

Units 10 and 11 at Entry – Combined Scheme of Work

BTEC WorkSkills Entry 3
 Unit 10 – Exploring the Use of the Internet and Digital Media in the Workplace
 Unit 11 – Using IT to Collect and Share Information at Work

Level	Unit 10	Unit 11
Guided Learning Hours (GLH)	35	35
Total Unit Time	37	37

Note: suggested estimated times below are less than GLH to allow flexibility in delivery.

Please note that when supporting learners in selecting organisations as part of their assignments all principles of safeguarding and health and safety must be followed.

This Scheme of Work should be used in conjunction with the Unit 10 and Unit 11 specifications to ensure full coverage of the qualification.

Unit	Learning Aim(s)
10	Understand the use of the internet in an organisation. Use an online technology for a work-related task
11	Recognise software applications that are used in the workplace. Use a work-based software application

Learners will:

- understand why organisations use digital products and services
- use online technology for a work-related task
- present findings in an appropriate format
- be aware of –
 - different software applications used for different purposes
 - different types of information
 - and know how to use software to aid in completing tasks

Skills:

Unit 10: Research, use of appropriate communication skills, use of appropriate digital skills, information handling and interpretation

Unit 11: Use software applications, share information with others, IT presentation skills, information management

Session	Focus	Content	Concept and /Key Terms	Resources/Learner Activities/Assessment	Estimated Time (hours)
1	Overall introduction to Units 10 and 11	<p>Overview of requirements:</p> <ul style="list-style-type: none"> • purpose • ways of working • learning outcomes • assessment <p>Discussion of keywords</p>	<p>Internet Digital media Purpose Advantage Audience Pitch Multimedia products (websites, interactive presentations, computer-based training, information points, e-magazines)</p>	<p>Opportunity for glossary, word wall linked to topics and concepts for the units.</p> <p>Learners watch clips/images/videos of 'famous' multimedia products for famous brands and identify the brand or product.</p> <p>Learners consider which they thought was most memorable and why.</p>	1-2
2	Introduction to Unit 10 Exploring the Use of the Internet and Digital Media in the Workplace	<p>The internet – history and uses from dial up to WiFi – focus on advances in technology and how present day compares to issues organisations may have had in the past when communicating with their audience (customer base).</p> <p>Changes in working environments and home life as a result of the internet. Discussion on range of tasks previously completed without the internet: For example: Research – going to library Graphics – hand drawn Correspondence/Communication – letters/post Advertising – hard copies -poster, advert in publication</p>	<p>Internet WiFi Purpose Advantages Audience Pitch Traditional Organisations Workplace Operations Functions Research Advertising Correspondence Communication Graphics Email Instant messaging, etc Blog</p>	<p>Learners consider how internet is used in the workplace – mind-map ideas, group discussion</p> <p>Learners in pairs to create a list of organisations, why they use the internet. The list is sorted into types of organisations – e.g. retail, public (transport), entertainment, hospitality, and so on. Lists are shared as the basis of group discussion.</p> <p>Learners choose range of workplace tasks and identify</p>	3 - 4

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		<p>Comparison to range of tasks today – from email, instant messages, blogs, online advertising, pop-ups etc. Case studies – highlighting different challenges for a business/organisation.</p> <p>Challenges may be past or present.</p>	<p>Barriers Challenge</p>	<p>the advantages of digital methods. Conclusion – decision – is digital and internet based better than “traditional”? Learners look at case studies in small groups to decide how the internet could overcome the challenge.</p> <p>What would the barriers be?</p> <p>Formative: <u>R</u>-review of lists, learner participation and findings, ideas and suggestions shared in group plenary.</p>	
3	Unit 10 – Finding out features used on websites	<p>Advantages and drawbacks of an organisation having a website.</p> <p>Tutor led learner discussion:</p> <ul style="list-style-type: none"> • What can organisations and businesses achieve through their website? • Does a website bring added value? <p>Does the website enhance the overall performance?</p>	<p>Website Advantage Drawback Added value Enhance performance Features (navigation, menu, banner, logo, interactive content (survey, quiz, game, comment box, chat facility), advertisements, multimedia, web links, Online forms, FAQs Popups, Animation Video Secure payments</p>	<p>Learners use a list of features commonly used on a website.</p> <p>In pairs research two websites that offer different products or services and note the features used, providing one reason for each feature used. For example: banner to highlight logo and key product or service.</p> <p>Formative: -Learners compare findings in small groups.</p>	3

