Accredited

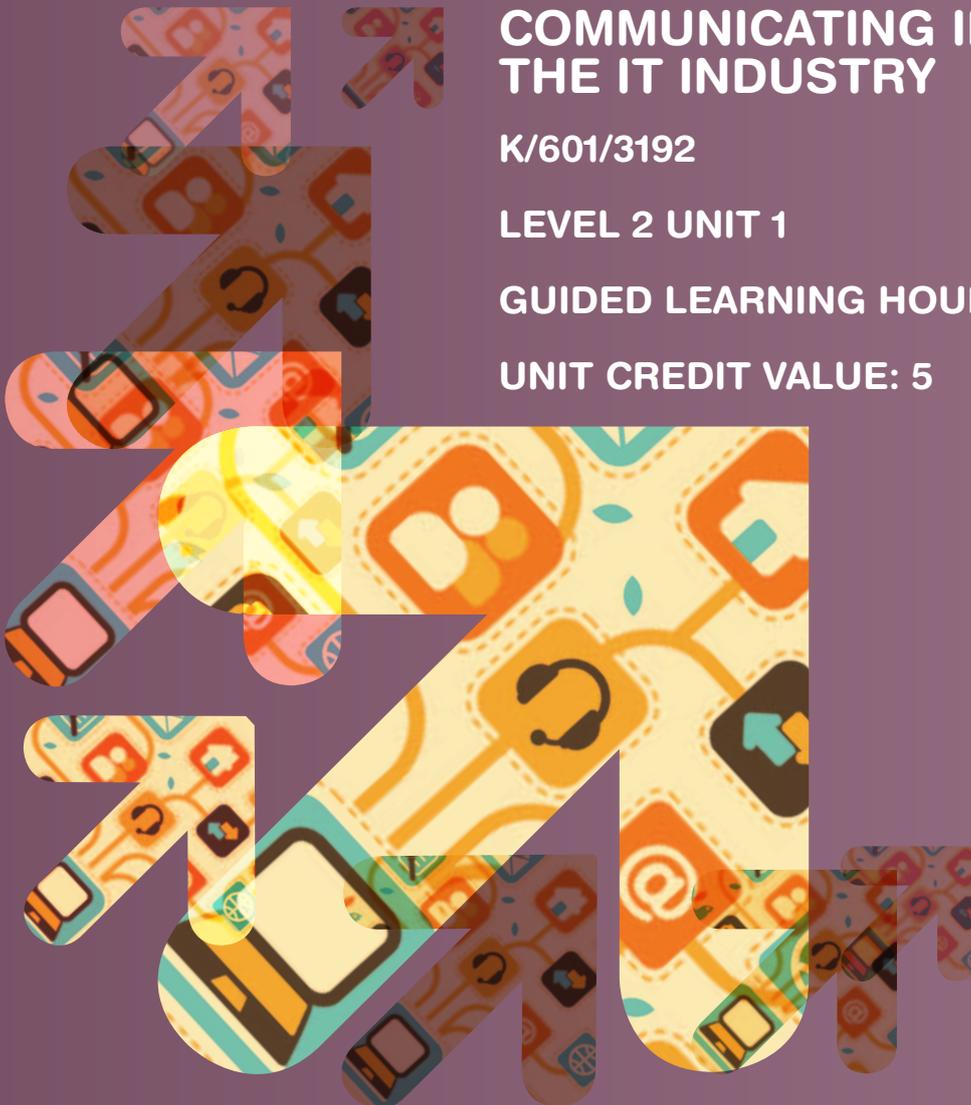# OCR CAMBRIDGE LEVEL 2

CERTIFICATE/DIPLOMA

IT

COMMUNICATING IN THE IT INDUSTRY

/601/3192

LEVEL 2 UNIT 1

GUIDED LEARNING HOURS: 30

UNIT CREDIT VALUE: 5

COMMUNICATING IN THE IT INDUSTRY

K/601/3192

LEVEL 2

AIM 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.

ASSESSMENT AND GRADING CRITERIA

| Learning Outcome

The learner will: | Pass
The assessment criteria are the pass requirements for this unit.

