Units 10 and 11 at Level 2 – Combined Scheme of Work

BTEC WorkSkills Level 2 Unit 10 - Planning the Use of Digital Products and Services in the Workplace Unit 11 – Using IT to Manage Information at Work

Level 2	Unit 10	Unit 11
Guided Learning Hours (GLH)	35	35
Total Unit Time	37	35

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 digital products and services in an organisation. Create an advertising package for a given organisation using digital products and services
11	Evaluate software applications that are used in the running and management of the workplace. Select and use a range of work-based software applications.

Learners will:
- understand –
  - why organisations use digital products and services
  - that different software applications are used for different purposes
- use online technology for a work-related task
  - select and use appropriate software to aid in completing tasks
  - select, review and manage information to select pertinent points
  - present findings in an appropriate format
- use communication skills to share information with internal and external stakeholders
- review their own performance

Skills:
Unit 10: use digital products and services to assist in completing a task; respond to information; self-reflection, research

	Unit 11: use software applications and presentation skills, share information with others, manage and organize information				
Session	**Focus**	**Content**	**Concept and /Key Terms**	**Resources/Learner Activities/Assessment**	**Estimated Time (hours)**
1	Overall introduction to Units 10 and 11	Overview of requirements: • purpose • ways of working • learning outcomes • assessment Discussion of keywords	Internet Digital media Purpose Advantage Audience Pitch Multimedia products (websites, interactive presentations, computer-based training, information points, e-magazines)	Opportunity for glossary, word wall linked to topics and concepts for the units. Learners watch clips/images/videos of 'famous' multimedia products and identify whether they: • entertain • educate/inform • advertise	1-2
2	Introduction to Unit 10 Planning the use of Digital Products and Services in the Workplace	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) Why do organisations and businesses use internet/digital media? Benefits and drawbacks for employers and employees. Acceptable Use Policy – what is it and why is it needed.	Promote Sell Products Services Lifestyles Employer Employee Acceptable Use Policy	Learners consider how internet is used in the workplace – mind-map ideas, group discussion Research: Learners in pairs to create a list of organisations, why they use the internet/digital media. List sorted into types of organisations – e.g. retail, public (transport), entertainment, hospitality, and so on and shared as the basis of group discussion. Learners create questionnaires to gather information from local businesses – how internet and digital media are used as part of business. Results analysed to identify and	2 - 3

Session	Focus	Content	Concept and /Key Terms	Resources/Learner Activities/Assessment	Estimated Time (hours)
				share findings about benefits and drawbacks. Research examples of Acceptable Use Policies Formative: review of lists, questionnaire, findings, learner participation and plenary	
3	Introduction to Unit 11 - Using IT to Manage Information at Work	What information is communicated and shared in the workplace.	Types of information Data and information (written, financial, numerical, statistical, confidential, written, pictorial, graphical) Information format (letter, email, message, slides, poster, report, online document, spreadsheet) System management	Opportunity to explore a workplace or sector (depending on experience/access to workplace) and research similarities and differences	2

Session	Focus	Content	Concept and /Key Terms	Resources/Learner Activities/Assessment	Estimated Time (hours)
4	Unit 10 – Advertising before and after the introduction of the internet and digital media.	What advertising was done prior to the advent of digital media? Tutor to provide examples of print-based and text only advertising. Beginnings of digital media – teletext. Tutor led group discussion to compare past with present highlighting difficulties for business and individuals prior to digital media. What are benefits of digital media for business and individuals?	Advertising Print based – hard copy Text only advertising (teletext) Digital media advertising	Using case study of a business using print-only options, learners make suggestions as to how using digital media could benefit them. Learners choose organisation to research advertising before and after digital media/websites Findings shared as a timeline to show progression and development and any enhancements to their advertising. Conclusion – decision – is digital and internet based better than ''traditional'? Formative: group sharing of findings, learner participation and plenary	3

