Digital Functional Skills Level 1 - 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 1 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.

**Please note:** the content at Level 1 subsumes and builds upon the content at Entry Level 3 where relevant.

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| **Learning Aim(s)** |
| The Pearson Edexcel Digital Functional Skills Qualification at Level 1 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:   * increase their confidence and fluency in their use of digital knowledge and skills, and develop a positive attitude towards the use of digital skills * demonstrate their knowledge and skills by applying these to complete tasks and activities * demonstrate their knowledge and skills by applying their knowledge and skills to areas of life and work which may be new or unfamiliar, and tasks and activities that they may encounter in future * develop an appreciation of the importance of digital skills in the workplace and in life generally. |

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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 Level 1 | 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**  Skill area 1.1 – 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.  Outcome:  Learners will be able to use keywords in the correct context and carry out a range of searches efficiently to find specific information either for their daily life or in a work context. | Devices  Information  Internet – navigation and searches  Types of search (search engines, search within a website)  Search techniques (keywords, exact phrases, search filters, refining a search)  Relevant information | Learners consider how they use devices, applications, internet (online), information in their daily lives – mind-map ideas, group discussion.  Tutor sets up tasks with searches for specific information in both daily life and work contexts.  After completing searches learners feedback in plenary as to how easy or difficult it was to find the information. Did they need to refine the keywords used? Did they choose different keywords from each other? Which search gave the ‘best’ results?  Formative: Review of 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 |
| 3 | Skill area 1.2 – Take account of currency, reliability and copyright when selecting information from the internet  **and**  1.3 – Understand that search results may include sponsored results or advertisements and be able to recognise these | Using outcomes from Session 2, tutor led sessions for learners to check currency, reliability and copyright of the information they found.  Consideration of results to identify any advertisements or sponsored results.  Outcome: Learners are able to check their search outcomes to make sure they are current, reliable and not copyright. They will be able to recognise advertisements and sponsored results. | Currency – date of information  Reliability:  Websites use https://  Quality of English, graphics, links (not broken)  Check more than one website for the same information  Bias – source of information  Copyright:  Acknowledge or reference source  License for copyrighted information  Seek permission from owner to use  Sponsored search results  Location of sponsored results  Advertisement identification (location in relation to search results) | Learners list ways they currently use the internet (online) to navigate and find information, etc online. Tutor mind maps responses for group.  Learners feedback to tutor and group how they check for currency, reliability and copyright in search outcomes. Note: these should include unreliable and out of date information as well as advertisements, etc.  Formative: Learners produce either on own or in pairs a short presentation to advise others on how to check information. | 3 |
| 4 | Skill area 1.4 – Carry out searches for files  **and**  1.5 – Create and use a hierarchical folder structure to organize files and use an appropriate file naming convention  **and**  Skill area 1.6 – Save a file Cloud storage using one device and open it on another device | 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 save a file to the Cloud and open it on another device. | Files  Folders  Create, save, store, retrieve, download and read information  Search for files  Search methods using:   * Complete file names * Partial file names * File content * File type   Folder and files hierarchical structure  Folder/file naming convention  Hierarchy:   * Parent folder(s) * Sub folder(s)   Folder and file naming conventions:   * Describe content * Indicate use * Date/time * Version number   Cloud storage  Save on one device/open on another device  Devices (desktop, laptop, mobile) | Learners given task to create a hierarchy of folders containing 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 store it on a range of media including Cloud storage. Learners share ideas about storage locations and reasons for choice. Peer led feedback on storage location chosen.  Tutor to set up files and folders on shared network/Cloud for learners to find and retrieve files and information and download/resave.  Note: this will require the provision of other additional devices with access to the Cloud.  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 |
