

INSTRUCTIONS

WHAT DO I DO?

Use this booklet to help you:

- plan an Action-based Activity on the topic Using ICT in Social Roles
- carry out an investigation into the subject
- produce ALL the evidence needed for your portfolio.

NOTE: Use this booklet WITH the Learner's Planner and Guide.

WHAT IS ASSESSED?

Using ICT in Social Roles is one of six themes you can choose for your Action-based Activity/portfolio work. It includes topics such as:

C6.1 ICT JOB SEEK

C6.2 Wireless Technology

C6.3 ICT Presentation Skills

TOPIC C6.1 ICT JOB SEEK

This is an opportunity to explore ways of developing your job seeking skills using ICT. This guide will take you step by step from getting started, to writing and checking your final pieces of work. Each step follows Part Two of your *Learner's Planner & Guide*, so read it alongside this booklet.



It's a good idea to follow this advice.



You must do this to get the qualification.



**STEP
A**



CHOOSING A TOPIC

Think about the topic "Job Seek using ICT" and things about it that you might like to study. Don't rush or you may miss something. One of the best ways to start is to *mindmap*.

TASK 1 GETTING STARTED MAKING A MINDMAP

Allow about
20 minutes

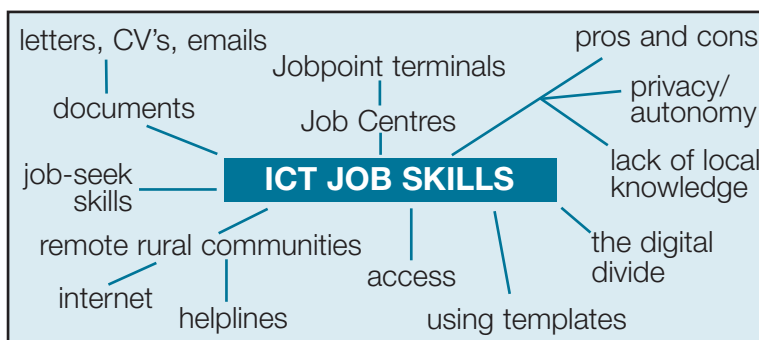
On your own, or with a colleague, think about and talk about 'Job Seeking using ICT' and aspects of it you might like to study.

Work together to make a **mindmap** of the subject. You can find how to do this on page 5 of the *Learner's Planner & Guide*.

You may want to think about:

- what are job-seek skills?
- which functions of ICT can help you to find a job.
- how the computer can improve the way you communicate with employers
- producing your own documents
- finding and applying for jobs 'on-line'.
- interactive job seeking and Job Centre networks

PORTFOLIO EVIDENCE – You could copy and add to the unfinished example below. This could then go into your portfolio as evidence that you have thought about your chosen subject.



ESSENTIAL SKILLS
ACTION BASED ACTIVITIES



Continued

TASK 2 FRAMING A QUESTION

Allow about 15 minutes

When you have made your mindmap, focus in on one or two ideas that:

- interest you
- will be easy to research and get information about (talk to your tutor if you are unsure).

Write these ideas down and then try to turn them into **QUESTIONS**. This will help when you write up your conclusions later. The examples in the box may help you do this.



Topic : ICT Job Skills

Original Idea	Question
Helplines	Is a remote voice really better than a face to face interview with someone with local knowledge?
Using a computer	What exactly is a computerised 'jobpoint' terminal?
Using a computer	How can a computer be used to prepare documents when job seeking
Using the Internet	How can the internet improve job seeking in rural or urban areas?

In your portfolio, write down your chosen title/question.

Check with your tutor that it is okay. (Remember, you can always change it later if necessary.)

TASK 3 LOCATING RELEVANT INFORMATION

Allow about 10 minutes

Your next task is to locate relevant information for your portfolio. Check with your tutor that:

- there is enough information
- it is easily located
- it is of the right standard

TASK 4 ACTION PLANNING

Allow about 30 minutes



PLAN – It's a good idea next to draw up a plan of action. Make a table and on it write down what you intend to do and when you will do it by. Highlight key dates and deadlines (e.g. when you are giving a talk or having a discussion).

