSONAL DEVELOPMENT NEEDS

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
4 Be able to address personal development needs	P7 Produce a personal development plan		
	P8 Follow a personal development plan	M3 Identify primary areas for improvement and how these will be achieved	

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Identity and recording needs 	Using the information that learners discovered about themselves in the exercise associated with 'LO1 - Personal attributes' and, if available examples or templates, the learners could design their own personal development plans in order to identify what skills and knowledge they need to develop and nurture to make themselves more suited to the roles that they intend to apply for in the future.	1.5 hours	P7 Produce a personal development plan
2 Addressing needs 	<p>Ideally, it would be good for learners to be able to spend a day shadowing someone in an IT role within an actual organisation, observing team meetings, training sessions etc., however this is not necessarily realistic for a whole group of learners so other suggestions could be:</p> <ul style="list-style-type: none"> - in pairs or on their own the learners could create their own training session and deliver it to the group who act as colleagues from an organisation. - it could be a good idea for learners to attend a real-life conference which offer free tickets such as BETT or an IT-equivalent conference. 	1.5 hours	M3 Identify primary areas for improvement and how these will be achieved
3 Learning styles and characteristics 	<p>Learners could first discuss the different learning styles that people have and how this could impact on how training sessions/programs are delivered to employees.</p> <p>The learners could complete the freely available self-assessment tests that are available on this page www.businessballs.com/vaklearningstyletest.htm to find out which learning style (if any) they tend to lean towards.</p> <p>The learners could then design their own training presentation for one particular learning style or a presentation accommodating all of the learning styles.</p>	2 hours	M3 Identify primary areas for improvement and how these will be achieved

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
4 CVs	<p>Learners should first be engaged in a discussion about what 'CV' means, what a CV is, what its purpose is and what information it should contain. They could also look at letters of application and discuss their purpose and ideal content.</p> <p>The teacher could distribute a selection of good and bad examples of anonymous letters of application and CVs to groups of learners who could discuss and make notes about the good points and bad points; they could then share these with the class.</p> <p>The learners should then design their own letters of application and CVs which they could then exchange with their fellow learners who could critique them and offer suggestions of improvement.</p> 	2 hours	<p>P7 Produce a personal development plan</p> <p>P8 Follow a personal development plan</p> <p>M3 Identify primary areas for improvement and how these will be achieved</p>



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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