| 5 | 1.7 – Know and be able to appropriately use terminology (including bytes, kilobytes, megabytes, gigabytes, terabytes) describing data storage requirements  **and**  1.8 – Know and understand limitations on file sizes when using some online services, and the benefits of using file compression to make effective use of storage capacity and to reduce data transfer times | Tutor introduction to terms used to describe file sizes. Note: opportunity for visual aids with screen showing a range of files and sizes.  Tutor explains and demonstrates file compression and why it is used. Tutor led discussion on learner experience with regard to limitations on file sizes and data transfer in order to gauge experience and understanding.  Outcome:  Learners will be able to identify and order files according to size and use the terminology accurately. They will be able to compress files and know the benefits of this for storage and data transfer. | Data storage terminology:   * Byte * Kilobyte (KB) * Megabyte (MB) * Gigabyte (GB) * Terabyte (TB)   File size limitations (online services)  File compression  Storage capacity  Data transfer time  Online services:  Email (attachment(s))  Webpage (file upload)  App (file upload)  File compression – benefits:  Effective use of storage capacity  Reduce data transfer times  Overcome limitations of file size (online services) | Tutor sets up shared folder with a list of files of different sizes. Note these may need to be ordered by name so that learners can order them in file size. Learner sorts files from largest to smallest. Where possible bytes and kilobytes are converted to megabytes, etc.  Learners compress specific files and note any changes in size as a result.  Plenary to compare learner task outcomes.  Formative: Quiz to check understanding. Quiz should include file sizes, compression, benefits, etc. | 3 - 4 |
| 6 | Skill area 1.9 – Use online resources to identify solutions to common technical problems and apply the solution | Tutor led identification of problems encountered with devices and software.  Tutor led mind map of how online resources could be used to identify 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 common technical problems and identify how to find a solution and how that solution is applied  .  Learners will be able to offer a range of possible solutions to these problems. | Common technical problems  Online resources  Solutions  Common technical problems:   * Wi-Fi connectivity * Login to device, network or online account problems * Printer issues – document won’t print   Online resources:   * Tutorials * Forums * FAQs * Help facilities   Common solutions:   * Change Wi-Fi settings * Change system or software setting * Reinstall application * Check printer (settings, connectivity) | Learners in pairs share experiences of technical problems with devices and software. List of issues encountered created and shared as  feedback to allow for range of problems.  Learners research and offer a range of solutions based on use of online resources. Tutor led discussion to come to peer agreement on most suitable.  Learners compare online sources used and identify them as tutorials, forums, etc.  Formative:  Learners given task to create a simple presentation (using software of their choice) to list common technical problems, where to find possible solutions that they could apply.  This may be done in pairs or as individuals. | 3 - 4 |
| 7 | **2 – Skills area: Creating and editing**  2.1 – Use suitable applications for a range of purposes and audiences  **and**  2.2 - Use appropriate layout conventions for information audiences | 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.  Note: that Level 1 content subsumes and builds on Entry Level 3 content  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). These will relate to different audiences.  Outcome:  Learners should be able to use a suitable application in a given context. They should know the purpose of a range of documents and presentation(s).  Learners should know the different audiences and the impact this might make on what they produce.  Learners should be confident in entering, editing and formatting text, numbers and date/time. | Application  Purpose  Word processing  Presentation  Poster  Flyer. Information sheet or leaflet  Menu  Invitation  Slide show  Text and numbers  Enter  Edit  Applications:   * Word-processing * Presentation   Purpose:   * Poster * Flyer * Advertisement * Information Sheet * Leaflet * Menu/Invitation * Form * Tables and charts   Audience:   * Work * Everyday life * Familiar * Unfamiliar   Layout conventions (formal and informal)  Enter information  Edit information  Information:   * Text * Tables * Graphics * Numbers * Charts   Insert  Select, copy, cut, paste  Whole numbers (integers)  Decimal places (0, 1 or 2)  Currency (£)  Date/time  Format text, tables, graphics, numbers, charts:   * Page border * Image border * Single line spacing * Double line spacing * Font (size, colour, underline, italics, highlight) * Alignment (left, right, centre, justified) * Text wrap * Graphics and charts (position, size, proportions) * Tables (create, position, add/delete rows, column width, merge, shade, cell and table borders) | Note: Tutors are reminded that Level 1 subsumes and builds on Entry Level 3.  Given that learners will have a range of skills, the tutor may decide to differentiate the task.  Learners collect a range of documents that show different conventions used for different audiences and purposes in both daily life and work contexts. Note: the slide show options will be digital/on screen.  In pairs they discuss the documents they have collected and highlight the different formatting techniques used in each context. 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.  Peer review of documents created.  Extension: Learners make improvements based on feedback. Learners consider how they might change the document for a different audience or purpose. | 4 - 5 |
