COMMUNICATION
AND
ICT

KEY SKILLS
Development &
Learning Portfolio

Name:

Course:

Year:

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Section 1. Introduction

Whilst you are studying at Nescot you should use this Keyskills Development & Learning Portfolio (KSDLP) throughout the course with the aim to support and record your learning and development at college.

a. Why do I need a Keyskills Development & Learning Portfolio?

You need the portfolio for a number of reasons:

1. To become an accomplished student in Further Education
   The move into Further Education can be very challenging on students as they have to quickly learn many new skills and become familiar to learning independently. This portfolio will be used by you and your keyskills tutor to record your progress as a student and to identify any areas for action and support.

2. Preparing for life long learning
   We cannot teach you everything you are going to need in life during your time at college. Indeed, probably the most important outcome of your course will be your ability and willingness to learn new things once you have left here.

   Therefore a key purpose for the KSDLP is to help reflect on your learning, understand how you learn and be positive about future learning in and out of work. Working through the portfolio should help you develop the ability to explain your personal targets towards completion of the key skills portfolio as well as assisting with aspects of your main programme and your ability to evaluate your own progress towards these achievements, whether they are to do with key skills or your own personal development.
3. Development and progression of key skills

It is increasingly recognised that jobs you may be looking for when you leave college do not just need knowledge of the specific area you have studied, but will also demand many general or 'key' skills. For example, the ability to work well in a team, the ability to communicate well on paper and in person, the confidence and skills to use information technology, and the ability to solve problems and to take responsibility. These skills are important for any jobs.

Your KSDLP should provide the focus for you to become aware of your strengths and development needs in relation to these skills so that you can use all your learning opportunities, whether this is achieved in class, completing assignments, or paid work. The Portfolio should also provide an opportunity for you to record your achievements so that you can explain them to others, for example, when you are applying for a job or drawing up your CV.

4. Managing your Career

All the various elements listed above will contribute to your ability to manage your future career when you leave College. You will have developed the ability to learn independently and identify your own learning targets and ways of meeting them. These skills of 'personal development planning' will stand you in good stead as you move through your career. You will be able to plan ahead, identify what continuing professional development you will need, for example, for a promotion or career move, and seek out ways to get that professional development.

b. What does the portfolio include?

The KSDLP has been prepared so that it is clear what skills or abilities should be recorded and why. This has four sections:

- **Section 1** introduces the Key skills Development & Learning Portfolio outlining why it is necessary to complete it and explaining how it works.

- **Section 2** introduces the keyskills specification document. This covers the assessment criteria which contribute to the compilation of your Portfolio.
• **Section 3** introduces the key skills feedback table. This should be completed alongside work on assignments which have key skills embedded.

• **Section 4** presents a schedule of keyskills tutor meetings and a short form for the keyskills tutor to complete.

c. **When will I complete the portfolio?**

Section 2 of this document provides you with a simplified version of the Key Skills Specification and other associated information. These show the various elements and components associated with the assessment criteria.

It is important that you prepare for your keyskills tutorials in order to gain the most from them and to get into the habit of taking responsibility for your own learning and personal development.

You are responsible for keeping your KSDLP up-to-date, reflecting on your learning and development

**AND**

It is **ESSENTIAL** that you bring this portfolio with you to all key skills sessions.

d. **Who will help me with completing the portfolio?**

Although it is your responsibility to complete the KSDLP, you will get help in completing it from your Keyskills Tutor. You will have two to three tutorials with your key skills tutor during the academic year. The role of the tutor will be:

• to monitor your development and assist in the identification and monitoring of learning targets;
• to support you in your identification and development of Key Skills.
e. Finally …

The information in this KSDLP and the advice from your Key Skills Tutor should provide a basic structure for the identification of opportunities to enhance your key skills progress and learning.

The construction and compilation of this KSDLP is your responsibility. You have ownership and control over this Portfolio. It offers an opportunity to be creative and original in the ways you use and gradually build up this document, for example, in terms of the kinds of information or examples of work/activities undertaken which you may wish to include.

The structure outlined above is only a suggestion but you may choose to develop the portfolio to more closely reflect your preferences and include other material that we have not mentioned – the choice is yours.