The learner can: | Merit
To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to: | Distinction
To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
|---|---|---|---|
| 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 | |

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Be able to communicate information to suit audience purpose and content

Communication skills and requirements

- audience type (e.g. internal or external, technical, non-technical)
- purpose of communication
- content for communication
- voice modulation (e.g. changing the pitch up and down)
- techniques for engaging an audience, e.g. changing intonation (the use of changing pitch to convey syntactic information like in a questioning intonation) and using questioning to check understanding

Interpersonal communication

- verbal exchanges (e.g. signing, lip reading and understanding cues for example body language)
- use of emotions
- paying attention and the use of active engagement (e.g. nodding, summarising or paraphrasing, body language are part of this assessment content)

Adapt content and style

- to audience
  - technical
  - non-technical
- provide accurate information
- engage an audience by the use of technology (e.g. multimedia, use of animation in presentations).

Document Review

- Review (e.g. spellcheck, grammar check)
- Proof reading
- Correcting Errors
- Summarising
- Note taking

Be able to Use IT tools to communicate and exchange information

Written Communications

- Letter
- Fax
- Email

Good Practice

- Spell check
- Grammar check
- Proofreading
- Appropriate layouts (e.g. table, chart, bulleted list)
- Consideration of regulations and legal requirements

Exchange and communicate information safely using

- Word processed documents
- Presentations
- Email
- Webpages

IT tools

- Software (e.g. presentation, word processing, email and associated features)
- Specialist software for the visually impaired
- Text Readers
- Communications (e.g. blogs, podcasts, videoconferencing)
- Security and safety (e.g. securing personal data, data protection, firewalls, digital content)

Understand the impact of IT on individuals, communities and society

Understand the impact of IT on

- Individuals
- Communities
- Society as a whole

Implications

- Economic impact and working practices
- Legal (e.g. ownership, copyright, plagiarism)
- Ethical
- Inequality of access
- Threats and negative impacts
  - cyber bullying
  - spam
  - phishing
  - denial of service

DELIVERY GUIDANCE

Be able to communicate information to suit audience purpose and content

Learners should be taught about the use of interpersonal skills and the methods of these skills such as; verbal exchanges, the use of signing for communication (at this point it may be possible to get an outside person in that can sign if no one in the class that can). This can be compared to the use of lip reading rather than signing. Learners can look at the use of techniques and cues, for example body language, the use of intonation, positive and negative language. Learners could also be taught about paying attention and active engagement (nodding, summarising and paraphrasing). It would be useful to look at how these are used in TV dramas (is face to face communication in a TV series realistic?).

For reinforcement learners can try the following game

http://www.ehow.com/way_5183464_games-learning-effective-communication-skills.html#ixzz0vkDyQH4a

Learners can participate in role play;
- Two learners can sit together and tell each other about why they made the decision to do one of their options, what they are going to do and why. They should convey their enthusiasm and any reservations (fears and doubts) they may have (more informal).
- Learners could be interviewed in a mock interview for a job or further study by a board of interviewers (formal).
- Learners can role play communicating with some one older/younger than themselves and how they would change their language.

Learners can be shown different methods of communicating information (this could link to unit 12). This can be paper based methods of communicating key information for example, letter, fax, presentation software email and the correct use of grammar and spelling. Learners can be given several pre-prepared documents and look at the spelling and grammar – there should be the use of homophones e.g. red rather than read, their not there which would not be picked up by a spell check so proof reading is also necessary.

These pre-prepared documents can be reviewed and the technical competence of the reader should be judged for example could it be understood by someone with no technical knowledge. Learners should think about the difference in presenting to a technician or to someone in the classes' grandmother with no technical expertise. They should also think about which may be the best method of communicating to these people.

As practice tasks, Learners could put together a practice presentation to inform a technical expert how to use the internet to find information and how this works (though this must be technical). They may also put together a practice presentation to inform an elderly person how to use the internet to find information (though this must NOT be technical).

Be able to use IT tools to communicate and exchange information

Learners could write a code of practice for safe Internet or e-mail use at a local primary school in the form of a; leaflet, poster or presentation. They should use various proofing tools to check their communication; some of these may have been outlined in the previous assessment objective. Learners should be able to justify the IT tools used in terms of safety and effectiveness and clearly explain why the use of specialist software improves accessibility to IT communications (an example could be for the visually impaired).

