Unit Title:	**Use digital devices to find and request information, send and reply to messages and emails**
OCR unit number:	1
Level:	Entry Level 2
Guided learning hours:	60
Unit reference number:	F/507/2867

Unit aim and purpose

Most companies use digital devices, such as computers, tablets and smart phones to find information and send messages. This unit will help you to build your confidence using a device and help to prepare you for a job or access further learning. You will learn how to access a device, change settings and explore some of its features. You will practice how to use apps or software to find things on the internet while safely avoiding distracting information and complete fields on a form. You will learn how to send and reply to emails and instant messages.

Learning Outcomes The Learner will:	Assessment Criteria The Learner can:	Teaching Content

1. Be able to follow procedures to start up, shut down and change authentication on digital devices	1.1 start up a device using authentication	• Start up a device using authentication
		  - pin code
		  - user ID
		  - passwords
		  - fingerprint recognition
		  - pattern lock

	1.2 shut down device using safe procedures	• Shut down device using safe procedures - log off, power off, safe shutdown procedures
	1.3 change authentication on a digital device	• Change authentication on a digital device - <u>security – changing authentication e.g. pin code, pattern lock or password</u>

2. Be able to become familiar with interface features and settings of digital devices and their safe use	2.1 identify features of a device and demonstrate their use	• Identify features of a device and demonstrate their use
		  - selection (e.g. mouse, touch screen, stylus/pen, touch pad)
		  - <u>moving elements (e.g. icons, files, folders by clicking/tapping (double) and dragging)</u>
		  - device features (e.g. keyboard (physical/pop-up), monitor/screen

Learning Outcomes The Learner will:	Assessment Criteria The Learner can:	Teaching Content
		- navigation to opening screen/home screen

	2.2 identify settings of a device and demonstrate their use	• Identify settings of a device and demonstrate their use
		  - <u>recognising icon for settings</u>
		  - <u>changing settings (e.g. WI-FI, lock screen, screen saver, power saving mode, date and time,</u> audio (volume, on/off), screen brightness<u>)</u>

	2.3 identify how and when to charge a device safely	• Identify how and when to charge a device safely
		  - <u>battery light/indicator/warning messages to indicate when to charge the device</u>
		  - plug in battery charger to device and plug socket safely
		  - location of charging point (e.g. not near water, not overloading multi-plugs)
		• identify how to use a device safely

	2.4 identify how to use a device safely	- not while driving
		  - holding/using a device correctly
		  - using device over a long period of time
		  - <u>protect device e.g. screen cover for a phone/tablet</u>
		  - <u>correct posture for using devices</u>
		  - <u>taking breaks</u>
		  - <u>cleaning the screen and/or keyboard</u>

3. Be able to become familiar with searching and finding information without being distracted by adverts and spam	3.1 use browser features to move between websites and webpages	• Use browser features to move between websites and webpages
		  - open/close browser
		  - <u>type a simple URL into browser to get to a website/webpage</u>
		  - use back and forward

Learning Outcomes The Learner will:	Assessment Criteria The Learner can:	Teaching Content
		- buttons to move between pages - X button to close pop-ups - <u>refresh pages and go to the home page (recognising icons to use)</u> - <u>open multiple pages/tabs</u>
	3.2 use search engines to find information	• Use search engines to find information - locate search engine - type given search criteria into search field - <u>basic 2-3 word searches</u> - open website from a search result list - <u>experiment with words to amend search criteria to find information</u>
	3.3 identify what to avoid when searching for and finding information	• Identify what to avoid when searching for and finding information - pop-up adverts - <u>spam and other adverts that will divert user away from intended purpose of search</u> - <u>offensive/inappropriate content (e.g. text, images)</u>
	3.4 identify search results on a website/page	• Identify search results on a website/page - <u>point to or print and circle the specific information that meets original search criteria</u>
4. Be able to enter text into fields on webpages to request information	4.1 enter given text into fields on a webpage	• <u>Enter given text into fields on a webpage</u> - <u>requesting information (e.g. newsletters, job alerts, call back)</u> - <u>entering given text into two fields (e.g. name, email address, phone number)</u> - <u>Clicking the request, submit button</u>
5. Be able to use digital devices to send and receive	5.1 create and send a new email using given content	• Create and send a new email

