



Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICALS IN IT

LEVEL 2 UNIT 1
COMMUNICATING IN THE IT
INDUSTRY

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 – COMMUNICATING IN THE IT INDUSTRY

Guided learning hours : 30

Credit value: 5

PURPOSE OF THE UNIT



Communication is a vital skill for any individual. The effective use of communication and flexibility of styles within the workplace is essential to maintain good working practice. This unit 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.

| Learning Outcome - The learner will: | Assessment Criteria - The learner can: | Merit | Distinction |
|---|---|---|---|
| 1 Be able to communicate information to suit audience purpose and content | P1 Demonstrate effective interpersonal skills in face to face communication | | |
| | P2 Communicate IT-related information to a technical audience | | |
| | P3 Communicate IT-related information to a non-technical audience | | |
| 2 Be able to use IT tools to communicate and exchange information | P4 Use IT tools safely to effectively communicate and exchange information | M1 Justify the IT tools used in terms of safety and effectiveness | D1 Explain why the use of specialist software improves accessibility to IT communications |
| | P5 Select, setup and use a specialist communication channel to communicate and exchange information | | |
| 3 Understand the impact of IT on individuals, communities and society | P6 explain the social impacts of the use of IT | M2 describe the negative implications of IT on Social Communication | |

P = Pass, M = Merit, D = Distinction




LEARNING OUTCOME 1 – BE ABLE TO COMMUNICATE INFORMATION TO SUIT AUDIENCE PURPOSE AND CONTENT



| Learning Outcome - The learner will: | Assessment Criteria - The learner can: | Merit | Distinction |
|---|---|-------|-------------|
| 1 Be able to communicate information to suit audience purpose and content | P1 Demonstrate effective interpersonal skills in face to face communication | | |
| | P2 Communicate IT-related information to a technical audience | | |
| | P3 Communicate IT-related information to a non-technical audience | | |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria |
|--|---|-------------------|---|
| 1 Communication skills and requirements  | <p>The learners could be given a scenario like a new product launch (this could be an existing product that learners could be familiar with such as a mobile phone, trainers, clothing line etc) by the teacher and they have to produce a number of short presentations aimed at different audiences, such as:</p> <ul style="list-style-type: none"> - Sales and Marketing Department. - Industry journalists. - Potential out-sourcing clients. - Shareholders. - Senior Management. <p>The Learners could present one or two of their presentations and the rest of the group have to guess to which audience the presentation is aimed at by the content, listening to the presenters voice, changes in intonation and pitch etc.</p> | 2 hours | P1 Demonstrate effective interpersonal skills in face to face communication |
| 2 Interpersonal communication  | <p>Small groups of learners are given a long list of words describing emotions such as:</p> <ul style="list-style-type: none"> - happiness - disappointment - anger - worry - excitement - embarrassment etc. <p>The learners then construct small role plays (1 or 2 minutes long) and from the list the other groups have one chance to guess the emotion, achieving points if they guess right and losing points if they guess wrong. The teacher could also award points for good use of:</p> <ul style="list-style-type: none"> -verbal exchanges -body language -expressive 'acting' etc. | 1.5 hours | P1 Demonstrate effective interpersonal skills in face to face communication |