COMMUNICATION

TOPIC C6.1 : ICT JOB SEEK

**STEP
B**



READING TO OBTAIN INFORMATION

Reading and obtaining information are an essential part of the qualification and you must be able to show that you have collected, read and extracted information for **DIFFERENT** sorts of documents.

There are lots of ways of finding information on this subject such as:

- computer books and other resources in the library
- computer magazines and newspaper articles
- computer manuals
- using the Internet
- talking with Job Centre experts about the subject.

TASK 5 READING AND FINDING OUT (to answer your question)

Allow about
1½ hours

Look for suitable documents to read. If you are studying for **level 2** communication skills they will need to be more than 500 words long.

TASK 6 RECORDING INFORMATION

Allow about
1½ hours

READ and MAKE NOTES from all documents that you think are helpful and relevant (the box below shows you how to write your notes).



Topic: 'Information technology and job-seeking'

Internet article: *'Information technology and job-seeking in rural areas'*
Date: *September 2003*
Author: *R W McQuaid, C Lindsay*
Publisher: *Rowntree Foundation*

Main points in the article:

1. Remote rural communities much more likely to use ITC.
2. Telephone helplines (MPs) particularly relied on.
3. Evidence of a 'digital divide'.
4. Issues surrounding access to the technology.
5. Jobseekers have adapted well to jobpoint terminals.
6. Job centre networks and web sites being increasingly used.
7. More local knowledge required.

Summary: Write up your notes in your own words.
This is a major piece of evidence.



ASSESSMENT Your tutor will assess that:

- the notes you have made are relevant
- you have clearly identified key points
- you understand what you have read.

**STEP
C**



DISCUSSIONS

Taking part in discussions is an essential part of the qualification. For **LEVEL 1** you can take part in a one-to-one **OR** a group discussion. At **LEVEL 2**, it must be a group discussion. A discussion can be on any topic from the six Themes (See *Learner's Planner & Guide*, page 10).

Your **tutor** will need to observe and assess how well you do.

TASK 7

TAKING PART IN DISCUSSIONS ABOUT YOUR TOPIC

Allow about
1 hour

1. **Invite** colleagues to join you in a discussion about your chosen topic and fix a time and date when you will meet. Make sure your tutor is also able to be there if you want to be assessed.
2. **Plan** and practise for the discussion so you are properly prepared (see the box below).



PLANNING AND TAKING PART IN DISCUSSIONS

1. Think about what you will talk about – it's no good just having a chat! The discussion must be focussed on the subject.
2. Decide on a subject and a question to discuss e.g. *“Can the growth of ICT services unwittingly increase isolation amongst certain groups of jobseekers?”*
3. Agree a time and place for the discussion.
4. Set aside 15–20 minutes for the meeting.
5. Make sure your tutor is there to assess it.



ASSESSMENT Your tutor will assess you on:

- speaking clearly
- keeping to the point
- giving relevant information
- listening to others
- using positive body language
- keeping the discussion going.

**STEP
D**



GIVING A TALK (Level 2 only)

At level 2 you must give a short talk to an audience (see your *Learner's Planner & Guide*, page 21 for detailed tips on how to give a good talk).

Although there are no hard and fast rules, a talk will normally follow the format given in the box below (in this case on the topic of "Using PowerPoint")



It is a good idea to prepare prompt cards and material (e.g. pictures, PowerPoint etc) to illustrate your talk.



1. Think up a **title** e.g. "On line Jobsites"
2. **Introduction** – "My talk today is about using Job Sites such as "Fish 4 Jobs", "Job Shark" and "Gis-a- job". I will be looking at the pros and cons of using these sites."
3. **Main section** – take each of the main findings of your research expand on them.
4. **Conclusion** – "So, I hope I have been able to show you that using on line job sites really can make a difference ..."
5. **Questions** – "Are there any questions or observations you would like to make?"

TASK 8

Allow about
2 hours

GIVING A TALK OF AT LEAST 4 MINUTES ABOUT YOUR TOPIC

Note: This task is only relevant if you are doing level 2.