When you complete your key skills course at Nescot your KSDLP should provide a valuable resource from which you will be able to write personal statements regarding your skills and attributes to use in job applications and help to create your own CV.
Section 2. Key skills Specification Document

It is important that you read the documents which apply to you as there are Communication and ICT specification levels 1-3 in this section and they relate to the assessment criteria you must meet in order to pass the key skills portfolio.

The Key Skills Specifications

This section contains the specifications for Communication and Information Technology at levels 1 to 3. They are split into 3 sections and each section will explain what it is you need to know, what you must do and provides some examples.

Part A

This PART describes what candidates need to know, at the relevant level, in order to have the confidence to select and apply their skills appropriately. It can also be used to assess candidates' prior learning, as well as their current capabilities, and to identify learning and development needs.

Part B

This PART tells candidates what they must do. This describes, for each component, the type and amount of activity in which candidates should produce evidence of their ability to apply the relevant skills. For example, for the written communication component (C2.3), candidates must write two different types of documents.

The bullet points are the criteria for assessing the quality of candidates performance, i.e. their ability to 'bring together' and apply their skills in a way that is appropriate to a particular activity. For example, candidates must show, in their portfolio, that each document presented as evidence of their writing skills meets all the assessment criteria in the box for the component (C2.3).
PART A
The techniques and knowledge associated with each key skill (the 'know how')

PLUS

PART B
The application of skills (the 'thinking skills' that are integral to the specifications)
PART A: YOU NEED TO KNOW HOW TO

Discuss
- Prepare for the discussion so that you can say things that are relevant
- Consider when to speak and how much to say
- Say things that suit the purpose of the discussion e.g. {describe events, express opinions, develop ideas}
- Speak clearly in ways that suit the situation e.g. {use appropriate tone of voice to suit the situation}
- Listen carefully and respond appropriately to what others say
- Use body language to support what you are saying and to show you are listening. {e.g. ask questions, make relevant comments}

Read and obtain information
- Identify the main points and ideas in different types of documents e.g. {from Internet sources, newspaper articles, magazines, books}
- Obtain information from images, (such as pictures, diagrams, charts)
- Find out the meanings of words and phrases you do not understand
- Ask others when you are unclear about what you have read.
- Prepare information so it is suitable for use {e.g. collate information such as notes to use in discussions or written material such as a letter or short essay}

Write documents
- Use different formats for presenting information, (which could show different fonts, types of layout, spell checks)
- Consider the importance of information you are being asked to write about and the amount of detail to include for your purpose
- Use suitable images to help the reader understand your main points
- Proof-read and where necessary, re-draft your documents so that:
  o words you use most often in your work or studies and daily life are spelled correctly
  o sentences are formed correctly with subject-verb agreement such as 'she was' and 'we were'
  o sentences are marked by capital letters, full stops and question marks
  o your writing is organised into paragraphs where appropriate
PART B: YOU MUST DO

C1.1 What you must do
Take part in either a one-to-one discussion or a group discussion.

Evidence must show you can:
1.1.1 provide information that is relevant to the subject and purpose of the discussion.
1.1.2 communicate clearly in a way that suits the situation and respond appropriately to others.

C1.2 What you must do
Read and obtain information from at least one document

Evidence must show you can:
1.2.1 read relevant material.
1.2.2 identify accurately the main points and ideas.
1.2.3 use the information to suit your purpose.

C1.3 What you must do
Write two different types of documents

Evidence must show you can:
1.3.1 present relevant information in a format that suits your purpose.
1.3.2 spell, punctuate and use grammar accurately.
1.3.3 make your meaning clear.

Use at least one image, either to obtain information, or to convey information in your discussion or one of the documents you write to help the audience/reader understand the points you are making.
PART A: YOU NEED TO KNOW HOW TO

- Use ICT to help you in different tasks
- Save information so it can be found easily
- Minimise health risks
- Know how to get help when dealing with errors
- Send and receive email.

**Find information**

- Find different types of information from ICT sources (e.g. files, CD ROMs, the Internet).
  and non ICT sources (e.g. written notes, handouts, books, magazines)
- Select information relevant to your purpose.

**Develop information**

- Enter information (e.g. copy and paste text, import images).
  using formats that help development (e.g. tabs, tables, format of numbers)
- Develop information in the form of text, image and numbers (e.g. structure information, carry out calculations using suitable software, moving and resizing images).

