

Title:	Digital Skills for Everyday Work and Life
Level:	1
Credit value:	3
GLH:	27
Unique Reference Number:	F/651/8504
Sector Subject Area:	14.1: Foundations for Learning and Life.
Aim:	The aim of this unit is to help learners develop the basic digital skills needed to live, learn and work effectively in modern life. Learners will explore how to use common digital devices and online tools safely, communicate and share information, and apply digital skills in everyday and workplace situations.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Learning outcomes

The learner will:

1. Know how digital technology is used in everyday life and work.

Delivery content:

The aim of this 1 learning outcome is to help learners understand what digital technology means and recognise its common uses in daily life, learning and employment.

The learner must:

- 1.1 Describe what is meant by **digital technology**.
- 1.2 Identify ways digital technology is used in **everyday life**.
- 1.3 Identify ways digital technology is used for **work and/or learning**.

2. Be able to use digital devices and online tools safely and effectively.

Delivery content:

The aim of this learning outcome is to help learners develop safe and efficient habits when using digital devices, software and online systems.

The learner must:

- 2.1 Use a **digital device** to carry out a simple task.
- 2.2 Identify basic **safety and security** measures for staying safe online.
- 2.3 Demonstrate how to **communicate or share information** appropriately using digital tools.

3. Know how to manage and protect digital information.

Delivery content:

The aim of this learning outcome is to help learners understand the importance of managing information carefully and protecting personal data.

The learner must:

- 3.1 Identify examples of **personal information** that should be kept private.
- 3.2 Describe ways to **store and organise** digital files or information.
- 3.3 Identify why **passwords** and secure log-ins are important.

4. Be able to apply digital skills to a personal or work-related task.

Delivery content:

The aim of this learning outcome is to encourage learners to use digital tools to complete a short, purposeful task that relates to daily life, study or work.

The learner must:

- 4.1 Plan a simple **digital task** to meet a clear purpose.
- 4.2 Carry out the task using an appropriate **digital tool** or application.
- 4.3 Review how well the digital tool helped them achieve the intended **outcome**.

Scope of Training

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.

Requirements

Digital technology:

Definition: Electronic tools, devices and systems that process or communicate information.

	<p>Teaching must include:</p> <ul style="list-style-type: none"> • Examples such as smartphones, computers, tablets, smart TVs, and online services. • Awareness of how technology supports communication, work, shopping and entertainment. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Learners creating a mind-map of digital tools they use each day.
Everyday life:	<p>Definition: Common daily situations where digital tools are used.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Examples such as online banking, public transport apps, GP or benefits systems, and shopping. • The advantages and challenges of digital access. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Learners comparing how they used to do tasks without technology and how they do them now.
Work and/or Learning:	<p>Definition: The use of digital tools in job roles, training or education.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Examples: online payslips, staff rotas, emailing, using spreadsheets, or completing e-learning. • Why digital competence is valued by employers. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Guest speaker or short video of digital tools in local workplaces.
Digital device:	<p>Definition: A piece of electronic equipment used to access or create digital information.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Using computers, tablets or phones to complete tasks (e.g. search, save, send). • Safe setup and log-in procedures. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Practical practice using centre devices for simple tasks.
Safety and security:	<p>Definition: Actions taken to stay safe online and protect information.</p> <p>Teaching must include:</p>

	<ul style="list-style-type: none"> • Awareness of scams, phishing, viruses, privacy settings and safe downloads. • Importance of logging off and not sharing passwords. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Group quiz on online safety scenarios.
Safety and security:	<p>Definition: Using digital tools to send, receive or collaborate with others.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Examples such as email, messaging, video calls, shared documents. • Appropriate tone, respect and confidentiality when communicating. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Learners composing and sending a professional email to the tutor.
Personal information:	<p>Definition: Details that identify a person and should be kept private.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Examples: address, date of birth, financial details, passwords. • Consequences of sharing personal data publicly. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Learners highlighting which details should or should not be shared on mock forms.
Store and organise:	<p>Definition: Keeping digital files in accessible, safe locations.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Creating folders, naming files clearly, backing up to secure storage. • Difference between local and cloud storage. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Short demonstration of file saving and retrieval.
Passwords	<p>Definition: Unique access details that protect personal or work accounts.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Creating strong passwords, avoiding reuse, using two-factor

	<p>authentication.</p> <ul style="list-style-type: none"> • Importance of changing passwords regularly. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Activity: learners create sample strong passwords following agreed rules.
Digital task:	<p>Definition: A practical use of digital tools to achieve a purpose.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Examples: producing a short document, presentation, email or poster. • Planning purpose, selecting the right tool, checking results. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Learners completing and presenting a short digital project (e.g. “My Work Skills” poster).
Outcome:	<p>Definition: The result achieved from using digital tools.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Reflecting on whether the chosen method worked well. • Recognising what could be improved next time. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Group reflection on what digital methods were easiest or most effective.