

# Unit 1: Communication and Employability Skills for IT

<b>Unit code:</b>	<b>F/601/7233</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to ensure that learners understand both the personal attributes valued by employers and the principles of communicating effectively whilst developing effective communication skills and addressing their own personal development needs.

## ● Unit introduction

Non-technical skills and attitudes, known as soft skills, and the technical skills and knowledge required for specific jobs in IT are key to employability. Soft skills are those skills relating to an individual's ability to communicate and work effectively with others, to use appropriate language, be dependable and conscientious, and to generally behave in an acceptable manner in the workplace. Soft skills complement hard skills, which are the knowledge, understanding and technical skills required to do a job.

In this unit learners will come to appreciate the soft skills they need to develop to become effective employees. Learners will identify and consider their own soft skills and, through practise, improve these skills.

Communication skills are key to success in any sector but are particularly important in highly technical sectors, such as IT, where the language used can become full of jargon. It is important that learners are able to communicate with non-technical staff and understand when different types and vehicles of communication are appropriate.

IT provides specific software packages and advanced tools that can be used to improve the effectiveness of communications. Through this unit learners will be able to improve their general communication skills and ensure that they understand how to exploit specific application packages and tools.

All individuals, whether learners or employees, must accept the need for continual self-development to maintain their effectiveness. For this reason, learning outcome 4 involves the use of personal development plans which can be used to capture and track training needs, and the accumulation of new skills and knowledge.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Understand the personal attributes valued by employers
- 2 Understand the principles of effective communication
- 3 Be able to use IT to communicate effectively
- 4 Be able to address personal development needs.

# Unit content

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## 1 Understand the personal attributes valued by employers

*Specific attributes:* job-related eg technical knowledge; good working procedures eg health and safety, security; work attitudes

*General attributes:* skills eg planning skills, organisational skills, time management, team working, verbal skills, written communication skills, numeracy, creativity

*Attitudes:* preferred eg determined, independent, integrity, tolerance, dependable, problem solving, leadership, confidence, self-motivation

## 2 Understand the principles of effective communication

*Principles:* general skills; interpersonal skills; written communication skills

*General communication skills:* cultural differences; adapting eg modulating voice, terminology, format; accuracy; engaging audience eg changing intonation, use of technology; question and answer

*Interpersonal skills:* methods eg verbal exchanges, signing, lip reading; techniques and cues eg body language, use of intonation; positive language; negative language; active engagement eg nodding, summarising, paraphrasing; barriers eg background noise, distractions, lack of concentration; types of question eg open, closed, probing; speed of response

*Communicate in writing:* guidelines; 'smileys' or emoticons, key messages eg letter, fax, email; grammar; spelling; structure; identifying relevance; proofreading; alternative viewpoints; note taking; capitalisation; 'Netiquette', the need for care when using social media

## 3 Be able to use IT to communicate effectively

*Communication channels:* word-processed documents; presentations; email; web-based eg blogs, vlogs, podcasts, web pages, video conferencing; social media

*Software:* word-processing; presentation package; other eg email software, specialist software

*Review documents:* proofing eg thesaurus, spell checkers; proofread

## 4 Be able to address personal development needs

*Identification of need:* formal reports eg appraisal meeting notes, customer feedback, performance data; self-assessment (personal development planning)

*Records:* target setting; appraisal records

*Addressing needs:* methods eg job shadowing, team meetings, attending events, training eg external, internal

*Learning styles:* systems eg active or reflective, sensing or intuitive, visual or verbal, sequential or global; identification of preferred style; knowing own; understanding others

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> explain the personal attributes valued by employers		
<b>P2</b> explain the principles of effective communication		
<b>P3</b> discuss potential barriers to effective communication	<b>M1</b> explain mechanisms that can reduce the impact of communication barriers	
<b>P4</b> demonstrate a range of effective interpersonal skills [TW1]		
<b>P5</b> use IT to aid communications		
<b>P6</b> communicate technical information to a specified audience	<b>M2</b> review draft documents to produce final versions [EP4]	<b>D1</b> evaluate interpersonal and written communications techniques
<b>P7</b> produce a personal development plan	<b>M3</b> explain how an awareness of learning style can aid personal development. [RL5]	
<b>P8</b> follow a personal development plan. [SM2]		<b>D2</b> review progress on a personal development plan, identifying areas for improvement. [RL3]

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

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## Delivery

There are two major ways in which this unit can be delivered, one is as a conventional continuous unit, and the other is to run it in parallel with other units to gain the maximum benefit from using naturally occurring evidence for assessment purposes.

Whichever method is chosen, the logical plan for delivering the unit will be the same, just different elapsed times. The plan included in this document follows the sequence of the learning outcomes. Some tutors may prefer to deliver LO4 early so that learners can create and maintain a personal development plan (PDP) over the period of unit delivery.

The first area of delivery involves the understanding of what attributes are and why some are valued by employers. Start with the job-specific attributes which will probably involve some whole-class teaching to inform learners who have little experience of the work environment in IT, about the type of things involved. Learners can then work in small groups to start to build a profile of essential attributes and desirable attributes for working in IT.