| 8 | 2.3 – Edit an image using an appropriate tool | Building on last session, tutors will introduce concepts and skills of entering (inserting), editing and formatting images within word-processing and presentation(s).  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:  Adjust contrast  Adjust colour balance  Crop  Resize  Enhance:   * Add a caption * Change position of image | Learners are given a document of text and an image. The image 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 |
| 9 | 2.4 – Process numeric data using simple formulae using relative cell references  **and**  2.5 Process numeric data by values in a column  **and**  2.6 Format numeric data | Tutor to assess learner experience with spreadsheet software to determine teaching required.  Introduction to spreadsheet software – purposes and features.  Learners familiarised with the layout of the spreadsheet software – columns, rows, toolbar, etc.  Tutor led sessions in using simple formulae, relative cell referencing and formatting of numeric data.  Outcome:  Learners will be able to use cell references in constructing simple formulae and functions to process numeric data. They will be able to recognise the features of a spreadsheet and format numeric data. | Spreadsheet  Formula  Formulae  Numeric data  Relative cell reference  Mathematical operator  Addition  Subtraction  Multiplication  Division  Functions:   * =SUM * =MIN * =MAX * =AVERAGE   Replicate  Values  Row/column  Sort  Data integrity  Filter  Criterion  Format:   * Font size and style * Alignment (left, right, centre) * Borders/shading * Format cell values (number, currency, date, percentage) * Merge cells * Split cells * Row height * Column width * Row label * Column label * Orientation | Learners familiarised with the importance of spreadsheets for processing numeric data.  The tutor will need a bank of simple spreadsheets for use in the sessions.  Tutors, dependent upon learner skill set, introduce spreadsheet software and the key features. Learners have screenshot of spreadsheet software screen to add labels to aid familiarity.  Learners given simple data set and tasked to add a simple formula. The data should then be formatted to aid understanding. Tutor led session as a group where learners offer suggestions as to the formatting that could be added.  Once learners confident in simple formulae, then the functions should be introduced. Learners should note the different format for a simple formula compared to a function. For example: a simple addition does not require the use of =SUM.  Learners develop skills in replicating formulae and functions.  Learners given a different set of data to add simple formulae, at least two functions and some specific formatting as directed by the tutor.  Once complete and following peer review, the data set should be sorted which allows introduction of data integrity and the use of contiguous and non-contiguous data.  Formative:  Tutor provides further screenshot of spreadsheet screen and asks learners to label the features they have used. The learners are given some formulae and functions and decide whether they are functional in terms of their format. | 4 - 5 |
| 10 | 2.7 – Chart a single series of numeric data using an appropriate type of chart and apply suitable titles and labels | Tutor led demonstration of creating a chart.  Outcome:  Learners will be confident in selecting data to create a suitable chart, adding a title and axis labels and removing the legend in a single series chart. | Single series  Data:   * Contiguous * Non-contiguous   Chart type:   * Bar/column * Pie * Line graph   Format chart:   * Title * Axis labels (X and Y) * Category labels * Data labels * Legend   Chart Location:   * New worksheet * Existing worksheet | Using one or more of the spreadsheets from the previous session, the tutor demonstrates how to create a range of charts, selecting data and formatting the chart – creating it in an existing and a new worksheet.  Learners given image of chart and asked to label key features. Learners discuss what makes a suitable title and axis labels and why these are required.  Formative: learners use a data set they have worked with in the previous session and create at least two different charts saving them in an existing worksheet and in a new worksheet. | 2 - 3 |
