

Title:	Exploring Digital Skills
Level:	Entry Level 3
Credit value:	1
GLH:	9
Unique Reference Number:	R/651/8474
Sector Subject Area:	14.1 Foundations for Learning and Life
Aim:	The aim of this unit is to provide learners with the knowledge and skills to recognise what digital skills are and how they are used in everyday life. Learners will explore different examples of digital tools, reflect on their own confidence, and identify areas they would like to develop further.
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 be carried out over an appropriate period of time.

Learning outcomes

The learner will:

1. Understand what digital skills are

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to recognise what digital skills mean and to identify how these skills are used in everyday life.

The learner must:

- 1.1 Describe what **digital skills** are.
- 1.2 Give at least two examples of digital skills used in everyday activities.
- 1.3 Use appropriate digital terminology**

2. Recognise how digital skills are used in different areas of life

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to recognise how digital tools and skills are used at home, in education, and in work settings.

The learner must:

- 2.1 Identify examples of **digital tools** used in daily life.
- 2.2 Describe how these tools can make tasks easier or more efficient.

3. Reflect on own confidence and next steps for digital learning.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise their own level of **digital confidence** and identify what they would like to learn next.

The learner must:

- 3.1 Identify at least one **digital skill** they feel confident using.
- 3.2 Describe at least one digital skill they would like to improve or learn in the future.

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 skill:

Definition:

The abilities and understanding that allow people to use technology effectively and safely in everyday life.

Teaching must include:

- Awareness of basic digital skills, such as (for example) using devices, finding information, communicating, and staying safe online.
- Understanding that digital skills are needed in learning, work, and daily life.

Teaching could include:

	<ul style="list-style-type: none"> • Exploring examples such as online forms, messages, digital photos, or video calls. • Discussing why digital skills help people stay connected and independent.
<p>Digital terminology:</p>	<p>Definition: Words and phrases used to describe everyday digital tools, actions, and activities.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Recognising and using simple digital terminology such as “device,” “app,” “icon,” “login,” “file,” “photo,” and “link.” • Understanding that digital terms describe what tools do, not just what they are called. • Using familiar language confidently when talking about technology. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Matching words to pictures or examples of devices and actions. • Creating a personal glossary of useful digital words. • Comparing everyday and technical language (for example, “open a file” vs. “tap a picture”). • Encouraging learners to use new terms naturally during group discussions or tasks.
<p>Digital terminology:</p>	<p>Definition: Words and phrases used to describe everyday digital tools, actions, and activities.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Recognising and using simple digital terminology such as “device,” “app,” “icon,” “login,” “file,” “photo,” and “link.” • Understanding that digital terms describe what tools do, not just what they are called. • Using familiar language confidently when talking about technology. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Matching words to pictures or examples of devices and actions. • Creating a personal glossary of useful digital words.

	<ul style="list-style-type: none"> • Comparing everyday and technical language (for example, “open a file” vs. “tap a picture”). • Encouraging learners to use new terms naturally during group discussions or tasks.
<p>Digital tools:</p>	<p>Definition: Devices, apps, or programs that help people carry out digital activities.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Recognising examples of digital tools such as smartphones, tablets, apps, or websites. • Understanding that tools can be used for different purposes (communication, information, creativity, organisation). <p>Teaching could include:</p> <ul style="list-style-type: none"> • Demonstrating a few everyday tools learners may already use. • Comparing tools for similar purposes (for example, different ways to message or shop online).
<p>Digital confidence:</p>	<p>Definition: How comfortable and willing a person feels when learning or using technology.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Understanding that confidence grows through practice and support. • Recognising that everyone starts at a different point and can improve. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Reflecting on times when learners successfully used technology. • Creating a simple personal “digital skills plan” to identify what to try next. • Encouraging peer support or shared learning experiences.