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			Tracking/delivery updates Review/feedback		
4	Unit 10 – Finding out about types of digital media	What is digital media? What types of digital media can be used in the workplace? Overview of each type to include benefits and drawbacks (e.g. easy to share or modify, brand awareness, social interaction)	Digital media Audio Video Social media Online advertisements Paid for (advertisements) Owned – e.g. email marketing Earned media – e.g. blog posts, reviews etc <i>Social networks</i> Media sharing – Snapchat, YouTube, etc Consumer Reviews Blogs Discussion Forums Social shopping networks	Learners are shown examples of digital media. Learners use list of digital media types and find examples of each on internet. Learners identify purpose of each type they find by adding an explanation of how it could be used in a workplace or organisation. Learners choose one type to investigate in more detail – sourcing a range of different examples of where that type is found/used. Learners present their findings in small groups noting key points of their research.	3

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5	Unit 10 – Researching existing types of digital media	<p>Discussion on the most appropriate type of digital media an organisation could use to promote a new product to a specific target audience.</p> <p>Audiences range from primary age children through teenagers to over 60s.</p>	<p>Promote Product Target audience Age group</p>	<p>Learners in groups choose an age range (note: -make sure all age ranges are covered by class). Learners research to find existing digital media methods used to promote a product, commenting on whether the method would appeal to the age range they chose.</p> <p>Learners collectively choose a way to show the different age groups/target audience and appropriate types of digital media for each age group/target audience.</p> <p>In small groups learners create summary table to who each type of digital media with its advantages and drawbacks.</p> <p>Formative: creation of table and observation of collective working with findings</p>	3

Session	Focus	Content	Concept and /Key Terms	Resources/Learner Activities/Assessment	Estimated Time (hours)
6	Unit 10 – Comparing appropriate use of digital media to promote a product	<p>Demonstration of digital media to create and advertisement for a given organisation.</p> <p>Opportunity to invite guest speaker from a marketing company or digital media organisation to talk about:</p> <ul style="list-style-type: none"> • how digital media has been used to enhance their business • how it is has helped (or not) to promote the product or service they offer • challenges and barriers faced 	<p>Digital media Advertisement Organisation Promote</p>	<p>Learners comment on whether the digital media used promoted the product or not.</p> <p>Assessment: -Formative through plenary regarding document design, etc.</p> <p>Learners research range of good and bad digital media advertisements and give reasons why they are appropriate or not.</p> <p>Opportunity to work in groups to identify similarities/differences of advertisements to see if they are successful or not.</p> <p>Formative: shared discussion on digital media advertisements.</p>	3
7	Unit 10 – Creating a video	Tutor allocation of a particular product or service that needs to be promoted for a specific target audience using video on a digital media post	<p>Product Service Promote Video Digital media post</p>	<p>Learners create the video</p> <p>Formative: learners discuss experience of creating the video</p>	3 – 4

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8	Unit 10 – Creating a written digital media product	Tutor led discussion to identify different written digital media products.	Written digital media Flyer Poster Social media poster	In pairs, learners design and create a digital media product for a given target audience and the product/service in question. Formative: learners pitch their idea to the group. Other learners provide feedback on their idea.	3
9	Unit 11 – Types of information	Focus on the workplace. Types of information that could be communicated and shared in the workplace. Tutor led display of multimedia products that were created using a range of software applications. Opportunity for visits to workplaces to talk to employees about the information they gather, use and share. (This could be done as a homework activity. If the learners are not in a workplace, they could ask parents about their workplace.	Information Communication Share Workplace Sector Similarity Difference Numerical Written Digital Confidential	Learners research a specific workplace or sector and share their findings regarding the information shared highlighting similarities and differences. Learners consider each product and decide on positive/negative aspects. Learners identify ways the media could be improved. Learners document and share findings as written, digital; numerical or confidential. Note some might cover more than one type, e.g., confidential numerical.	3

