Digital Functional Skills Entry Level 3 - Scheme of Work

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| **Guided Learning Hours (GLH)** | 55 |
| **Total Qualification Time (TQT** | 62 |

Note: suggested estimated times below do not equate to GLH to allow flexibility in delivery depending upon learner needs.

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 Digital Functional Skills Entry Level 3 specification to ensure full coverage of the qualification. Learners should make connections between the skills areas – for example, Skill area 5 - being safe and responsible online is connected to Skill area 1 – uses of devices, applications, uses of the internet and so on.

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| **Learning Aim(s)** |
| Digital Functional Skills at Entry Level 3 will enable learners to initiate and participate in digital and online activities safely in:   * the workplace * other real-life contexts. |

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| As a basis for further study, work and life, learners will be enabled to:   * gain confidence and fluency in their use of digital knowledge and skills, and develop a positive attitude towards the use of digital skills * develop an appreciation of the importance of digital skills in the workplace and in life generally * demonstrate their knowledge and skills by applying these to complete tasks and activities. |

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| Skills areas |
| 1. Using devices and handling information  2. Creating and editing  3. Communicating  4. Transacting  5. Being safe and responsible online |

| **Session** | **Focus** | **Content**  **Outcome** | **Concept**  **Key Terms** | **Resources/Learner Activities/Assessment** | **Estimated Time (hours)** |
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| 1 | Overall introduction to Digital Functional Skills Entry Level 3 | Overview of requirements:   * purpose * ways of working * learning outcomes * assessment   Discussion of keywords linked to concepts and key terms  Outcome:  Tutor will gain insight into and overview of learner prior knowledge | Devices  Information  Applications  Internet  Creating and editing documents  Communication (methods)  Online transactions  Being safe and responsible online | Opportunity for glossary, word wall linked to skills areas and key words  Learners in small groups consider what they already recognise as digital skills  Learners consider which they think they use most, why and how important it is in life/work contexts | 1-2 |
| 2 | Introduction to and overview of **Skills Area 1 – Using devices and handling information** | Devices  Applications  System settings  Internet – navigation and searches  Storing, organizing and retrieving information  Device and software problems  Applying solutions to technical problems or correcting system/user errors  Outcome:  Learners will be able to use some keywords in the correct context and identify some interconnectedness of the type of device with its connectivity and uses, either in their daily life or in a work context | Device types - desktop, laptop, mobile, smart  Connectivity - wired, wireless (Wi-Fi, Bluetooth)  Features - input (keyboard, touchscreen, mouse, mousepad, scanner, microphone, camera)  Features - output (monitor/screen, speaker, printer, camera)  Uses -   * Communication (phone/video call, email, social media) * Creating/editing documents * Media (images, text, video, audio, stream, livestream) * Lifestyle (entertainment, games, health and fitness, social media) * Online transactions (services, financial)   Applications - ()  System settings (display, brightness, Wi-Fi, accessibility, time and language)  Internet (menu, hyperlink, navigation controls, search criteria)  Storage – organize and retrieve information (files, folders, storage (local/remote))  Problems (device and software - system error [device crash/freeze, slow response, no internet connection], user error [incorrect login, incorrect connection, no sound])  Technical problems -files, sound, print, crash/freeze, internet connection  System/user errors – restart/reboot, file name/location, sound, printer [paper, jam, connection], login details, internet connection | Note: not all keywords and concepts may be covered at this point. These are listed for reference purposes. Subsequent sessions will cover all keywords.  Learners consider how they use devices, applications, internet (online), information in their daily lives – mind-map ideas, group discussion.  Learners in pairs to create a list of devices, applications, online uses, information and why or how they use them. Types may be allocate then group comes together to combine the information. The list is sorted into types email, web browser, mobile [lifestyle, social media, news, entertainment], word processor, presentation software of devices, applications, uses – e.g. devices (types, features, connectivity); applications, settings, internet. Lists are shared as the basis of group discussion. Lists may include some problems encountered.  Formative: Review of lists, learner participation and findings, ideas and suggestions shared in group plenary.  Extension: highlight interconnectedness of the concepts and key terms as opportunity arises from learner input. | 3 - 4 |