| 11 | **3. Skills area: Communicating**  3.1 – Use email for a range of contexts and audiences  **and**  3.2 – Use online messages for a range of contexts and audiences | 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 online messages.  Session begins with review of skills in both aspects.  Tutor introduction and clarification of key terms and concepts for email and online messages 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. | Email  Online messages  Context  Audience  Work Scenario:   * Colleagues * Customers * External contacts * General public * Social media platforms   Real-life Scenario:   * Friends * Family * Day to day/personal tasks * Social media platforms   Email (To, cc, Bcc, Subject, Message, Greeting and close, attachment(s), automated signature  Online messages (New message, Reply, Forward, Attachment(s)  Online message types:  Instant message  Text message  Social media messaging | 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 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.  Formative: learners create an information or fact sheet to tell others about key features of email and online messages. The document will include key features and identify how the context of audience and purpose affects the method used to send the message. | 2 |
| 12 | 3.3 – Know what steps can be taken to limit 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 ways to limit their own digital footprint. | Digital footprint  Activities that leave a digital footprint – social media activity (profiles, uploaded photos., posts, messages, replies, blogs, online reviews)  Web searches  Browsing history  Emails  Ways to manage digital identity:   * Privacy tools * Settings * Location/GPS Setting * Cookies * Website tracking * Avoid oversharing information * Private browsing * Unsubscribe from mailing lists * Delete unwanted social media accounts * Delete old social media posts | 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.  Tutor links back to sessions 2 and 3 and skill area 1  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 |
| 13 | **4 Skills area: Transacting**  4.1 – Manage account settings for an online service (including personal details, login credentials, marketing and communication preferences) | 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 manage account settings for arrange of online services including their personal details, login credentials and marketing and communication preferences. | Online services   * Making a purchase * Financial transaction * Utilities * Government services * Media services   Account settings:   * Personal details: * Name * Address * Telephone number * Email address * Date of birth * Login credentials: * Username * Password * Marketing and communication preferences: * Agree to personalised marketing/offers * Save payment details * Preferred method of contact (email, post, telephone, text) | 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 use key terms to identify the personal information in the form.  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.  Learners in pairs consider the marketing preferences offered in online forms and identify the positive and negative benefits.  Formative:  Learners create simple guide for others to use to increase awareness of the importance of account settings. | 3 - 4 |
| 14 | 4.2 - Complete online forms and upload documents or images  **and**  4.3 – Carry out checks to reduce the risks involved in transactions online | Leading on from previous session, tutor led review of knowledge and skills.  Practical application of skills to complete an online form that requires and upload of a document or image. Tutor led discussion of issues from finding correct file to considering file size.  Learners consider risks involved in online transactions and ways to reduce the risks they may encounter.  Outcome:  Learners will be confident in finding and attaching a file to an online form and be able to reduce risks in their online transactions. | Online form  Upload  Document  Image  File  Size limitations:   * Between different forms * Size limit * Reducing file size   Risks and checks  Website security:   * Padlock symbol next to website address (URL) * ‘https://’ in website address   Professional website indicators:   * Legitimate domain name (accurate/spelling) * Valid business address and contact details * Good standard of grammar and spelling * Statements on website can be verified * Positive reviews on website match those on third-party review sites | Tutor may be able to draw on learners’ experiences – both positive and negative – in the introduction to completing an online form.  Note: the tutor needs a bank of suitable online forms for the learners to complete and compare to get a range of experience.  This sessions links to session 5 and skill standard 1.8  Tutor may wish to make some hard copies of online forms to allow learners to add labels to aid the learning and use of key terms. The copies should include features such as the website address (URL) and allow for discussion of the indicators that the form is from a professional website.  Formative:  Learners in pairs prepare a simple presentation that outlines the risks in online transactions and provides a list of things to check to reduce the risks involved. | 3 |
