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| G:\Brooke Weston Logos\Bitmap Images\Logo Only\BW Logo 2007 Shape GIF.gif | **Brooke Weston Academy**  OCR Cambridge TEC (Certificate/Diploma) in IT  **Unit 1 - Communication and Employability Skills** | Student Name:­­­­ \_\_\_\_\_\_\_\_\_\_\_ **Grade Awarded by: \_\_\_\_\_\_\_**  **Date Awarded: \_\_\_\_\_\_\_\_\_\_** Grade: PASS/MERIT/DISTINCTION |

##### Unit 1 - Assignment Feedback

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| **TASKS & LEVEL** | **ACTIVITIES** | | | | | | **FEEDBACK** |
| **LO1 - Understand the types and uses of animation** | | | | | | | |
| 1 - P1.1 | Explain in your words what a legislation is, and the importance to employers/employees? | | | | | |  |
| 2 - P1.2 | Produce a **report** describing the risks and the measures employees/employers need to take to prevent injury or injuring others who use ICT equipment | | | | | |  |
| **The Law** | | **Dangers (RSI / Stress / Working Environment)** | | **Preventions** | |
| 3 - P1.3 | Produce a **report** describing the risks and the measures employees/employers need to consider when dealing within data held | | | | | |  |
| **What is it?** | | | **Adhering to Legislation** | | |
| 4 - P1.4 | Produce a **report** describing the risks and the measures employees/employers need to respect | | | | | |  |
| **What is it?** | | | **Adhering to Legislation** | | |
| 5 - P1.5 | Produce a **report** describing how employees/employers are provided an equal opportunity in their job prospects | | | | | |  |
| **Adhering to Legislation** | | | **What is it?** | | |
| 6 - P1.6 | Produce a **report** describing how employees/employers are obliged to provide information to interested parties | | | | | |  |
| **What is it?** | | | **Adhering to Legislation** | | |
| 7 - P1.7 | Produce a **report** describing the risks and the measures employees/employers need to take to prevent illegal use of resources. | | | | | |  |
| **What is it?** | | | **Adhering to Legislation** | | |
| 8 - P1.8 | Produce a **report** describing how employees/employers carry out relevant checks to obtain a job | | | | | |  |
| **What is it?** | | | **Adhering to Legislation** | | |
| 9 - P1.9 | Produce a **report** that identifies and explains the different personal attributes required during a candidates employability | | | | | |  |
| **Leadership Qualities** | **Planning And Organisational Skills**  **(Time Management)** | | **Problem Solving** | | **Team Player** |
| **Business Skills**  **(Written / Verbal / Numerical / Computing)** | **Independent Workers**  **(Self Awareness / Self Motivation )** | | **Personal Skills**  **(Flexibility / Determination /**  **Career Minded)** | | **Personal Abilities**  **(Punctuality /**  **Respectful / Dependability / Professionalism)** |
| 10 - P1.10 | Pick a job role from the list above, and highlight the key personal attributes required based on the job specification - include job advert selected | | | | | |  |
| **Leadership Qualities** | **Planning And Organisational Skills** | | **Problem Solving** | | **Team Player** |
| **Business Skills** | **Independent Workers** | | **Personal Skills** | | **Personal Abilities** |
| 11 - M1 | Within a table, compare the skills required, selected in Task 10, to a ICT Teacher | | | | | |  |
| **LO2 – Understand the principles of effective communication** | | | | | | | |
| 1 - P4.1 | Create a **series of notes**, considering effective use of communications within employment, include ***examples***, so that you can hold a discussion on the reasons why these types of skills are vital. Using the following headings: | | | | | |  |
| **Verbal Conversations / Exchanges** | | **Questioning Techniques** | | **Written Communication** | |
| 2 - P4.2 | **Group Discussion -** A discussion should develop and evolve through thoughts and opinions on the following areas: | | | | | |  |
| **Gathering of Information** | | **Understanding** | | **Cultural Differences** | |
| **Meet Needs of Audience** | | **Why are they appropriate?** | | **Potential Improvements for Use** | |
| 3 – P2.1 | Produce a report on 5 different communication methods, focus on the principles (aids) of effective use | | | | | |  |
| **Purpose** | **Medium** | | **Style & Delivery** | | **Message & Readability** |
| 4 – P3 | Based on 5 different communication methods selected in Task 3, focus on the barriers to effective use (Good Practice and Common Mistakes), supported by examples | | | | | |  |
| 5 – D1 | For the 5 different communication methods selected in Task 3, suggest techniques that could be used to reduce the potential barriers when used as a communication method | | | | | |  |
| 6 – P2.2 | You need to **explain** the different forms of checks/techniques that can be carried out and how they can be beneficial | | | | | |  |
| **Techniques** | | | **Checks** | | |
| Reviewing Documents  Inserting Comments  Document Versions  Merging Information From Different Users  Compare And Merge | | | Grammar  Spelling  Proof-reading  Punctuation | | |