| 3 | Skill area 1.1 – the main features and uses of different types of device | Tutor led discussion on devices, features connectivity and reasons why learners use devices.    Device types  Connectivity  Input  Output  Communication  Creating/editing documents  Media  Lifestyle  Online transactions  Outcome: learners will be able to identify the main features of devices and identify these as input or output. They will be able to discuss how they use the devices and use keywords in identifying this.  Note: in creating and editing a document they will be using specific applications, but this can be used as part of the introduction to Session 4 | Desktop, laptop, mobile, smart  Wired, wireless (Wi-Fi, Bluetooth)  Keyboard, touchscreen, mouse, mousepad, scanner, microphone, camera  Monitor/screen, speaker, printer, camera  Phone/video call, email, social media  Images, text, video, audio, stream, livestream  Entertainment, games, health and fitness, social media  Services, financial | Using learner lists and outcomes from Session 2, review content covered.  Learners given an area(s) of content to research – for example:   * Devices and connectivity * Device features * Communication * Media * Lifestyle * Online transactions   Guided outcomes should include sharing findings in a word-processed document of presentation, which can be shared and fed back to whole group.  Formative: Group may add to content in form of feedback when the findings are shared.  If possible, group findings stored on shared area so learners can access as required. This may be useful in practicing storage and retrieval of information. | 3 - 4 |
| 4 | Skill area 1.2 – know what an application is and the main types of application software | Tutor led discussion of software applications used by learners.  Outcome:  Learners will be able to identify the software applications they use.  Learners will be able to differentiate between and identify the interconnectedness of mobile applications with a range of devices.  Learners will have some understanding of the importance of security software (e.g. anti-virus software) | Email  Web browser  Mobile (lifestyle, social media, news, entertainment)  Word processor  Presentation software | Learners in pairs map their uses of any software applications whether in daily life or work context.  Tutor may wish to provide a structured document at this stage to support learners in documenting their responses.  Learners share mind maps and highlight applications that can be used on mobile and other devices.  Uses may be identified as daily life or work context, noting any overlaps and why.  Formative: learners choose an application software to present their findings and learning about applications. This may be a presentation, a word-processed list or fact sheet that could be displayed or a social media post (in draft form). | 3 |
| 5 | Skill area 1.3 – apply system settings | Tutor led discussion to determine learner awareness of system settings.  Outcome:  Learners will understand how they can apply system settings to their devices for themselves and others | Display (brightness, resolution  Sound  Wi-Fi (pubic, secure)  Accessibility for those with visual impairment (magnifier, screen reader, text to speech, voice control)  Time and language | Learners consider their own needs and uses of system settings as well as those of others. What system settings do they currently apply and why (note: the range of settings may be broader than the specification).  Learners consider the importance of knowing whether Wi-Fi is public or secure (link to Skills area 5)  Learners discuss importance of being able to apply settings to assist those with a visual impairment.  Learners practice changing system settings on their own devices (centre and/or personal)  Formative: Learners create a fact sheet about system settings that could be displayed in a classroom or workspace. | 3 |
| 6 | Skill area 1.4 – navigate online content to locate required information  **and**  1.5 – carry out searches on the internet | Tutor led mind mapping of how the learners currently navigate and locate online content in order to find information they need.  Tutor determined task of searching for specific information online.  Outcome:  Learners will be able to review their online search criteria and identify keywords for a range of searches. They will be able to use key terms to describe the process. | Menus  Hyperlinks  Browser navigation controls (back and forward buttons, bookmarks)  Search criteria  Key words  Specific, clearly defined searches  (Information, images, videos/video links) | Learners list ways they currently use the internet (online) to navigate and find information, etc online. Tutor mind maps responses for group.  