This moves on to general attributes which will again involve some whole-class teaching, possibly supplemented by scanning job adverts to identify general attributes which may be in demand. In small groups learners will then continue to add to the profile they are building.

Attitude is the next attribute to be dealt with this and may be delivered through class discussions, with tutor input, to try to determine which attributes are desirable, which are essential and why they are important. In small groups learners can add these to their profile.

Delivery moves on to consider effective communication.

The first topic is to look at the general skills required. The various topics, as listed under LO2. of the unit content, can be distributed among small groups of learners who will discuss their understanding of the topic. Thus, one group will be discussing cultural differences, another adapting content, a third differentiating between fact and opinion and two others techniques for engaging the audience and question and answer sessions. The groups feed back to the whole class and with tutor input produce a check list. They can then take part in role play situations, peer observed against the checklist.

The next topic in this block deals with interpersonal skills. Some basic information can be given out as handouts from which learners can develop a checklist. Learners will be encouraged to use this list and make notes whilst watching television, tutors, peer groups, etc. Role play can also be used to provide additional scenarios. The class can then discuss and summarise their findings, creating a list of useful pointers for use in their own interpersonal skills assessments.

Throughout this unit, learners will be asked to keep a record of anything that gets in the way of making the communication effective. This is the focus of some of the assessment criteria and whilst the delivery concentrates on things which make communication effective, the learner needs to be aware of what negates that effectiveness. Some examples are given in LO2, but learners may pick up other things during this part of the unit.

The next major topic, still within effective communication, is communication in writing. Learners should consider a wide variety of examples of writing containing good practice and less good practice. With tutor guidance they will analyse the writing, picking out elements of good and less good practice. They will also attempt to identify different styles of writing and determine where it would be appropriate to use them.

Learners will undertake small exercises to give them practise in writing in different styles and for different objectives, and they will practise proofreading the work of their peers. Tutors will lead discussions and give feedback on the various work produced.

The next major division of delivery concerns exploiting IT to communicate effectively, which can be based on practical application. The first topic deals with communication channels and software. Tutors may have to demonstrate some of the techniques, although learners may already be familiar with much of the software.

Learner exercises in using word processing, presentation, web page production and email software will provide a basis for this section. There will also be exercises in using software to produce blogs or vlogs, or in using VOIP software.

This will be followed by class discussions on the benefits and disadvantages of the software based on learners own experiences.

The final part of delivery in this section deals with the use of various tools available. Learners will undertake exercises using the spelling checker and a thesaurus available in their word processor, together with one other specialist tool. There are some ideas in the unit content for LO3.

Learners need to be aware of the pitfalls which occur when relying on the spelling checker where if words are spelt correctly, but used in the wrong way, the spelling checker will not identify them. The problems with using auto-correct with the spelling checker, or in using a grammar checker need to be emphasised.

The final section of delivery deals with personal development and starts by looking at identification of need. The tutor needs to impart some basic techniques used for identifying development needs. Learners can then look at some example self-assessment reports and some appraisal reports to identify the type of material these contain. Role play of various aspects appraisal interviews may be useful.

The next element of this section is to look at various recording mechanisms, including example personal development plans. The tutor may have to provide a brief introduction as to what these things are, but much can be gained by looking at good example material. Learners should undertake an exercise in creating a PDP.

Addressing the identified needs is probably a difficult concept for young people with limited knowledge of the world of work and the use of case studies might be one way of addressing this. Case studies concerned with work shadowing, formal training and team meetings will be useful. A role play of a team meeting may also play a useful part.

The final element deals with learning styles, another difficult concept for many learners. Directed research may be a useful way to impart some knowledge of the systems involved. There are a number of well-documented exercises that learners can undertake to determine their own preferred learning style. Further exercises and discussions can determine ways in which this knowledge is put to use.

More difficult is to discover how other people's learning styles impact on group working. There will, of necessity, be some tutor input in the form of whole-class teaching, and perhaps role play where one person adopts a particular style within a group and peers can observe how it affects the way the group undertake a particular task.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

<b>Topic and suggested assignments/activities and/assessment</b>
<b>Introduction to the unit</b>
Valued attributes: <ul style="list-style-type: none"><li>• whole-class exercise – specific job-related attributes</li><li>• whole-class exercise – general attributes</li><li>• individual exercise – what attitudes are valued by employers?</li><li>• whole-class exercise – tutor presentation on organisational aims and objectives.</li></ul>
<b>Assignment 1 – Attributes and Barriers</b>
Effective communication: <ul style="list-style-type: none"><li>• whole-class exercise – tutor presentation on general communication skills</li><li>• directed research – effective communication: interpersonal skills</li><li>• individual exercise – effective communication: in writing.</li></ul>
<b>Assignment 2 – Effective Communication</b>
Communicating via IT: <ul style="list-style-type: none"><li>• whole-class exercise – tutor presentation on different channels for communication</li><li>• whole-class exercise – what software helps communication?</li><li>• individual exercise – tools for improving communication through ICT.</li></ul>
<b>Assignment 3 – Personal Development</b>
Identifying personal development needs: <ul style="list-style-type: none"><li>• whole-class exercise – tutor presentation on what personal development is</li><li>• whole-class exercise – identifying personal development needs</li><li>• individual exercise – personal development: records</li><li>• individual exercise – personal development: addressing needs</li><li>• individual exercise – personal development: learning styles.</li></ul>

## Assessment

Some of the evidence required to complete the assignments could be naturally occurring within learners' work for other units within the qualification. Tutors are encouraged to use such evidence.