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| **LO3 – Be able to use IT to communicate effectively** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Within groups of 3, create a **presentation** about the various different software applications used to communicate effectively   * Remember it is a presentation, and therefore the slides need to professionally presented: * Key points covered NOT essays within the slides * Make use of the notes sections to elaborate/expand on the points covered * Make use of images to highlight the software and features | | | | | | **Word processing** | **Desktop publishing** | **Spreadsheets** | | **Database** | **Multimedia & presentation** | | **Photo, sound & video editing** | **Gaming** | **Web browsers** | **Programming** | | **Utility & recovery** | | **Email** | **Instant messaging** | **Blogs / vlogs** | | **Video conferencing** | **Podcast** | Done |
| 1 – P5.1 | **INTRODUCTION** - What are they? | | | | | |  |  |  | |  |  | |  |  |  |  | |  | |  |  |  | |  |  |
| 2 – P5.2 | **PURPOSE** - How can they be used to communicate? | | | | | |  |  |  | |  |  | |  |  |  |  | |  | |  |  |  | |  |  |
| 3 – M2.1 | **FEATURES** - What does it offer? | | | | | |  |  |  | |  |  | |  |  |  |  | |  | |  |  |  | |  |  |
| 4 – M2.2 | Benefits of using these features for communicating | | | | | |  |  |  | |  |  | |  |  |  |  | |  | |  |  |  | |  |  |
| 5 – P5.3 | **EXAMPLES** – Provide examples of software applications | | | | | |  |  |  | |  |  | |  |  |  |  | |  | |  |  |  | |  |  |
| 6 – P6.1 | Collaborate with your group to get feedback for the presentation produced | | | | | | | | | | | | | | | | | | | | | | | | | |  |
| **YOU Emailing Work to Other Members of the Group**   1. **Setup a distribution list** 2. **Email group with attachment** | | | **Feedback Provided FROM YOUR Group Members**   1. **Inserting feedback/comments**    1. **Housestyle – Font Style, Size, Formatting**    2. **Spelling and Grammar**    3. **Content**    4. **Use of Images**    5. **Layout**    6. **Navigation** 2. **Email feedback back to group members** | | | | | | | | | **Feedback YOU Received from YOUR Group Members**   1. **Email received with feedback** | | | | | | | | | | | | | |
| 7 – P6.2 | Act on the feedback you received or explain why suggestions were not followed | | | | | | | | | | | | | | | | | | | | | | | | | |  |
|  | Within groups of 3: | | | **Video Conferenceing (FaceTime or Skype)** – focus needs to be on you highlighting your ***hobbies, interest and aspirations*** to another user through this form of communication | | **Blogs/Twitter** – focus needs to be on ***safety, security and copyright*** and evidence the reliability of the information | | | | | | | **Wiki (wiki.org)** - focus needs to be on ***safety, security and copyright*** and evidence the reliability of the information | | | | | | | **Podcast** – focus needs to be on ***games consoles*** – discuss the benefits of buying the various different consoles | | | | | | |  |
| 8 – P5.4 | Evidence the setup and use of the following communication methods | | | ***Script***  ***File*** | | ***Setup***  ***Insert comments*** | | | | | | | ***Setup***  ***Change – evidence*** | | | | | | | ***Script***  ***File*** | | | | | | |
| 9 – M2.3 | *Explain the effectiveness of using this method of communication for your intended target audience* | | |  | |  | | | | | | |  | | | | | | |  | | | | | | |
| 10 – D2.1 | Justify the use of IT used to aid communication | | |  | |  | | | | | | |  | | | | | | |  | | | | | | |
| 11 – P6.3 | Review the word document based on: | | | | | | | | | | | | | | | | | | | | | | | | | |  |
| **Spelling** | | **Grammar** | | **Punctuation** | | | | | **Technique used to proof-read the document (Track Changes or Inserting Comments)** | | | | | | | | **Feedback provided** | | | | | | | | |
| 12 – P6.4 | Respond to email query | | | | | | | | | | | | | | | | | | | | | | | | | |  |
| 13 – D2.2 | Justify the response provided | | | | | | | | | | | | | | | | | | | | | | | | | |  |
| **LO4 - Be able to address personal development needs** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 – P7.1 | | Using each heading, **explain what skills you have** that relates to these.   * Provide evidence for each skill identified | | | | | | | | | | | | | | | | | | | | | |  | | | |
| 2 – M3.1 | | **Analyse *why*** these **areas are important** and whether you **need to develop or address** for future needs   * *e.g. - if a certain skill is not great, then how would you gain the relevant skills to improve* | | | | | | | | | | | | | | | | | | | | | |  | | | |
| 3 – P7.2 | | **Explain what strengths and weaknesses you have** – in relation to your dream job | | | | | | | | | | | | | | | | | | | | | |  | | | |
| 4 – M3.2 | | **Analyse** the ***strengths and weaknesses*** and **how these could be remedied** | | | | | | | | | | | | | | | | | | | | | |  | | | |
| 5 – P8.1 | | You need to **identify all of the areas you need to develop** in order to manage your business effectively   * REMBEMBER these could be **skills shortages or weaknesses** relevant to your business venture | | | | | | | | | | | | | | | | | | | | | |  | | | |
| 6 – P8.2 | | Create a Curriculum Vitae (CV) that can be used by yourself to make a good impression on a prospective employer | | | | | | | | | | | | | | | | | | | | | |  | | | |