

Title:	Digital Design Thinking
Level:	1
Credit value:	3
GLH:	27
Unique Reference Number:	A/651/8511
Sector Subject Area:	14.1: Foundations for Learning and Life.
Aim:	<p>The aim of this unit is to provide learners with the knowledge and skills to use simple design thinking approaches to create and improve digital ideas.</p> <p>Learners will explore user needs, generate digital ideas, create a basic prototype using familiar digital tools, and make improvements based on feedback. This reflects real-world digital problem-solving skills used in entry-level work, learning, and community settings.</p>
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	<p>Assessment decisions for skills-based learning outcomes must be made during normal learning or work activity.</p> <p>Evidence may include direct observation, screenshots, discussion notes, shared online files, or simple reflective statements.</p> <p>Evidence must confirm that the learner has generated ideas, created a simple digital prototype, and made improvements based on user feedback.</p>

Learning outcomes

The learner will:

1. Understand how design thinking supports digital problem-solving.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise simple design thinking approaches and understand how these help create useful digital ideas.

The learner must:

<p>1.1 Identify at least two design thinking steps.</p> <p>1.2 Describe one user need that a digital idea could address.</p>
<p>2. Be able to generate ideas and create a simple digital prototype.</p> <p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to explore ideas, select one idea to develop, and create a basic digital prototype using familiar tools.</p> <p>The learner must demonstrate that they can:</p> <p>2.1 Generate at least two digital ideas for a chosen task.</p> <p>2.2 Create a simple digital prototype based on one idea.</p> <p>2.3 Include at least two prototype features in the digital prototype.</p> <p>2.4 Test the initial prototype with a peer or tutor.</p> <p>2.5 Record one piece of feedback received.</p>
<p>3. Know how to improve a prototype using simple feedback.</p> <p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to use simple feedback to improve their prototype.</p> <p>The learner must:</p> <p>3.1 Make at least one prototype improvement based on feedback.</p> <p>3.2 Identify at least one change made and its effect.</p> <p>3.3 Suggest at least one future improvement they could make.</p>

<p>Scope of Training</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>Requirements</p>	
<p>Design thinking steps:</p>	<p>Definition:</p> <p>Short, simple stages used to explore ideas and create useful solutions.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> Identifying at least two steps such as exploring needs, generating ideas, or prototyping.

	<ul style="list-style-type: none"> • Understanding how steps help organise thinking. • Recognising that steps guide improvement. • Using accessible language appropriate for Level 1 learners. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Simplified versions of “empathise”, “ideate”, and “prototype”. • Demonstrating how products are improved over time. • Comparing different ways people solve problems digitally. • Short activities modelling each step.
<p>User need:</p>	<p>Definition:</p> <p>Something a person wants or finds helpful in completing a task.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying a simple user need linked to a digital task. • Describing needs relevant to everyday or work situations. • Linking needs to idea development. • Recognising that different users have different needs. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Examples such as needing clearer information or simple reminders. • Short role-play exercises imagining user needs. • Examining accessible versus inaccessible digital designs. • Comparing user needs in different settings.
<p>Digital ideas:</p>	<p>Definition:</p> <p>Possible ways to solve a task or problem using digital tools.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Generating at least two achievable digital ideas. • Matching ideas to user needs. • Selecting one idea for prototyping. • Keeping ideas simple and realistic. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Brainstorming visuals, layouts, or digital resources. • Using templates or prompts for SEND learners. • Reviewing simple digital examples for inspiration. • Working individually or collaboratively to explore ideas.
<p>Simple digital prototype:</p>	<p>Definition:</p> <p>A basic first version of a digital idea created to show how it might work.</p>

	<p>Teaching must include:</p> <ul style="list-style-type: none"> • Creating a prototype using familiar tools such as posters, slides, or simple app mock-ups. • Presenting the core idea clearly. • Showing how the prototype supports the user need. • Completing a draft before testing. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Using templates to reduce cognitive load. • Creating mock-up screens or simple layouts. • Adding basic structural elements to show functionality. • Comparing different prototype styles for the same idea.
<p>Prototype features</p>	<p>Definition:</p> <p>The elements included in the prototype to show how the idea will work.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Adding at least two features such as headings, text, icons, or images. • Ensuring features support clarity and purpose. • Positioning features clearly. • Choosing features relevant to the intended user. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Exploring how colours, icons, and layouts guide users. • Removing unnecessary features to improve simplicity. • Comparing prototypes with different features. • Evaluating how features improve accessibility.
<p>Initial prototype</p>	<p>Definition:</p> <p>The first version of the prototype created before improvements.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Presenting the initial prototype to a peer or tutor. • Describing the idea clearly. • Showing how it meets the identified user need. • Asking for feedback where appropriate. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Group or pair presentations. • Practising explaining design choices.

	<ul style="list-style-type: none"> • Demonstrating prototypes in small steps. • Using guided scripts or prompts.
Piece of feedback:	<p>Definition: A comment from a peer or tutor about how the prototype could be improved.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Recording at least one piece of feedback. • Identifying what the feedback refers to. • Understanding how feedback supports improvement. • Keeping feedback simple and specific. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Using structured feedback prompts. • Comparing different types of feedback. • Discussing how feedback appears in workplace settings. • Practising giving and receiving positive, clear feedback.
Prototype improvement:	<p>Definition: A simple change made to develop the prototype after receiving feedback.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Making at least one improvement such as adjusting layout, changing text, or updating an image. • Ensuring the improvement addresses feedback. • Checking the improved prototype still meets the user need. • Reviewing clarity after changes. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Comparing before/after versions. • Using peer support to test improvements. • Exploring common workplace improvements to digital materials. • Small-group reviews of prototypes.
Change made:	<p>Definition: The specific improvement added to the prototype and why it helps.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying the change made.

	<ul style="list-style-type: none"> • Stating its effect on clarity or usefulness. • Linking the change to user needs. • Recognising the value of reviewing work. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Reflective templates for learners needing structure. • Examples from workplace digital resources. • Short discussions about why improvements matter. • Comparing different improvements and their effects.
<p>Future improvement:</p>	<p>Definition: A possible change that could develop the prototype further.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Suggesting one improvement they could make in the future. • Linking the suggestion to user needs or clarity. • Understanding that design is an ongoing process. • Recognising limitations of the current version. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Brainstorming possible next steps. • Exploring examples of digital versions updated over time. • Reviewing additional features that could be added. • Connecting future improvements to workplace expectations.