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10	Unit 11 – Software applications	<p>What is software?</p> <p>What is an application?</p> <p>Pre-prepared worksheet of range of different applications and software to support discussion of general applications software used across organisations.</p> <p>Opportunity for learners to complete a series of work-based tasks using each one of the generic software applications on different platforms (depending on centre availability). Work could be peer reviewed and experiences of different platforms used.</p>	<p>Software</p> <p>Application</p> <p>Information</p> <p>Gather</p> <p>Create</p> <p>Share</p> <p>Word processing</p> <p>Presentation</p> <p>Spreadsheets</p> <p>Platforms (Microsoft applications</p> <p>Google applications</p> <p>Apple applications)</p>	<p>Learners use worksheets and identify applications software that could be used in the workplace to: -gather, create, share information.</p> <p>Learners in groups research one of the three generic applications – word processing, presentation or spreadsheet software. Learners research which application is used to fulfil each function – investigating the strengths and weaknesses.</p> <p>Formative: Findings presented/shared to group.</p>	4 - 5

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11	Unit 11 – Work-based software applications	<p>Different software applications can be used to target and support specific workplace activities and tasks.</p> <p>Opportunity to invite speakers from range of workplaces and sectors to share:</p> <ul style="list-style-type: none"> • what systems/applications are used • purpose 	Workplace Activity Task Hospitality Sector Healthcare Sector Human Resource Department Logistics Retail Booking system Payment system Calendar Enquiry system Review/feedback system Order system Delivery/tracking system POS system Restaurant/food order system Monitoring systems Staff management Stock control	<p>Learners consider own experiences of range of software applications, sharing examples of their experience – booking, paying, calendar, etc.</p> <p>Learners in small groups investigate a specific sector or workplace to identify the applications used and whether they enhance the business and how important they are to the business.</p>	3

Session	Focus	Content	Concept and /Key Terms	Resources/Learner Activities/Assessment	Estimated Time (hours)
12	Unit 11 – Working with data and numbers	<p>Collecting and handling data in a workplace environment</p> <p>Demonstration of online software used to collect data:</p> <ul style="list-style-type: none"> • questionnaire • survey <p>Opportunity for learners to complete the data collection form to assess its use and functionality.</p> <p>Note: Time may need to be added for learners to learn how to use the online survey software, decide on data to be gathered and teaching about use of spreadsheet for data management/storage</p>	<p>Data Collection Handling Environment Job role Statistics Financial Personal data Customer data Sales Order Price Cost Performance Activity(fitness) Graph/chart Spreadsheet Analyse Manipulate</p>	<p>Learners in pairs identify different types of data that might be collected and used within a specific sector or workplace.</p> <p>Learners share findings in small groups.</p> <p>Learners create short digital surveys using online software – gathering information and data from a range of people.</p> <p>Learners record findings in software – entering data, analyzing and manipulating it to present findings in graphical or diagram format.</p> <p>Formative: presentation of findings and peer-to-peer feedback.</p>	3 - 4

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13	Unit 11 – Working with text and images	<p>Discussion of why text and images are combined in the same document when information is produced and shared.</p> <p>Demonstration of different software applications that allow text and images to be combined.</p> <p>Learners note that often text/image documents are digital and are shared electronically:</p> <ul style="list-style-type: none"> • email (attachment) • website • social media • shared cloud storage <p>Layout and language used must be carefully considered.</p>	<p>Text Images Document Combine Digital Electronically Email attachment Website Social media Cloud storage Layout Language</p>	<p>Learners, with tutor support, trial the software applications available to develop digital skills.</p> <p>Learners create a one-page document that combines text and images.</p> <p>Formative: documents shared for peer-review and feedback</p>	2