**Present information**

- Use layouts and techniques to suit different purposes (e.g. select page layouts for different types of document such as letters, reports or short essay, organise the presentation by moving, copying, deleting or inserting information).
- Present information in a consistent way (e.g. fonts, bulleted lists, alignment) making sure it is accurate and clear (e.g. ask others, proof read, use a spell checker, highlight information to improve its clarity).
- Save information so it can be found easily (use suitable folders/directories/filenames).
PART B: YOU MUST DO

Overall, through two or more activities you must:

• Include at least one ICT based information source
• Include at least one non ICT based information source
• Use at least one example of text, one example of image and one example of number
• Present evidence of purposeful use of email

ICT1.1 What you must do
Find and select relevant information.

Evidence must show you can:
1.1.1 choose information that is relevant to your tasks.

ICT1.2 What you must do
Enter and develop information to suit the task.

Evidence must show you can:
1.2.1 enter information-using formats that help development.
1.2.2 save information so it can be found easily.

ICT1.3 What you must do
Develop the presentation so that the final output is accurate and fit for purpose.

Evidence must show you can:
1.3.1 use appropriate layouts for presenting information in a consistent way.
Part A: YOU NEED TO KNOW HOW TO

DISCUSS
• use varied vocabulary and expressions to suit your purpose
• adapt what you say to suit different situations
• listen carefully to what others say
• identify the speaker’s intentions
• move the discussion forward.

The following gives further guidance and examples of the techniques and knowledge:
DISCUSSION - To present an argument, express ideas or opinions and exchange information judging effectively the amount to say and using a manner and tone of voice to suit the situation. To summarise, develop points and to focus on purpose.

GIVE A SHORT TALK
• prepare for the talk
• adapt your language to suit your subject, purpose and situation
• structure what you say to help listeners follow a line of thought or series of events
• use a variety of ways to support the main points of your talk including using images.

The following gives further guidance and examples of the techniques and knowledge:
GIVE A SHORT TALK - Avoiding or explaining technical terms and using a variety of techniques to engage the audience (eg keeping attention by varying tone of voice; giving examples; signalling new points; using images or other support material to illustrate what you are saying).
READ AND SUMMARISE INFORMATION

• select and use different types of documents to obtain relevant information
• skim documents to gain a general idea of content
• scan documents to identify the information you need
• recognise the writer's intentions
• identify the main points, ideas and lines of reasoning from text and images
• summarise information for a purpose.

The following gives further guidance and examples of the techniques and knowledge:

READ AND SUMMARISE INFORMATION - To obtain and compare facts, opinions and ideas, obtain instructions or directions from reports, text books and articles. To understand the writer's intention by tone, vocabulary and the structure of the text.

WRITE DOCUMENTS

• use different formats for presenting information, including essays, reports and articles
• structure your writing to help readers follow and understand your main points
• use different styles of writing to suit different purposes
• proof-read and where necessary re-draft your documents so that:
  • spelling is accurate including familiar technical words
  • sentences are formed correctly with accurate use of conjunctions
  • punctuation is accurate including use of commas, apostrophes and inverted commas.

The following gives further guidance and examples of the techniques and knowledge:

WRITE - To produce documents such as letters, memos and extended essays or reports, using paragraphs, headings and sub-headings to structure material.
PART B: YOU MUST DO

C2.1.a What you must do
Take part in a group discussion.

Evidence must show you can:
2.1.a.1 make clear and relevant contributions in a way that suits your purpose and situation
2.1.a.2 respond appropriately to others
2.1.a.3 help to move the discussion forward.

C2.1.b What you must do
Give a talk of at least four minutes.

Evidence must show you can:
2.1.b.1 speak clearly in a way that suits your subject, purpose and situation
2.1.b.2 keep to the subject and structure your talk to help listeners follow what you are saying
2.1.b.3 use appropriate ways to support your main points.

C2.2 What you must do
Read and summarise information from at least two documents about the same subject. Each document must be a minimum of 500 words long.

Evidence must show you can:
2.2.1 select and read relevant documents
2.2.2 identify accurately the main points, ideas and lines of reasoning
2.2.3 summarise the information to suit your purpose.
C2.3 What you must do
Write two different types of documents each one giving different information.
One document must be at least 500 words long.