Learners guided to use specific terms such as menu, hyperlink, etc.  Learners will learn how to identify a hyperlink and browser controls.  Learners will learn how to bookmark information, why this is useful and practically apply the skills.  Learners will be set tasks for find specific information, they will feedback to peers on the search criteria and keywords used and consider how the importance of using key words.  Formative:  Learners will be given a list of specific information to find including information, images and videos/video links) – they should screenshot the search and the search results using at least one bookmark.  Extension: If time allows, in pairs they can consider how efficient their use of key words made the outcome and discuss this using key terms such as menu, hyperlinks and so on. | 3 - 4 |
| 7 | Skill area 1.6 – use files to read and store information  **and**  1.7 – use files and folders to organise and retrieve information | Tutor led consideration of how and where learners store, retrieve, read and file information.  Note: information will include files, folders, graphics, images, videos/video links.  Retrieval may include finding and downloading – depending upon the type of storage used.  Does the storage vary according to the type of information?  How do they choose how and where to save information?  Does the storage location make a difference to the retrieval of the information?  Outcome:  Learners will be able to identify how they manage files and folders.  Learners will be able to create, open, etc files and folders from both local and remote storage. They will be able to identify suitable storage according to their needs.  Learners will be able to identify storage on a range of devices. | Files  Folders  Create information  Save information  Store information  Retrieve information  Download information  Read information  Edit information  Locate and select a file/folder  Rename a file/folder  Storage – local (hard drive, removable media [external hard drive, memory stick, SIM card, etc]), remote (e.g. Cloud) | Tutor to set up files and folders on shared network/Cloud for learners to find and retrieve files and information and download/resave.  Learners given task to create files and save them in folders on shared network, on Cloud, on removable media – peer feedback on names chosen for files and where they are stored.  Learners given task to find and download specific information (text, images) and choose where to store it. Learners share ideas about storage locations and reasons for choice. Peer led feedback on storage location chosen.  Formative:  Learners create simple flyers or draft social media posts about how, when and where to save information such as files, graphics, etc. These should highlight importance of organisation to aid retrieval. | 3 – 4 |
| 8 | Skill area 1.8 –  Know when there is a problem with a device or software and know the difference between system errors and user errors  **and**  1.9 – apply a solution to a simple technical problem | Tutor led identification of problems encountered with devices and software.  As part of identification discussion learners should be encouraged to differentiate between system errors and user errors.  Tutor led mind map of actions that could be taken to solve simple technical problems linked to files, sound, printing, device crash, no internet connectivity.  Outcome:  Learners will be able to recognise a range of simple technical problems and identify them as user or system errors.  Learners will be able to offer a range of possible solutions to these problems. | System error:  Device freeze or crash  Slow response from a device  No connection to the internet  User error:  Incorrect credentials (login details including password)  Hardware incorrectly connected  Sound cannot be heard  Technical problems:  File will not open  Sound cannot be heard  Unable to print  Login failed  Device freeze/crash  No internet connection  Solutions to system user/errors:  Restart or reboot device  Check file name and/or location  Check sound level  Check for paper supply or jam  Check for printer connection  Check login details used  Check internet connection(s) | Learners share experiences of problems with devices and software. These are tagged as user or system errors – agreement in small groups.  Small groups feedback to allow for range of problems.  Learners consider and offer a range of solutions based on own experience and tutor led discussion. Agreement on most suitable.  Formative:  Learners given task to create a simple presentation (using software of their choice) to list simple technical problems and possible solutions that they could apply. Problems should be defined as system or user. This may be done in pairs or as individuals. | 3 |
