

Title:	Planning a Digital Project
Level:	1
Credit value:	3
GLH:	27
Unique Reference Number:	Y/651/8510
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 plan a simple digital project.</p> <p>Learners will identify the purpose and audience of a project, outline clear steps, choose appropriate tools and resources, and recognise how planning supports successful outcomes in learning, work, and community settings.</p> <p>Learners will also understand how reviewing a plan and identifying improvements can support personal development and confidence in digital tasks.</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 created a simple project plan, explained key decisions, and recognised how planning supports success.</p>

Learning outcomes

The learner will:

1. Understand the purpose and audience of a simple digital project.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise what a digital project is, why it is carried out and who it is for.

The learner must:

- 1.1 Identify one **digital project purpose**.
- 1.2 Identify one **intended audience** for the project.
- 1.3 Describe one **benefit of planning** before creating a digital project.

2. Be able to outline a clear plan for a simple digital project.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to identify the steps, resources, and order needed to complete a simple digital project.

The learner must demonstrate that they can:

- 2.1 Identify at least three **project steps** needed to complete the project.
- 2.2 Identify one **resource needed** for each step.
- 2.3 Check that the steps follow a **logical order**.
- 2.4 Identify one **risk** that may affect the project.

3. Know which digital tools can support a simple project and how the plan could be improved.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise digital tools that may support planning or creating a project.

The learner must:

- 3.1 Identify at least two **digital tools** that could support the project.
- 3.2 Describe one **reason for selecting** each tool.
- 3.3 Identify one **future improvement** to the project plan.

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 project purpose:	<p>Definition: The main aim of the project and what it is intended to achieve.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying a clear purpose such as informing, presenting, reminding, or supporting an event.
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	<ul style="list-style-type: none"> • Relating the purpose to everyday or workplace tasks. • Understanding how the purpose shapes the project. • Using realistic, achievable projects. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Examples like a simple poster, slide deck, checklist, or digital information sheet. • Comparing different project purposes. • Discussing how different settings use digital projects. • Looking at examples of clear versus unclear purposes. • Exploring information used in community or workplace settings.
<p>Intended audience:</p>	<p>Definition: The person or group the project is created for.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying who will read, view, or use the project. • Describing how the audience affects project choices. • Recognising common audiences such as peers, tutors, or customers. • Checking that the audience is realistic and appropriate. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Comparing how messages change for different audiences. • Examples from workplaces such as notices for staff or simple customer information. • Using personas to imagine typical users. • Simple role-play about explaining information to different audiences.
<p>Benefit of planning:</p>	<p>Definition: A positive outcome of preparing a project before creating it.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying one benefit such as saving time, avoiding mistakes, or improving clarity. • Linking benefits to everyday or workplace tasks. • Recognising that planning supports successful outcomes. • Keeping examples practical and achievable. <p>Teaching could include:</p>

	<ul style="list-style-type: none"> • Comparing a planned vs unplanned project workflow. • Reflecting on planning in past tasks. • Discussing why employers value planning. • Examples from creative, administrative, or organisational roles.
<p>Project steps:</p>	<p>Definition: Clear, simple actions needed to complete the project.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying at least three steps such as planning, gathering content, creating, and checking. • Breaking steps down into manageable parts. • Understanding that steps must be realistic for the learner's level. • Linking steps to the project purpose. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Using templates or project outlines. • Analysing sample project plans. • Group discussions about sequencing tasks. • Comparing well-structured vs poorly structured project plans.
<p>Resources needed:</p>	<p>Definition: Any item, tool, or information required to complete a step.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying one resource needed for each step. • Matching resources to project tasks. • Recognising accessible digital resources such as images, text, or templates. • Understanding the difference between essential and optional resources. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Examples of resources such as devices, apps, images, or icons. • Considering non-digital resources such as notes or sketches.

	<ul style="list-style-type: none"> • Showing how resources vary for different digital projects. • Discussing where to find appropriate resources safely.
Logical order:	<p>Definition: An order in which the steps make sense and follow naturally from one another.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Placing project steps in a sensible sequence. • Checking that earlier steps support later steps. • Recognising when the order needs to change. • Ensuring the order supports the project purpose. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Rearranging jumbled project steps. • Comparing different possible sequences. • Using timelines or simple flowcharts. • Linking ordering skills to workplace tasks.
Risk:	<p>Definition: A small, realistic problem that could affect the project.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying one simple risk such as missing resources, time issues, or unclear steps. • Understanding how risks affect project progress. • Keeping risks relevant to Level 1 digital projects. • Recognising that risks can be reduced through planning. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Examples of common risks in digital work. • Group problem-solving activities. • Discussing how workers manage small risks. • Simple reflection on avoiding problems.
Digital tools:	<p>Definition: Software, apps, or digital features that help plan or create project content.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying two tools that could support the project. • Choosing tools appropriate for learner confidence.

	<ul style="list-style-type: none"> • Recognising basic features useful for the project. • Keeping tools simple and accessible. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Examples such as notes apps, design apps, simple layout tools, or presentation tools. • Exploring mobile and computer versions of tools. • Demonstrating basic features like adding text or images. • Comparing advantages of different tools.
<p>Reason for selecting:</p>	<p>Definition: A simple explanation of why the tool is suitable.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Giving one reason for selecting each tool. • Relating the reason to project steps or purpose. • Ensuring reasons are clear and realistic. • Linking reasons to user needs or ease of use. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Examples of matching tools to task requirements. • Discussions about tool strengths and limitations. • Peer feedback on tool selection. • Considering accessibility features when choosing tools.
<p>Future improvement:</p>	<p>Definition: A realistic change that could make the plan better.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying one achievable improvement. • Linking the improvement to clarity, organisation, or purpose. • Keeping improvements appropriate for Level 1 learners. • Understanding that planning is a skill that develops. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Reviewing sample plans to suggest improvements. • Peer suggestions for improving clarity. • Reflective prompts on what worked well. • Demonstrating iterative design in simple projects.



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