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| <b>Title:</b>                   | Communicating Online for Everyday Tasks   |
| <b>Level:</b>                   | Entry Level 3   |
| <b>Credit value:</b>            | 2   |
| <b>GLH:</b>                     | 18  |
| <b>Unique Reference Number:</b> | Y/651/8485  |
| <b>Sector Subject Area:</b>     | 14.1: Foundations for Learning and Life.  |
| <b>Aim:</b>                     | <p>The aim of this unit is to provide learners with the knowledge and skills to use simple online communication tools to complete everyday tasks in learning, work, or personal life.</p> <p>Learners will practise sending and receiving messages, sharing basic information, and using online tools appropriately to achieve a purpose.</p> |
| <b>Assessment Type:</b>         | Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.  |
| <b>Assessment Guidance:</b>     | <p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p>  |

### Learning outcomes

*The learner will:*

1. Understand different types of online communication tools.

#### **Delivery content:**

The aim of this learning outcome is to provide the learners with the knowledge and skills to recognise different digital tools used for communication and their common purposes.

The learner must:

- 1.1 Identify at least three examples of **online communication tools**.
- 1.2 Describe one everyday use for each tool identified.

2. Be able to communicate using digital tools to complete a simple task.

#### **Delivery content:**

The aim of this learning outcome is to provide the learners with the knowledge and skills to use digital tools to share information and communicate clearly with others for a purpose

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| <p>The learner must demonstrate that they can:</p> <p>2.1 Use at least one <b>digital communication tool</b> to complete a <b>simple task</b>.</p> <p>2.2 Follow basic <b>online etiquette</b> when communicating.</p> <p>2.3 Send and receive a message that meets the <b>purpose of the task</b>.</p>  |  |
| <p>3 Know how to communicate safely and responsibly online.</p>  |  |
| <p><b>Delivery content:</b></p> <p>The aim of this learning outcome is to provide the learners with the knowledge and skills to recognise safe and appropriate ways to use online communication tools.</p> <p>The learner must:</p> <p>3.1 Identify at least two <b>safe communication practices</b> when using digital tools.</p> <p>3.2 Describe one <b>risky situation</b> that could happen when communicating online and how to avoid it.</p> |  |

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| <p><b>Scope of Training</b></p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p> |   |
| <p><b>Requirements</b></p>  |   |
| <p><b>Online communication tools:</b></p>   | <p><b>Definition:</b></p> <p>Digital platforms or apps that allow people to send and receive messages or information electronically.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Recognising at least three <b>online communication tools</b> (e.g. email, chat apps, video calls, messaging features within learning platforms).</li> <li>• Understanding that different tools are used for different purposes (social, educational, work-related).</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Demonstrating how to open and navigate common communication apps.</li> </ul> |

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|                                    | <ul style="list-style-type: none"> <li>• Discussing when to use written, audio, or video communication.</li> <li>• Exploring accessibility features such as captions or voice input.</li> </ul>  |
| <b>Digital communication tool:</b> | <p><b>Definition:</b><br/>A specific device, app, or platform used to exchange messages or information.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Practising basic actions such as opening, typing, sending, and checking messages.</li> <li>• Recognising that messages can be shared with individuals or groups.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Using simulated tasks to send short updates or requests.</li> <li>• Comparing communication tools for different needs (e.g. text vs video for clarity).</li> </ul>  |
| <b>Simple task:</b>                | <p><b>Definition:</b><br/>A short activity that uses digital communication to achieve a clear purpose.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Examples such as sending a message to confirm an appointment, sharing a photo, or joining a short online meeting.</li> <li>• Following simple instructions accurately to complete the task.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Practising tasks linked to employment or training (e.g. emailing a tutor or supervisor).</li> <li>• Completing paired tasks to check understanding (e.g. responding to a question or request).</li> </ul> |
| <b>Online etiquette:</b>           | <p><b>Definition:</b><br/>Polite and appropriate behaviour when communicating online.</p> <p><b>Teaching must include:</b></p>   |

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|   | <ul style="list-style-type: none"> <li>• Using clear language and avoiding offensive or capitalised text.</li> <li>• Waiting for replies and showing respect for others in messages or chats.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Comparing good and poor examples of online messages.</li> <li>• Discussing the use of emojis, tone, and punctuation for clarity.</li> <li>• Creating a group agreement for kind and professional communication.</li> </ul>   |
| <p><b>Purpose of the task:</b></p>          | <p><b>Definition:</b><br/>The reason for using the communication tool and the intended outcome.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Identifying why the communication is taking place (e.g. to ask for information, confirm details, or share an update).</li> <li>• Ensuring that messages match the purpose and audience.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Analysing examples of effective messages for different purposes.</li> <li>• Encouraging learners to check their message before sending it.</li> </ul>        |
| <p><b>Safe communication practices:</b></p> | <p><b>Definition:</b><br/>Actions that protect personal information and wellbeing when communicating online.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Keeping passwords private and using secure log-ins.</li> <li>• Avoiding sharing personal details with unknown contacts.</li> <li>• Knowing how to block or report inappropriate messages.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Reviewing examples of scam messages and how to spot them.</li> <li>• Practising safe responses when receiving unexpected requests.</li> </ul> |

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| <b>Risky situation:</b> | <b>Definition:</b><br>A situation where online communication could lead to harm or misuse of information.<br><b>Teaching must include:</b> <ul style="list-style-type: none"><li>• Recognising examples such as spam, requests for money, or sharing private images.</li><li>• Knowing who to tell if something feels wrong or unsafe.</li></ul> <b>Teaching could include:</b> <ul style="list-style-type: none"><li>• Case studies or role-plays to practise safe responses.</li><li>• Creating a list of trusted people or organisations to contact for help.</li></ul> |
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