| 9 | **2 – Skills area: Creating and editing**  2.1 – Use a suitable application to ether, edit and format text | This skills area is interconnected with or underpins other areas of the qualification. It is a key area for the assessment and as a life or workplace skill.  Tutors may have some knowledge of the level of skill of their learners, but full coverage of the skills is important.  Tutor to provide a range of documents produced by word processing – poster, flyer, etc) and a suitable slide show that includes a range of information (text, images)  Outcome:  Learners should be able to identify a suitable application to use in a given context. They should know the purpose of a range of documents and presentation(s).  Learners should be confident in entering, editing and formatting text and numbers. | Application  Purpose  Word processing  Presentation  Poster  Flyer. Information sheet or leaflet  Menu  Invitation  Slide show  Text and numbers  Enter  Edit  Select  Copy  Cut  Paste  Currency (£ and pence in whole numbers)  Date/time  Format text and numbers:  Font  Style (bold, underline, italics)  Size  Colour  Alignment (left, right, centre, justified)  Bullets and numbered lists | Given that learners will have a range of skills, the tutor may decide to differentiate the task.  Learners tasked to collect a range of documents that show different conventions used for different audiences and purposes. Note the slide show options will be digital/on screen.  In small groups they discuss the documents they have collected and highlight the different formatting techniques used in each. They identify what is done well and where they feel there could be improvements made.  Learners consider how appropriate each software is for a given purpose. They can discuss conventions used in documents, for example alignment in a flyer will look different from alignment used in an information sheet or menu.  Tutor led lesson on formatting techniques within each type of software.  Formative: Learners are given a document or slide show that contains a range of information and asked to apply a range of formatting techniques to make sure the final document is fit for purpose and audience.. | 4 – 5 (de[pending on learner skills and experience) |
| 10 | 2.2 – Use a suitable application to enter, edit and format graphics | Building on last session, tutors will introduce concepts and skills of entering (inserting), editing and formatting graphics within word-processing and presentation(s).  Graphics includes image, diagram, photograph.  Outcome:  Learners will be able to enter an image into a document or slide show and edit or format it according to specific instructions. | Enter (insert)  Edit  Format (position, size)  Application (word-processing, presentation)  Image  Diagram  Photograph | Learners are given a document of text and a graphic which may be an image, photograph or diagram. These should be suitable to be used in a word-processed document or a slide show.  Learners are tasked to put learning from previous session into practice. They should use these resources to create a specific document or slide show for a specific audience.  They should choose appropriate formatting techniques based on this and the previous session.  Formative:  Learners consider their own finished product and ask peers for feedback.  Improvements made based on own and others’ feedback. | 2 |
| 11 | 2.3 - Combine different types of information for a given purpose | This session brings together the two previous sessions and is an important skill in preparing for the assessment.  Tutors will remind learners through feedback/review session about the types of information they will use and the contexts in which that information can be combined.  Outcome:  Learners will be able to combine types of information within a given work or real-life context for a specific purpose and ensure that the combination of the two is suitable for the audience. 9For example: placement of graphic relative to text – no truncating or obscuring, etc). Learners will be able to consider the document they have produced and ensure the combination is suitable. | Combining information  Information  Text  Numbers  Graphics  Work context  Real-life context  Given purpose (audience)  Advertisement  Poster  Flyer  Information sheet/leaflet  Menu  Invitation  Presentation (slide show)  Slide design  Slide animation  Insert new slide | As previous sessions – learners should refine their skills and knowledge.  This includes more consideration of the finished product and issues like placement and manipulation of the graphics used.  It may be appropriate to introduce the SAM task at this point as a practice task for the assessment.  This will allow the task to be marked and learners to be introduced to the way in which they can achieve marks within an assessment.  Tutor may use opportunity for formative feedback and assess the outcome, allowing the learns time to go back and make improvements based on the tutor feedback. | 3 |