Evidence must show you can:
2.3.1 present relevant information in a format that suits your purpose
2.3.2 use a structure and style of writing to suit your purpose
2.3.3 spell, punctuate and use grammar accurately
2.3.4 make your meaning clear.

Use at least one image either to obtain information or to convey information in your discussion, your talk or one of the documents you write in order to help the audience/reader understand the points you are making.
**Part A: YOU NEED TO KNOW HOW TO**

- identify errors (eg in hardware and software you are using) and their causes
- observe copyright and/or confidentiality when it is necessary
- how to minimise health risks
- how to minimise risks from viruses
- send and receive email

You will need to know how to identify errors; observe copyright confidentiality when it is necessary; minimise risks from viruses; send and receive email.

**FIND AND SELECT INFORMATION**

- identify suitable sources of information (eg written documents, material to be scanned, files, CD ROMs, the Internet)
- search for information using multiple search criteria (eg using AND or ‘<’ and ‘>’, or tools such as search engines)
- interpret information and select what you need for different purposes (eg to respond to an enquiry, write a project report, design or make something).

**DEVELOP INFORMATION**

- enter and combine information (eg copy and paste or insert text, images and number), using formats that help development (eg using table structures, text boxes or text wrap to position information)
- develop information in the form of text, images and numbers (eg organise information under headings, structure tables, generate charts and graphs from data, use queries to select records)
- derive new information (eg compare information from different sources to reach a conclusion, use formulas to calculate information such as a total or average).
PRESENT INFORMATION

- select and use layouts and techniques to suit different tasks (eg document structures such as indents, columns and headings, borders for images and text, tables, highlight information to improve its impact, make sure it suits the needs of the audience)
- develop the presentation to suit your purpose and audience and the types of information used ie. text, images and numbers (eg format information to improve its impact, refine layout making sure it suits the needs of your audience)
- present information in a consistent way (eg paragraph layouts, sizes and styles of text, alignment, fonts).
- ensure your work is accurate and clear.
PART B: YOU MUST DO

Overall, through two or more activities you must:

- include at least one ICT based information source
  Research using the Internet, various search engines and remember to include within a search the use of MULTIPLE SEARCH CRITERIA ie “And”/”Or”/”+”

- include at least one non ICT based information source
  Research – looking at various books/magazines/newspaper articles and to scan or photocopy relevant material

- use at least one example of text, one example of image and one example of number

- present evidence of purposeful use of email

**ICT2.1** What you must do:
Search for and select information to meet your needs and use different information sources for each task and multiple search criteria in at least one case.

Evidence must show you can:
2.1.1 select information relevant to the tasks.

**ICT2.2** What you must do:
Enter and develop the information to suit the task and derive new information.

Evidence must show you can:
2.2.1 enter and combine information using formats that help development;
2.2.2 develop information and derive new information as appropriate.
ICT2.3 What you must do:
Present combined information such as text with image, text with number, image with number.

Evidence must show you can:
2.3.1 develop the presentation so that the final output is accurate and shows consistent use of formats;
2.3.2 use layout appropriate to the types of information.
Key Skills Communication Level 3

Part A: YOU NEED TO KNOW HOW TO

DISCUSS
- develop points and ideas, with an awareness of others' feelings, beliefs and opinions
- encourage others to contribute.

MAKE A PRESENTATION
- prepare a formal presentation to suit your purpose
- match your language and style to suit the complexity of the subject, the formality of the situation and the needs of the audience
- structure what you say to progress logically through each stage of your presentation
- use a variety of techniques to engage the audience, including images.

READ AND SYNTHESISE INFORMATION
- explore a range of documents to find the most appropriate ones for your purpose
- select and use different documents to obtain relevant information
- use additional sources to help you understand complex lines of reasoning and information
- compare accounts and recognise opinion and possible bias
- present your own interpretation of the subject in a way that brings together information from different documents in a coherent form.
WRITE DOCUMENTS

• select appropriate formats for presenting information including essays, reports and articles
• select and use an appropriate style and tone to suit your audience, the degree of formality required and the nature of the subject
• organise material coherently to suit the length, complexity and purpose of your document
• proof-read and where necessary re-draft your documents so that spelling, punctuation and grammar are accurate.
PART B: YOU MUST DO

C3.1a What you must do
Take part in a group discussion.