Learning Outcomes The Learner will:	Assessment Criteria The Learner can:	Teaching Content
emails and instant messages		- open up email software (<u>recognising icons</u>) - <u>entering email address, subject line</u> - <u>enter given content</u>

	5.2 create and send a new instant message using given content	• Create and send a new instant message
		  - open up messaging software/app (<u>recognising icons</u>)
		  - <u>enter phone number or choose a contact</u>
		  - <u>enter given content</u>

	5.3 reply to an email or instant message with words and numbers	• Reply to an email or instant message with words and numbers
		  - open message
		  - using the keyboard/pop-up keyboard to <u>enter text and numbers</u>

Delivery guidance

You could deliver the teaching for Entry Level 1 and Entry Level 2 units at the same time. To help you we have underlined text in the Entry Level 2 unit to identify the increased breadth and depth of teaching.

Learners should be given the opportunity to interact with a number of digital devices before choosing one device to become familiar with. It is expected that the same device will be used throughout this unit.

Throughout this unit learners should be given the opportunity to practice their new skills on the device, in sequence, to ensure that the skills become instinctive.

Be able to follow procedures to start up, shut down and change authentication on digital devices

Learners should be given the opportunity to use any digital device that can access the internet and electronic messaging. Their choice of device should not be limited to a PC but could involve the use of tablets, smartphones or laptops, depending on what is available in the centre and what learners feel comfortable using.

Learners should be shown how to start up and shut down the device safely using authentication and how to change the authentication – e.g. password, pin-code or pattern lock.

Be able to become familiar with interface features and settings of digital devices and their safe use

Learners should be taught how to use the some of the interface features of the device such as mouse, keyboard, pop-up keyboard. They need lots of opportunity to practice their skills and feel confident to move elements around the screen/monitor. Learners should be shown how to change some of the basic settings of a device and how the device is affected by these changes.

Learners should be given the opportunity to practice charging the device recognising when a device may need charging (the battery light or percentage indicator). They should be provided with a number of scenarios when it is appropriate to use the device and reminded when it is not appropriate e.g. don't use a phone while driving or don't use a laptop in the bath!

Learners need to know how to use a device, especially if it is for a prolonged period of time and should think about the need for breaks and correct seating position. They also should be taught how to look after the device by keeping it protected and clean.

Be able to become familiar with searching and finding information without being distracted by adverts and spam

Learners should be taught how to recognise the browser icon on the device and how to open it. They should also recognise and use the icon/button that closes the browser. Often, when opening a browser it defaults to a search engine and at other times it doesn't so learners must be taught how to locate a search engine in a browser whenever they need to use one. Learners should be given key words to enter into the search engine to find information.

While searching there are often lots of distractions such as pop-up adverts and strategically placed banners that are designed to entice the user to become distracted from the original search. It is important therefore that learners are given the opportunity to observe this environment and begin to understand how to avoid these pitfalls.

Learners should be taught how to access a web site from the search results. When using a mouse they should know that when the cursor changes to a 'hand' icon then they can click on the hyperlink. Learners that are using tablets or smart phones will use a stylus or tap to access the site. They should be taught how to go back to the results page if the website chosen is not suitable or does not have the information so that they can try again. Once they have identified the website/webpage they want to go to they should be able to point out the information that they have found on the webpage or print the webpage.

Be able to enter text into fields on webpages to request information

Learners will need to practice filling out simple two field forms with text, for example their name and email address. It will be beneficial for learners to carry out this activity in a real-life context such as requesting a newsletter or signing up for a job alert.

Be able to use digital devices to send and receive emails and instant messages

Learners should be given the opportunity to use any type of messaging software/apps to create and send emails as well as instant messages. They should be taught how to create an email by entering information that you have given them – i.e. the email address, subject line and email content. Learners should practice sending messages through either text on a phone or instant messages through a social media site using a given contact. They should practice replying to either an email or message with both words and numbers that you have given them.