Session	Focus	Content	Concept and /Key Terms	Resources/Learner Activities/Assessment	Estimated Time (hours)
14	Unit 11 – Presenting information	<p>Pre-prepared worksheet/flipchart(s) identifying different types of information.</p> <p>Samples of workplace documents for investigation of strengths and weaknesses of each type in presenting the included information.</p> <p>Demonstrations of different applications to consider products and how they could be enhanced:</p> <ul style="list-style-type: none"> • layout • content • house-style <p>Software application demonstrations to show how documents can be edited and amended to improve the layout and combination of text and images. [Possibility of learners to visit graphic designers to experience first-hand how the digital products are created.]</p>	<p>Written</p> <p>Financial</p> <p>Numerical</p> <p>Statistical</p> <p>Confidential</p> <p>Layout</p> <p>Content</p> <p>House style</p>	<p>Learners consider how each of these types of information could be presented.</p> <p>Learners make lists for each software application to identify how they could be used to present information. For example:</p> <ul style="list-style-type: none"> • Spreadsheets (numerical, financial, graphical) • PowerPoint (slides) • Word processing (combining text/images, numerical, written) <p>Noting – That all of the above could be confidential.</p>	4 - 5

Session	Focus	Content	Concept and /Key Terms	Resources/Learner Activities/Assessment	Estimated Time (hours)
15	Unit 11 – Passing on information to others	<p>How and why information is shared in the workplace and why colleagues work collaboratively.</p> <p>Introduction for file sharing for internal and external sharing of information.</p> <p>Discussion about what methods of sharing information is best suited to specific groups of people. -Tutor notes on flipcharts to support discussion.</p> <p>Discussion about which information can be shared. Consideration of:</p> <ul style="list-style-type: none"> • Data Protection and confidentiality • need for permission <p>A tutor provided overview of consequences after formative discussion.</p>	<p>Share Collaborate Colleague Platform File-sharing software Stakeholder Internal External Cloud Data protection Confidentiality Permission</p>	<p>Learners research file sharing software and applications for sharing internally and externally.</p> <p>Learners research platforms using for this purpose.</p> <p>Learners collaborate on different documents to share their findings using a file sharing platform (centre constrained)</p> <p>Learners create list of the different information they can/cannot share – both internally and externally within an organisation or business/workplace</p> <p>Learners share justifications for sharing/not sharing.</p> <p>Formative: discussion as to what should happen if information/data was shared without permission.</p>	3

Session	Focus	Content	Concept and /Key Terms	Resources/Learner Activities/Assessment	Estimated Time (hours)
16	Unit 10 – Working in groups	<p>Tutor led discussion about groups vs teams.</p> <p>Definitions: Team – working towards a common goal (united) Group – those with a similar interest</p> <p>Tutor led discussion or learner experiences of being in a team or a group to include challenges and successes.</p> <p>Consideration and summary of what makes a good group or an effective team.</p> <p>What makes a good leader?</p> <p>Learner participation in a range of team building activities designed by tutor to enable learners to reflect on how they performed and/or could improve.</p> <p>Videos of teams planning/completing tasks to support discussion of how effective they were, any strengths or areas for improvements that could be made.</p>	Group Team Common goal Shared interest Challenge Success Failure Ground rules	<p>Learners in pairs discuss experiences, challenges and successes.</p> <p>Learners identify and document common themes to challenge, success and/or failure.</p> <p>Learners create and present their own set of ground rules for group and team working that they could follow. Group agrees on a common set of rules.</p> <p>Formative: through plenary regarding agreement on set of rules.</p>	3
17	Recap of learning Unit 10 and Unit 11	<p>Recap on key concepts and topics of both units.</p> <p>Direct questioning to check understanding.</p>		Learners can discuss the key points from the unit and summarize what they have learnt and how this will help them in the future.	1 - 2