Using the scenario of a junior post in careers advice for IT personnel, it is a reasonable assumption that the learner will be expected to help produce information material for clients.

### Assignment 1 – Attributes and Barriers

For P1, the important point to remember is that learners must explain why the attributes are valued. They do not need to describe the attribute, but can merely state what it is and explain why it is valued. It is expected that learners will address at least one topic from each of the sub-headings in LO1.

For P2, learners must explain the principles of effective communication. The principles are outlined in three subsets – general skills, interpersonal skills and written communication skills. Learners should address each of these areas, choosing two or three points from each to discuss. There is no requirement to laboriously explain every example given in the content.

For P3, learners need to describe the potential barriers to communication. To do this, learners should attempt to address at least one barrier from each of the sub-headings in LO2 (eg a very diverse audience, background noise using the wrong style is a potential barrier).

For M1, learners can consider the barriers they have identified for P3 and explain what can be used to reduce their impact. Explain how the mechanism can be used and why it may work.

Evidence could be presented as an information booklet.

### Assignment 2 – Effective Communication

For P4, the learner needs to undertake a variety of interpersonal communications ranging from their normal day-to-day interaction within a group, or in the whole class, through to giving a short presentation (for which peer assessment can be utilised). This type of interaction takes place in their work for the various subjects on the course (and in their lives away from education) hence it is sensible to utilise all of this information for assessing this criterion. Any appropriate and convincing form of evidence will be accepted, a few alternatives being given in the PSA.

Criterion P5 is a straightforward demonstration that the learner can use the techniques outlined in the content ie word processing, presentation software and email or specialist software. Evidence may come from this or other units as long as it is clear it is the learner's own work.

P6 could be some form of 'dummies' guide perhaps to using word-processing proofing tools or using presentation software such as PowerPoint. Any technical subject can be used as long as the audience is non-technical or non-specialist. As this is one pass criterion among many, a large document (or web-based page) is not required and learners should not spend a disproportionate amount of time completing this criterion.

For M2, the evidence can be taken from anywhere. Learners are not required to learn standard proofing symbols, but are expected to make notes or marks on the original document which indicate what has to be done. Evidence will require the initial documents, the final documents and some indication of authenticity of work. Indications of what would be appropriate are included in the relevant section of the PSA.

For D1, learners must evaluate interpersonal and written communication techniques they have used in this or other units. Essentially, this is an evaluation of all the unit's pass and merit criteria, and the learner should be able to use it to provide strong insight into the ideas it covers. The ideal evidence here is a brief report.

### Assignment 3 – Personal Development

P7 and P8 deal with a personal development plan. For P7, learners put together a plan, which may be presented in any appropriate format and may be for any length of time as long as the time is sufficient for them to monitor progress. Evidence for P8 can come from review points in the plan when learners and tutors may have input and evaluate progress.

M3 is to do with learning styles and is a relatively straightforward answer to the question: 'If you are aware of your preferred learning style how can you use that knowledge to make your learning more effective?' Learners can approach this question from a personal or general perspective.

For D2, the learner will review their PDP and identify areas for improvement.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1-P3, M1	Attributes and Barriers	You are working in careers advice for IT personnel. You have been asked to produce a small booklet on valued employee attributes and communication barriers.	Information booklet
P4-P6, M2, D1	Effective Communication	As part of your continued training in your post you are required to maintain and improve your communication skills.	Tutor's observations
P7, P8, M3, D2	Personal Development	Part of your personal development is to produce a PDP and monitor your progress.	Detailed witness statements and written explanation

### Links to other BTEC units

This unit forms part of the BTEC in IT sector suite. This unit has particular links with the following unit titles in the IT suite:

Level 1	Level 2	Level 3
		Unit 33: Supporting Business Activity



## Essential resources

Learners need access to a range of software to present information.

## Employer engagement and vocational contexts

Any contact with employers to discuss their views on the content of this unit would be extremely useful to tutors and learners alike.

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Reflective learners	evaluating experiences and awareness of learning style to inform personal development reviewing progress on personal development plan, identifying areas for improvement
Team workers	demonstrating effective interpersonal skills to collaborate with others to work towards common goals
Self-managers	working towards goals when following a PDP
Effective participators	reviewing own and others' draft documents to identify improvements in preparing final versions.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using IT to aid communications
<b>ICT – Develop, present and communicate information</b>	
Present information in ways that are fit for purpose and audience	communicating technical information to a specified audience
Evaluate the selection and use of ICT tools and facilities used to present information	evaluating interpersonal and written communications techniques
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	using IT to aid communications
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	demonstrating a range of effective interpersonal skills
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	communicating technical information to a specified audience.