| 12 | 2.4 – Capture digital media and view in a suitable application | Tutors to ascertain how familiar learners are with capturing digital media.  Tutor led identification of digital media and methods used to capture it.  Outcome:  Learner will be able to identify the types of digital media. They will be able to capture images and video including a screenshot using a camera on a device where appropriate. | Digital media  Images  Video  Screenshot  Capture  View  Download  Camera (on a device) | Learners should be given access to devices and the internet to allow them to capture digital media.  They should be able to identify the different types of digital media – image, video, screenshot.  This provides an opportunity to fine tune skills of taking screenshots for the assessment. These may be pasted into documents or saved as images according to centre preference.  Formative: Learners tasked to capture a range of digital media and show how they view it. | 2 |
| 13 | **3. Skills area: Communicating**  3.1 Create and edit details in a contacts list  **and**  3.2 - Compose and reply to online communications comprising text and other digital content to individual and multiple recipients  **and**  3.3 – Initiate and participate in a video call | Communication is a key skills area and is interconnected with and underpins skill areas 4 and 5.  Tutors will know the level of learners’ familiarity with online communications – email and video call.  Session begins with review of skills in both aspects.  Tutor introduction and clarification of key terms and concepts for email and video calls to confirm learners’ understanding.  Outcome:  Learners will be able to add and edit contacts. They will be able to create a suitable email which includes all the key elements (to, subject, close, etc), an attachment and a suitable message.  Learners will understand how to initiate and manage a video call. | Contacts list  Create new contact  Edit existing contact  Compose online communication – email  Text content  Digital content  Email (new, to, subject, reply, reply to all, message. greeting, close, send)  Attachment – document, image, video  Video call  Initiate  Participate  Join/accept  Mute/unmute  Camera on/off  Raise hand  Messaging (chat)  Background/background effect | Initial focus on email client software.  Learners should be given access to centre-based email accounts. These should be different from the ones that will be used in the assessment.  Tutor led demonstration of creating and editing contacts. Emphasis should be on accuracy of details entered to ensure that the contacts list is functional.  Learners given a short list of contacts to enter and some to edit.  Learners take a screenshot of the final contacts list for formative feedback. (Note link to file names and storage.)  Tutor led demonstration of key elements of email client software as per the specification, ensuring learner comprehension. Emphasis on functionality in terms of accuracy of the address, message and relevance of the subject. Learners review how to add an attachment. (Note: link to storing and retrieving information.)  Tutor sends email to learners asking them to reply and attach the screenshot they have taken of their completed email contacts task.  Focus on initiating and participating in a video call. Note: this will be tested as knowledge rather than skill in the assessment.  Learners discuss experience of video calls and devices used. Key terms and features are discussed and tutor led identification of key features on screen. Learners should be confident they know how and when to use each feature listed in the specification. Discussion may include location of the features in different software applications/platforms. | 3  + 1 for video call skills |
| 14 | 3.4 – Know what is meant by a digital footprint, understand the implications of a digital footprint and know the range of digital activities that leave a digital footprint | Tutor to emphasise the importance of understanding that all online activity leaves a footprint. This is interconnected to and underpins not only skill areas 1 and 3, but also 4 and 5.  Learners are likely to have a wide range of experience based on their online activities. The tutor may draw on this to identify and define as well as draw out the implications of a digital footprint.  Outcome:  Learners will be able to explain what a digital footprint is and identify a range of the online activities that contribute to this.  They will be able to identify the positive and negative implications of their own and others digital footprints. | Digital footprint  Implications (positive, negative)  Activities that leave a digital footprint – social media activity (profiles, uploaded photos., posts, messages, replies, blogs, online reviews)  Web searches  Browsing history  Emails  Positive implications:  Visibility of positive online activities and social media profile to wider audience (work and real-life contexts)  Personalised advertising  Negative implications:  Reduces privacy  Reduces security of information and date  Compromises safety of individuals (personal information available to others)  Visibility of negative online activities and social media profile to wider audience (work and real-life contexts) | Tutor shows learners a social media profile and asks for feedback about privacy settings to initiate discussion about online activity.  