Plan and prepare for your talk. Make sure the time and date is fixed and that your tutor can be there to assess it. Practise at home – it really does help!



ASSESSMENT Your tutor will assess you on:

- speaking and making your case clearly
- keeping to the point
- giving relevant information
- being well organised
- using positive body language
- answering questions clearly.

ESSENTIAL SKILLS

ACTION BASED ACTIVITIES

**STEP
E**



PLANNING AND WRITING DOCUMENTS

Your portfolio must contain at least two different written or word-processed documents (see pages 12–13 in your *Learner’s Planner & Guide*). At level 2, one of them must be over 500 words long.

TASK 9

Allow about
2 hours

PLANNING AND WRITING ONE TYPE OF DOCUMENT ON YOUR CHOSEN TOPIC

1. Check what you already have in your portfolio. You should have notes of documents you have read and information gathered. You may find that you have already written a letter or short report which you can use as evidence of writing!
2. Decide on **one** type of document you will produce on your topic. For example, you might include a report on research you have carried out into improving the organisation or a layout of a letter or report. The box contains more examples:



EXAMPLES OF DOCUMENTS YOU MIGHT WRITE ON ‘ICT JOB-SEEK’

Short documents:

- letters, CVs, e-mails typed using a computer
- a short guide on how to use a ‘jobpoint’ terminal
- a short report comparing two jobsites.

Longer documents:

- an article comparing small ads to web job sites
- a full report on research you have carried out on the use of ICT in different types of community
- an information sheet you have produced using ICT to illustrate job vacancies across one type of occupation.

3. Start **WRITING** one type of document on your chosen topic. You are strongly advised to use a computer to do this as this will:
 - enable you to redraft work quickly and easily
 - make your work look more professional
 - make spell checking easy
 - provide opportunities to include images, tables, charts, graphs etc. – you **MUST** include an **image**.
4. **PROOF READ** your work carefully.

COMMUNICATION

TOPIC C6.1 : ICT JOB SEEK

ESSENTIAL SKILLS

ACTION BASED ACTIVITIES



ASSESSMENT Your tutor will assess your work for:

- its relevance – sticking to the point
- its structure – it must be organised
- its style – easy to read and suited to the job

TASK 10 PLANNING AND WRITING A DIFFERENT TYPE OF DOCUMENT ON YOUR CHOSEN TOPIC

Allow about
2 hours

Repeat Task 9 for a different type of document on your chosen topic.



COMPILING THE FINAL PORTFOLIO

TASK 11 THE FINAL PORTFOLIO OF EVIDENCE

Gather together all your work and select from it the evidence needed to meet the requirements of the qualification.

(Your tutor will help you with this task).



ICT JOB SEEK MORE ACTION-BASED ACTIVITY IDEAS

1. **ICT skills** – Look at several websites and the ways in which information is presented. Investigate how easy it is to browse across occupation areas. Use the computer to reply to one of the advertisements. How 'local' are the vacancies? Keep the main notes you have collected in your portfolio.
2. **Written presentation skills** – Find a website providing 'resume letter' or 'CV' templates. Try using these to prepare your own letter or CV. How difficult or easy were these to find and use? Keep the main notes you have collected in your portfolio.
3. **Vist a Jobcentre** – Arrange a visit to a Jobcentre to talk to staff about the Jobcentre Network. Ask to use the Jobcentre Plus Internet 'job bank', which is being promoted. Prepare a step by step report on how this functions and how relevant and appropriate you found it to your chosen job hunt.
4. **Investigate** a website such as "Fish 4 Jobs", which draws extensively from member newspapers. Buy one of the newspapers from your area and compare the quality and coverage of vacancies. Produce a report on your findings.
5. **Investigate specialist websites** – you might look at specific occupations; online access from the National Press; or job search websites for people with disabilities – RNIB run an excellent Job Search Website: www.rnib.org.uk Prepare a report of the work you have carried out.



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PUBLISHED BY NORTHERN IRELAND COUNCIL FOR CURRICULUM, EXAMINATIONS AND ASSESSMENT



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