Select, setup and use specialist communications channels to communicate and exchange information could be carried out within the centre, between centres or different Countries using the technologies available. Learners should be taught how to use industry standard equipment.

Learners can be taught how to use video conferencing equipment; during the conference they can introduce themselves, their interests, hobbies and aspirations etc. They can be shown how to create blogs and Wikis through demonstration. The learners can create practice blogs and wikis for a chosen topic. Wikis can also be used to cover safety, security, copyright issues, and reliability of information. Podcasts and Vlogs can be taught through demonstration. Note that discussion groups are not appropriate here as many learners have already had experience of downloading these from popular radio stations. They can practice through the creation of podcasts, where learners interview each other on their experiences of safety and security using IT systems.

Learners should be taught and then in groups discuss why they would use IT tools and look at how they have added to safety and effectiveness

Resources for Assessment and Grading Criterion P5

You would need:

Web cams, PC and other relevant hardware, applicable software for example 'audacity' for podcasting, headsets with micro-phones, internet access, possible use of; Virtual Learning Environments, blogger.com, wikispaces.com

Considerations for Assessment and Grading Criterion P5

Centre restrictions and policies for social networking and internet accessibility due to filtering on the centre's network.

Understand the impact of IT on individuals, communities and society

Learners can have a discussion, which can relate back to their own life experiences from family and friends. This discussion can look at the impact IT has had on the local community in terms of employment issues (e.g. de-skilling in the supermarket and self-serve to reduce checkout staff – bar codes). They can look at working practices, legal issues (ownership, copyright, plagiarism) and also ethical issues (privacy of information; unequal access). They may wish to talk about, from talking to friends and maybe personal experience, cyber bullying. Within the business environment learners may discuss denial of service attacks on businesses. Learners should learn about safety and security of information in any communication channel they set up and can discuss the implication if they are not secure e.g. financial, personal data (thinking about who holds data on them and what information). Learners should consider the negative aspects of IT on social communication with examples and explanations.

SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

Assessment and Grading Criteria P1

The assessment criterion could be evidenced by the use of observation by tutors or peers which can be backed up by documentary evidence. Evidence must include at least three examples of face to face communication to evidence breadth of skills e.g. informal conversation, interview, and conversation with someone from a different age group, country, nationality, or workplace. Evidence could be in the form of video recordings, witness statements, personal statements.

Assessment and Grading Criteria P2

Learners should identify the audience they are writing for and should produce IT related material e.g. a presentation for a technical audience to inform suitably on the topic. This could be in the local area, a different part of the Country or a completely different Country and may be presented in a variety of appropriate formats.

Assessment and Grading Criteria P3

P3 is similar to P2 however the audience is non-technical; therefore learners must change their language with this in mind. As with P2, learners must identify the audience they are writing for.

Assessment and Grading Criteria P4, M1, D1

Learners should be able to demonstrate that they can use various software tools to help them check their communications, so that information is effective. Learners should evidence using at least two proofing tools, these can be screen shots taking while checking, for example a report.

The merit assessment criterion M1 learners, need to be able to justify the IT tools used in terms of safety and effectiveness, this may be an extension to the original report/documentation.

The Distinction criterion D1 learners should explain why and how the use of specialist software improves accessibility to IT communications. This may be a separate document or section within the original evidence.

Assessment and Grading Criteria P5

Learners must use one of the specialist communication channels to communicate and exchange information (evidence can be from screen prints and/or a written report). They should identify safety issues and use appropriate methods to protect themselves.

Assessment and Grading Criteria P6, M2

Learners need to describe the social impact of the use of IT. This may be presented as a presentation, report, leaflet etc.

The merit assessment criterion M2 learners must give examples of how IT has negatively impacted on social communication. This could be presented in the form of a report, pamphlet, or presentation, poster or flyer with valid and detailed examples and descriptions.

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 2: Working in the IT Industry

Unit 12: Presenting Information Using IT

LINKS TO NOS

4.6   Human Computer Interaction/Interface (HCI) Design.

5.1   Systems Development

5.3   IT/Technology Solution Testing

5.4   Systems Integration

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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