Note: May need to set up generic profile for teaching purposes.  Tutor leads conversation to other online activity and learners contribute – what they do online, what they think is shared and how, what happens if they delete something, who might have access to see their activity.  Learners work with tutor on mind map of digital online activities and summarise findings so they relate to their own activity.  Discussion leads to what is positive and what is negative.  Learners then work on document using software of their choice to summarise their activity, who might have access to it and identify negatives and positives of this.  Extension – consider differences between work and real-life contexts and the overlap there might be. | 3 - 4 |
| 15 | **4 Skills area: Transacting**  4.1 - Complete and submit an online form (including personal details) and comply with data validation  **and**  4.2 – Comply with verification checks to complete an online transaction | Skills area 4 is interconnected with skill area 5.  The focus is on online forms used for a range of transactions.  Tutor led review of forms that leaners may have already completed – e.g. an online application for college or a job.  Outcome:  Learners will know how to complete and submit and online form, complying with data validation and verification checks. | Purpose of online forms:  Registration  Application  Request a service  Financial transaction  Book and appointment  Make an enquiry  Report a problem  Make an online purchase  Personal details:  Name  Address  Telephone number  Email address  Payment details  Data validation (Automatic computer check, Correct data entry, Instructions to help with form completion)  Data validation methods:  Presence check/required field  Invalid data check (?????????)  Double entry of username or password)  Data verification (to check accurate entry of user details):  One Time Passcode (OTP) to confirm registration or access  Enter and confirm email address  CAPTCHA | Learners mind map with tutor the types of online transaction they are familiar with, have used in the past or know of.  As small groups these can be sorted into the various purposes. Small groups come back to main group and compare findings.  Learners create a new document using software of their choice and list everything they consider to ‘personal details.  Learners feedback to each other which personal details might be linked to which purpose.  Tutor shows range of online forms – learners identify the data validation and data verification checks.  Learners add to their document and summarise the checks they have identified with a definition of each. Tutor adds any they may have omitted. | 3 |
| 16 | **5 Skills area: Being safe and responsible online**  5.1 – Understand the need to stay safe and respect others when using the internet and communicating online | Skills area 5 underpins digital functional skills in both work and real-life contexts.  Tutors will emphasise the need to stay safe and respect others when using the internet and communicating online.  Tutor led discussion of online risks – review of risks and discussion of consequences.  Tutor led discussion regarding respecting others online and behaviours to avoid.  Outcome:  Learners will recognise the online risks and consequences. They will be able to take steps to respect others online and develop skills to avoid inappropriate behaviours. | Stay safe  Respect  Internet  Online communication’  Online risks  Hacking  Personal data compromised or stolen  Fraud  Identity theft  Phishing  Pharming  Malware  Shoulder surfing  Unauthorised access  Links in unsolicited emails, message, pop-ups  Communicate with appropriate language  Consider opinions of others  Trolling  Offensive behaviour  Harassing others online | Leading on from 3.4 – emphasise interconnectedness of these skills.  Learners consider what is meant by respect and how they communicate online to a range of people from both real-life and work contexts.  Learners consider how they might identify circumstances when they are vulnerable and the implications of the online risks.  This can be considered in both contexts and how the location from which they are communicating minimises or compounds the risk. Have they ever clicked on links or pop-ups?  Learners consider a range of communications from social media posts to emails and documents posted online in a range of contexts. Tutor led discussion on identifying risks, implications and how these might be minimised or avoided. | 2 - 3 |
