

Title:	Using Technology for Everyday Tasks
Level:	1
Credit value:	2
GLH:	18
Unique Reference Number:	L/651/8517
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 digital technology to complete everyday, learning, and work-related tasks.</p> <p>Learners will use familiar digital tools to find information, complete short practical actions, and recognise how technology supports daily organisation and simple workplace activities.</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 used technology to complete simple tasks safely and appropriately.</p>

Learning outcomes

The learner will:

1. Understand how technology supports everyday tasks.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise common digital tools and how they are used for everyday and work-related tasks.

The learner must:

- 1.1 Identify at least two **everyday digital tools**.
- 1.2 State one **everyday purpose** for each tool identified.

2. Be able to use technology to complete a simple task.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to follow instructions and use familiar digital tools to complete a short, purposeful task.

The learner must demonstrate that they can:

- 2.1 Complete one **simple digital task** using a familiar tool.
- 2.2 Follow **step-by-step instructions** to complete the task.
- 2.3 Check that the task meets its **intended purpose**.

3. Know how to find information safely using digital tools.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to carry out a basic online information search and recognise simple safety considerations.

The learner must:

- 3.1 Carry out a **simple information search**.
- 3.2 Identify one **safe search practice**.

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

Everyday digital tools:

Definition:

Common digital devices, apps, or online platforms used to complete everyday tasks.

Teaching must include:

- Identifying at least two examples such as phones, tablets, search engines, or simple apps.
- Recognising how tools support tasks at home, in learning, or in entry-level work.
- Understanding that tools vary in features and functions.
- Exploring tools that learners are likely to encounter in daily life.

Teaching could include:

- Workplace examples such as scanning a QR code, checking transport apps, or reading a rota.

	<ul style="list-style-type: none"> • Comparing tools on mobile devices and computers. • Looking at app icons, menus, and simple navigation. • Accessibility features such as voice search or magnification.
<p>Everyday purpose:</p>	<p>Definition: A task or activity the tool helps to complete.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Stating a straightforward purpose such as checking times, finding information, or writing a note. • Linking purpose to real-life situations. • Recognising that technology can make some tasks easier. • Identifying how tasks appear in learning or work. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Using examples like checking local services, reading instructions, or viewing appointment details. • Discussing how employers expect basic digital tasks to be completed. • Comparing digital versus non-digital ways of doing the same task. • Using familiar scenarios from learners' everyday lives.
<p>Simple digital task:</p>	<p>Definition: A short, straightforward action completed using a familiar digital tool.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Completing a task such as searching for information, saving a file, or adding a note. • Using accessible tools appropriate to learner confidence. • Following clear steps to finish the task. • Ensuring the action is relevant to an everyday purpose. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Tasks linked to employability, such as checking a bus timetable or adding a reminder. • Using apps and tools available on mobile devices. • Practising with templates or guided steps. • Pair work to support learners who struggle with confidence.

<p>Step-by-step instructions:</p>	<p>Definition: A short sequence of clear actions to complete the task.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying and following short instruction sequences. • Acting on instructions one step at a time. • Asking for clarification when unsure. • Recognising common instruction formats such as icons or prompts. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Comparing written instructions with visual or on-screen prompts. • Using simple task cards for SEND learners. • Demonstrating how workplace instructions may appear. • Checking off steps as they are completed.
<p>Intended purpose:</p>	<p>Definition: The reason the task is being completed.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Checking the final output matches the intended purpose. • Ensuring the information or action is correct. • Identifying when a task needs adjusting. • Linking purpose to everyday or workplace needs. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Examples such as checking if a search result answers a question. • Reviewing sample tasks that do or do not meet a stated purpose. • Using peer or tutor feedback to confirm the purpose is met. • Discussing why purpose matters in work settings.
<p>Simple information search:</p>	<p>Definition: A basic search carried out using a search engine or simple online tool.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Entering short search terms. • Identifying a result that matches the question. • Recognising when results are not relevant.

	<ul style="list-style-type: none"> • Using a familiar, safe search environment. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Searching for everyday information such as opening times or travel details. • Demonstrating alternative ways to search (voice, maps, local services apps). • Spotting the difference between adverts and results. • Using scenarios from entry-level work.
<p>Safe search practice:</p>	<p>Definition:</p> <p>A basic precaution that helps keep the learner safe when finding information online.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying one practice such as avoiding unknown links or checking trusted sources. • Recognising when information seems incorrect. • Knowing not to share personal details during a search. • Using settings that support safe searching where possible. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Comparing trusted versus untrusted sites. • Simple examples of misinformation. • Introducing reporting or help features. • Linking safety to real workplace expectations.