LEARNING OUTCOME 2 – BE ABLE TO USE IT TOOLS TO COMMUNICATE AND EXCHANGE INFORMATION


| Learning Outcome - The learner will: | Assessment Criteria - The learner can: | Merit | Distinction |
|---|---|---|---|
| 2 Be able to use IT tools to communicate and exchange information | P4 Use IT tools safely to effectively communicate and exchange information | M1 Justify the IT tools used in terms of safety and effectiveness | D1 Explain why the use of specialist software improves accessibility to IT communications |
| | P5 Select, setup and use a specialist communication channel to communicate and exchange information | | |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria |
|---|--|-------------------|--|
| 1 Written communications  | <p>Letter writing Exercise</p> <p>Learners could be given a subject such as 'receiving a gift (phone, laptop, clothing etc.) from a family member' and told that they must use IT to write a properly laid out letter thanking them and saying what they liked about it and why. Then they could be asked to either alter the letter, including its language and layout to the Managing Director of the company that makes the product saying how pleased they are with the product etc and why.</p> <p>Email Exercise</p> <p>The teacher sends all the learners an email inviting them to attend a business meeting but the individual learners either can't or don't want to go for whatever reason. The learners must send the teacher an email apologising and informing them that they won't be attending. The email should be written apologetically but using business language with correct spelling, grammar and punctuation.</p> | 1 hour | |
| 2 Good practice  | <p>The learners are informed that they are the head of a department within an organisation and someone (the teacher) has sent them a business letter to proof-read. The letter contains spelling, grammar and layout mistakes. The students should use the review tools of a word processing application to point out the errors and email it back to the teacher.</p> | 1 hour | P4 Use IT tools safely to effectively communicate and exchange information |
| 3 The safe exchange and communication of information  | <p>In pairs, learners could set up a mock interview where the interviewer asks the interviewee questions about how they would use word-processed documents, presentations, email and web pages to communicate sensitive information safely and securely.</p> | 1.5 hours | |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria |
|--|---|-------------------|--|
| 4 IT tools  | <p>The learners could be tasked to investigate either:</p> <p>(1) assistive-technology tools that are available to help the visually impaired and the physically disabled interact with technology.</p> <p>(2) How businesses are using technologies such as 'blogs', podcasts and video-conferencing to communicate with colleagues or interact with potential customers.</p> <p>(3) How businesses use technology to securely protect personal data, sensitive business information and other digital content using features such as firewalls etc.</p> <p>They could then be asked to either produce a short investigative-style video (like a news report) or a presentation which they would deliver to the rest of the group.</p> | 1.5 hours | |
| 5 Consolidation  | <p>To consolidate the learners' knowledge in this section, they could construct a lectern presentation supported by slides focusing on how IT tools can used in business to effectively communicate and exchange information. As their audience will be a group of business leaders they should concentrate on:</p> <ul style="list-style-type: none"> - using business-like language to convey the information - a confident and clear delivery - professional and engaging slides that have an effective and consistent layout - both grammatically correct slide and delivery content. | 1.5 hours | <p>P4 Use IT tools safely to effectively communicate and exchange information</p> <p>M1 Justify the IT tools used in terms of safety and effectiveness</p> |

LEARNING OUTCOME 3 – UNDERSTAND THE IMPACT OF IT ON INDIVIDUALS, COMMUNITIES AND SOCIETY

| Learning Outcome - The learner will: | Assessment Criteria - The learner can: | Merit | Distinction |
|---|--|---|-------------|
| 3 Understand the impact of IT on individuals, communities and society | P6 explain the social impacts of the use of IT | M2 describe the negative implications of IT on Social Communication | |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria |
|--------------------------|--|-----------------------|--|
| 1 The impact of IT | <p>The teacher could split the class into two groups, where one group investigates the beneficial impacts of IT on individuals, communities and society in general and the other researches the negative impacts that technology has had.</p> <p>The groups then come together for a formal debate where initially one person from each group states the case for each side of the argument and then the groups debate with the teacher acting as the chair.</p> | 2 hour | <p>P6 Explain the social impacts of the use of IT</p> <p>M2 Describe the negative implications of IT on Social Communication</p> |
| 2 The implications of IT | <p>In small groups the learners investigate the broad implications of IT such as:</p> <ul style="list-style-type: none"> - the economic impact and effects on working practice - legal aspects - ethical considerations - the impact of inequalities of access to technology - technological threats and negative implications. <p>The group then creates a script for a 'Newsnight'-type television discussion about the implications to be performed in front of the class.</p> | 1.5 hours | <p>P6 Explain the social impacts of the use of IT</p> <p>M2 Describe the negative implications of IT on Social Communication</p> |
| 3 Consolidation |  <p>The learners could consolidate their knowledge by researching and producing a professional, business-orientated report for a director on the impact of IT on individuals, communities and society. Learners should concentrate on:</p> <ul style="list-style-type: none"> - using professional language (the target audience is a director) - the format in which it is presented (electronically or on paper) - business-like layout and content - properly referencing sources of evidence - correct, spelling, punctuation and grammar. | 2 hours plus homework | <p>P6 Explain the social impacts of the use of IT</p> <p>M2 Describe the negative implications of IT on Social Communication</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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