| 17 | 5.2 – Know simple methods to protect personal information and privacy online | Tutor led discussion about what personal information is. Learner responses are mapped – opportunity to review interconnectedness with skills areas 3 and 4.  Tutor led session on ways to protect personal information drawing on learners’ own experiences online in work and real-life contexts.  Outcome:  Learners will understand what personal information is and know a range of ways to protect the information and their personal privacy in work and real-life contexts. Learners will know and use a range of key terms. | Protect personal information  Personal privacy  Personal information – identifying an individual: name, date of birth, telephone number, home address, email address, bank details, photographs  Methods to protect personal information: Padlock next to website address (URL)  Website address include ‘https://’  Sharing personal information for a specific purpose  Minimize use of personal data across platforms  Social Media profiles (private)  Passwords (strong/hard to guess)  Not sharing passwords  Methods to protect privacy:  Social Media profiles (private)  Pseudonyms  Screenlock(s) | Link to 4.3 and interconnected 5.1 with online forms and online communications.  Learners mind map the personal information they may see online (about themselves and others) – what is essential and what might others be able to use.  Learners consider with Tutor led discussion the steps they may have taken themselves to protect their personal information and privacy online.  Learners prepare either on their own or in pairs a simple fact sheet to share with others that highlights key methods to protect personal privacy and data. The fact sheet may include features of strong passwords, privacy settings on social media platforms, etc.  Learners use per feedback to improve the fact sheet both the content and the presentation of information (link to Skill standard 2 – creating and editing.) | 2 - 3 |
| 18 | 5.3 – Set up and use security features (including authentication methods) to access devices and online services  5.4 – Understand he benefits of security software to protect against online risks | Leading on from previous session, tutors introduce the setting and use of security features to access devices and online services.  This again is interconnected with skill area 3 and 4.  Tutors lead discussion on why security is required and the features learners currently use.  Tutor led review of security software to gauge learner awareness and use.  Outcome:  Learns will be confident in identifying a range of security features and will be able to create and use strong passwords. They will understand the term security software and know the benefits of using it. | Security features  Authentication methods  Access devices  Access online services  Strong passwords:  Mix of upper/lower case letters, numbers, special characters  Unique  Biometrics (fingerprint, facial or voice recognition)  Pin codes  Pattern unlock  Screen lock(s)  Authentication  One time passcode (OTP)  Multifactor authentication  Security Software  Antivirus software  Malware  Firewall  Unauthorised access  Private network(s) | Tutor led mind map of the security features learners use or have access to.  Learners tasked to research security software (link to Skill area 1.5 – searches on the internet).  Tutor may provide images of a range of websites, platforms to enable learners to identify the security features available.  Review of features of a strong password.  Learners given list of keywords to research to enable them to write their own simple definitions – peer feedback to improve and refine outcomes | 2 - 3 |
| 19 | 5.5 – Know of and know how to minimise the effects of physical stress that may result from using devices | Tutor led mind map of physical stress and ways these can be minimised.  Outcome: Learners will be able to identify a physical stress and at least one way to minimise it. | Physical stress  Pain (poorly positioned equipment or poor posture)  Repetitive strain injury (RSI)  Eye strain  Headaches  Ways to minimise  Adjust position (not too close or too far away from device and peripherals (mouse and keyboard))  Adjust screen height and distance  Adjustable chair  Wrist support for peripherals (keyboard and mouse)  Suitable lighting  Regular breaks from the screen | Learners define physical stresses.  They consider their own physical stresses and any steps they may have taken to minimise them in both real-life and work contexts.  Opportunity to list key stresses and ways to minimise – to create a simple presentation with images and video links that can be shared with others. | 2 - 3 |
| 20 | Examination techniques and preparation for the assessment | Review of assessment structure.  Introduction to POP screens and use of online assessment in conjunction with software on devices.  Assessment timing and components.  Marking structure and how marks are awarded.  Outcome:  Learners will gain confidence in the assessment expectations and structure. | Sample Assessment Materials (SAMs) | Tutor led introduction to the assessment structure and expectations.  Walk through of SAMs prior to learners using it for practice.  SAMs outcomes used for peer feedback and overall feedback from Tutor.  Tutor able to use SAMs outcomes to target revision and any further coverage of skills standards that is required by learners. | 3 |