Evidence must show you can
3.1a.1 make clear and relevant contributions in a way that suits your purpose and situation
3.1a.2 respond sensitively to others, and develop points and ideas
3.1a.3 encourage others to contribute.

C3.1b: What you must do
Make a formal presentation of at least eight minutes using an image or other support material.

Evidence must show you can
3.1b.1 speak clearly and adapt your style of presentation to suit your purpose, subject, audience and situation
3.1b.2 structure what you say to progress logically through each stage of your presentation
3.1b.3 use an image or other material to support or enhance what you are saying.

C3.2 What you must do
Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1,000 words long.

Evidence must show you can
3.2.1 select and read relevant documents
3.2.2 identify accurately, and compare, the main points, ideas and lines of reasoning
3.2.3 present your own interpretation of the subject in a way that is coherent and brings together information from different documents to suit your purpose.
C3.3 What you must do
Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1,000 words long.

Evidence must show you can
3.3.1 select and use a format and style of writing that is appropriate to your purpose and complexity of the subject matter
3.3.2 organise material coherently to suit the length, complexity and purpose of your document
3.3.3 spell, punctuate and use grammar accurately
3.3.4 make your meaning clear.
PART A: YOU NEED TO KNOW HOW TO

- save your work for easy retrieval and to avoid loss, using version management
- minimise health risks
- minimise risks from viruses
- send and receive email with attachments.

FIND AND SELECT INFORMATION

- plan and organise your work (eg by use of subdirectories/subfolders)
- select sources of information which are suitable for your purpose (eg spreadsheets containing sales figures, a database containing customer details, a web page of product details)
- choose appropriate search techniques for finding information efficiently (eg database query techniques and multiple search criteria).

DEVELOP INFORMATION

- enter information in consistent formats (eg using font styles, data formats, table structures)
- use software features to improve the efficiency of your work (eg mailmerge, database queries, validation of database entries and LOOKUP functions within spreadsheets)
- create and use structures and procedures for developing and combining text, images and numbers (eg group and sort information, use spreadsheet software to generate graphs and charts)
- derive new information (eg a document incorporating information from a variety of sources, a spreadsheet to calculate results using conditional statements with logical operators and other formulas).
PRESENT INFORMATION

- develop the structure of your presentation (eg modify templates and paragraph styles, apply automatic referencing facilities such as page numbers, dates and filenames)
- develop and refine your presentation by combining text, images and numbers (eg improve impact by changing format for layouts, use of slide transition features, use of hyperlinks in web pages)
- present information so that it meets your purpose and the needs of the audience (eg from spreadsheets, selected mailmerge printouts, database reports of grouped information).
Key Skills ICT Level 3

Part B: YOU MUST DO

Overall through at least two activities you must:
- include at least one ICT based information source
- include at least one non ICT based information source
- use at least one example of text, one example of image and one example of number
- use one example of combined information such as text and number, or image and number or text and image
- present evidence of purposeful use of email; one of these emails must have an attachment related to the task.

ICT3.1 What you must do
Search for information, using different sources, and multiple search criteria in at least one case.

Evidence must show you can
3.1.1 plan how to obtain and use the information required for your tasks;
3.1.2 make selections based on judgments of relevance and quality.

ICT3.2 What you must do
Enter and develop the information and derive new information.

Evidence must show you can
3.2.1 enter and bring together information using formats that help development;
3.2.2 use software features to improve the efficiency of your work;
3.2.3 annotate/document your work to show that you have understood the processes followed and have taken account of the views of others.
ICT3.3 What you must do
Present combined information such as text with image, text with number, image with number.

Evidence must show you can
3.3.1 develop the presentation so it is accurate, clear and presented consistently, taking account of the views of others;
3.3.2 present your final output effectively using a format and style that suits your purpose and audience
Section 3.

a. Table to summarise feedback and proposed action on Assignments which have key skills embedded in them

To review your ‘work in progress’ and development on the assignments, which have key skills embedded, it is important that you read and understand the comments made about your work.

Your key skills tutor will try to arrange reviews during the key skills sessions to enable you to ask questions and discuss feedback.

The form (see next page) should be completed with your keyskills tutor during each review which takes place and it is then your own responsibility to make sure that the further action section is achieved.