| 15 | **5 Skills area: Being safe and responsible online**  5.1 – Understand key rights under data protection laws and the circumstances where you can request personal data be rectified or deleted. | Tutor led session and discussion of the importance of data protection.  Learners should be familiar with their rights including having personal data deleted or rectified.  Outcome:  Learners will understand their key rights and be able to discuss them. They will know how and when to ask for their data to be rectified or deleted. | Key rights  Data protection laws  Personal data  Rectify when inaccurate or incomplete  Delete when inaccurate or incomplete  Processed lawfully  Specific purpose  Required data  Accurate and up to date  Protected  Right to see data held  Right to be forgotten  Right to withdraw consent | Learners may be familiar with the concept of rights with regard to data protection but not be able to clarify how and when these come into force.  Learners feedback in a group as to who holds their data and where it is located. Tutor asks for any concerns to be identified. Learners consider how they can check their data for accuracy, etc.  Tutor led discussion enabling learners to map their rights and learn key terms in respect of their key rights.  Learners create a poster using their map that could be displayed in a work context for a specific audience that tells the audience their key rights.  Formative:  Peer review of posters with feedback on content and formatting and fitness for the intended purpose. | 3 - 4 |
| 16 | 5.2 – Understand the importance of protecting personal information and privacy online and know methods to do so | Tutor led discussion to review learning about personal details and 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  Risks to personal data:   * Stolen * Compromised   Methods to protect personal information/privacy: Passwords (strong/hard to guess)  Multiple email addresses   * Separate life and work * Hide identity   Limit access privileges when installing applications  Restrict access to location (GPS)  Restrict access to camera  Private browsing:   * History not saved * Cookies deleted at end of browsing session   Block unsolicited/unwanted communications:   * Block callers * Remove tag(s) in social media posts * Leave group chats | 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 peer feedback to improve the fact sheet both the content and the presentation of information (link to Skill standard 2 – creating and editing.) | 3 |
| 17 | 5.3 – Know how to backup files to the Cloud  **and**  5.4 - Know how to avoid exposure to malware | Note this session links to session 4 and skill standard 1.6  Tutor checks learner knowledge about the importance of backing up files.  Backing up to Cloud is introduced and tutor can check learner understanding of when and if they use Cloud services.  Tutor introduces concept of malware and how to avoid exposure to it.  Outcome:  Learners will know why backing up files is important and how useful and flexible it is to back up files to the Cloud | Cloud backup   * Automatic * Manual   Malware:   * Worms * Trojans * Ransomware   Software:   * Install * Update * Run * Antivirus * Antimalware * On access scan   Suspicious links:   * Unsolicited emails * Pop-ups   Trustworthy sources | Tutor leads session about using the Cloud and linking back to earlier activities.  Learners consider the benefits and disadvantages manual vs automatic backup.  Learners tasked to research malware and find definitions for the terms worms, trojans and ransomware. Plenary to assess information found and to refine the definition for all learners. Learners check that their information comes from a trustworthy source with peer review and tutor guidance.  Learners review the benefits of using antivirus and antimalware software. Tutor can draw on any experience learners may have had from previous studies, daily and work life contexts.  Formative:  Create a leaflet or presentation about using anti-virus software that includes definitions of malware, suspicious links and the key terms relating to the software. | 3 - 4 |
| 18 | 5.5 – Know of and know how to minimise the effects of health risks that may result from using devices and the internet | Tutor led mind map of health risks and ways these can be minimised.  Outcome: Learners will be able to identify a range of health risks and actions they can take to minimise the risks to themselves and others. | Health risks:   * Pain (poorly positioned equipment or poor posture) * Repetitive strain injury (RSI) * Eye strain * Headaches * Weight gain * Decline in physical fitness * Poor emotional wellbeing * Addiction to online activity * Poor sleep patterns * Fatigue   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 * Exercise and eat healthily * Report cyber-bullying * Limit screen time * Healthy sleep pattern * Avoid screen time close to bedtime * Meet friends and colleagues | Learners define health risks and consider their own health and online habits.  In pairs they make lists of their experience and share in group.  Tutor combines into overall map.  Learners consider steps they may have taken to minimise the risks they have encountered in both real-life and work contexts.  Tutor completes any gaps learners have not identified.  Learners list risks and ways to reduce them by creating a simple presentation with images and video links that can be shared with others. | 2 - 3 |
| 19 | 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 |