

<b>Title:</b>	Producing Digital Content
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Unique Reference Number:</b>	M/651/8509
<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 create simple digital content for everyday, learning, or work-related purposes.</p> <p>Learners will plan and produce a short piece of digital content using familiar tools, make basic improvements, and recognise how digital content is used to communicate information clearly in different contexts.</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 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 produced a short, clear piece of digital content and made basic improvements.</p>

## Learning outcomes

*The learner will:*

1. Understand different types of digital content and their purposes.

### Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise different types of digital content and understand where they might be used in everyday or workplace settings.

The learner must:

- 1.1 Identify at least two **types of digital content**.
- 1.2 Describe one **purpose** for each type identified.

2. Be able to create simple digital content.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to plan and create a short piece of digital content that communicates information clearly for a specific purpose.

The learner must demonstrate that they can:

- 2.1 Create **simple digital content** for a stated purpose.
- 2.2 Include at least two **content elements**.
- 2.3 Check that the content meets its **intended audience**.

3. Know how to make basic improvements to digital content.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to review their content and make simple improvements to increase clarity, accuracy, or impact.

The learner must:

- 3.1 Make at least one **basic improvement** to the content.
- 3.2 Identify one **improvement made** and its effect.

**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**

**Types of digital content:**

**Definition:**

Different formats used to present or share information digitally.

**Teaching must include:**

- Identifying at least two content formats such as posters, slides, documents, or simple graphics.
- Recognising that different content formats serve different purposes.
- Exploring where content types appear in everyday or work settings.

	<ul style="list-style-type: none"> <li>• Understanding that content may include text, images, or layout features.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Examples from workplaces such as notices, simple presentations, or visual reminders.</li> <li>• Demonstrating how different layouts suit different purposes.</li> <li>• Comparing digital versus paper versions of the same content.</li> <li>• Analysing simple real-world examples for clarity and purpose.</li> </ul>
<p><b>Purpose:</b></p>	<p><b>Definition:</b></p> <p>Why a piece of digital content is created.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Identifying the main reason for producing content.</li> <li>• Linking purpose to audience needs.</li> <li>• Describing everyday purposes such as informing, reminding, or guiding.</li> <li>• Recognising that workplace content often aims to communicate clearly.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Exploring examples such as posters for events or simple guidance sheets.</li> <li>• Matching different content examples to different purposes.</li> <li>• Using employer-style scenarios to show why clarity matters.</li> <li>• Showing how purpose shapes layout and content choices.</li> </ul>
<p><b>Simple digital content:</b></p>	<p><b>Definition:</b></p> <p>A short, clear piece of digital material created with basic tools.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Creating a small item such as a simple poster, slide, or document.</li> <li>• Using familiar entry-level tools suited to learners' needs.</li> <li>• Presenting information in a clear and accessible way.</li> <li>• Completing content appropriate to a stated purpose.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Templates that support SEND learners.</li> </ul>

	<ul style="list-style-type: none"> <li>• Content linked to employability, such as short reminders or simple information sheets.</li> <li>• Using free tools commonly available on mobile or desktop devices.</li> <li>• Demonstrating how to save and present content clearly.</li> </ul>
<p><b>Content elements:</b></p>	<p><b>Definition:</b> Components commonly included in digital content, such as text, images, or simple shapes.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Adding at least two elements to create a clear piece of content.</li> <li>• Positioning elements so the content is easy to understand.</li> <li>• Choosing elements suitable for the purpose.</li> <li>• Making small adjustments for clarity.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Using free image libraries or simple icons.</li> <li>• Discussing how images or colours support understanding.</li> <li>• Exploring how content elements appear in workplace examples.</li> <li>• Practising adding and removing elements to improve clarity.</li> </ul>
<p><b>Intended audience:</b></p>	<p><b>Definition:</b> The person or group the content is designed for.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Checking that the content is understandable to the intended audience.</li> <li>• Identifying whether the audience is a peer, tutor, or workplace contact.</li> <li>• Recognising how layout and tone affect audience understanding.</li> <li>• Making simple adjustments to suit the audience.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Exploring examples with different audiences such as learners, customers, or colleagues.</li> <li>• Comparing content aimed at peers versus workplace users.</li> </ul>

	<ul style="list-style-type: none"> <li>• Using short scenarios where the audience affects choices made.</li> <li>• Discussing why clear communication is important for employers.</li> </ul>
<p><b>Basic improvement:</b></p>	<p><b>Definition:</b> A simple change that improves clarity, accuracy, or presentation.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Making at least one improvement such as adjusting spacing, correcting text, or changing an image.</li> <li>• Checking whether the change improves clarity.</li> <li>• Ensuring the content still meets its purpose.</li> <li>• Updating the final version after improvement.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Reviewing drafts before and after changes.</li> <li>• Using peer or tutor feedback to identify improvements.</li> <li>• Exploring how small changes can increase impact.</li> <li>• Finding examples of common improvements in workplace materials.</li> </ul>
<p><b>Improvement made:</b></p>	<p><b>Definition:</b> The specific change and its effect on the content.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Identifying the improvement made.</li> <li>• Describing how the change helped the content.</li> <li>• Linking the improvement to clarity or purpose.</li> <li>• Recognising the value of reviewing work.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Using comparison examples to highlight improvements.</li> <li>• Encouraging learners to reflect on their process.</li> <li>• Discussing why reviewing digital content is important in the workplace.</li> <li>• Practising simple reflective statements.</li> </ul>