Session	Focus	Content	Concept and /Key Terms	Resources/Learner Activities/Assessment	Estimated Time (hours)
5	Unit 10 – Types of digital media	Tutor led exploration of types of digital media used in a business or workplace. Tutor provided examples – with overview of purpose, benefits and drawbacks of each.	Examples include: Audio/broadcast/podcast Video Digital publishing (e-magazines, etc) Social media Multimedia Gaming Virtual reality Media sharing – Snapchat, YouTube, etc Consumer Reviews Blogs Discussion Forums Social shopping networks	Learners research given list of types of digital media to find an example of each. Learners identify its purpose and how it is or could be used. Learners research one specific type in more detail, sourcing a range of examples to share with/present to others or compare in pairs Formative using plenary for learners to share.	3
6	Unit 10 -Features used on digital media	Different features commonly used on digital media products. Group created checklist of common features.	Examples include: Online forms Chat facility FAQs Popups Animation Video Banner Secure payments Tracking/delivery updates Review/feedback	Learners research the use of digital media in two organisations that offer different products or services. Learners identify one reason why each of the features has been used and share findings in pairs/small groups. Learners note features used and create reference documents for their own use. Plenary to identify the most effective features seen and justify what they would choose in a product of their own.	3

Session	Focus	Content	Concept and /Key Terms	Resources/Learner Activities/Assessment	Estimated Time (hours)
7	Unit 10 – Types of digital media for a specific audience	What is the most appropriate type of social media an organisation can use to promote a new product to a target audience? Audiences for example: Primary school children Teenagers 20s - 30s 40s - 50s 60s - 70s Each pair of learners to be allocated an age range. Tutor takes feedback and examines/explains trends and why this might occur.	See types above Trends	In pairs, learners research an allocated organisation to collect examples of existing digital media methods used to promote product/service. Learners consider how methods match/are appropriate for chosen business audience Feedback could be in the form of group discussion. Learners prepare presentation on pros/cons of each type of digital media	3

Session	Focus	Content	Concept and /Key Terms	Resources/Learner Activities/Assessment	Estimated Time (hours)
8	Unit 11 – Software applications	Discussion to explore meaning of 'software' and 'application'. Learners share/list examples of software and applications they are familiar with/use. Comparison of overall list to identify to those used in a workplace to gather, share or create information.	Software application Word processing Presentation software Spreadsheets Platforms: • Microsoft • Google • Apple	Learners in pairs/small groups research either Word processing, Presentation or Spreadsheet software to identify different applications that could be used for each purpose listing strengths and weaknesses of each one identified. Findings are presented to the group as a whole. Learners complete allocated work-based tasks that use functions of generic software of different platforms to peer review outcomes and share experience of using each one. Learners in pairs identify benefits/drawbacks of each application used for a specific activity and whether the application would benefit/enhance working processes.	6

Session	Focus	Content	Concept and /Key Terms	Resources/Learner Activities/Assessment	Estimated Time (hours)
9	Unit 11 – Work-based software applications	Different software applications used in workplaces for specific workplace activities. Examples include: Booking applications Payment applications Calendar/diary systems Opportunity to invite guest speakers to talk about their workplace and the purpose of applications used. Hospitality – food ordering/booking Healthcare – monitoring HR – staff management Logistics/Retail – stock control/Pos and delivery	Examples include: Booking Payment Calendar/diary Hospitality Food ordering Healthcare Monitoring systems HR Staff management Logistics Retail Stock control Point of Sale Delivery Ordering	Learners share experiences of applications they have used as appropriate. Learners in small groups explore chosen workplace and software applications used – researching the importance of them in the workplace. Learners use case studies to identify possible applications that could solve problems or enhance working practices/business	3

Session	Focus	Content	Concept and /Key Terms	Resources/Learner Activities/Assessment	Estimated Time (hours)
10	Unit 11 – Collecting and Handling Data	Introduction to concept of collecting and handling data in a workplace highlighting different job roles. Workplace identified and learners identify data that might be collected and used within that sector discussing which data might be sensitive and why and how it should be stored. Tutor led demonstration of online survey platforms: SurveyMonkey, Microsoft forms, Google forms Tutor led teaching of how to use spreadsheet software to record, process and manipulate data for a given purpose or specific need. Workshop on graphs, diagrams, charts and how to transfer data from one application to another.	Data Collection Handling Workplace Job role Sensitive data Data storage Secure storage Online survey software	Learners research online survey software (SurveyMonkey, Microsoft forms, Google forms) Learners in pairs create a digital online survey to gather data from a range of people for a specific purpose. Learners record data collected in software application, analyse and manipulate it to present findings as graph or diagram. Peer review/feedback on outcomes of data presentations.	5

Session	Focus	Content	Concept and /Key Terms	Resources/Learner Activities/Assessment	Estimated Time (hours)
11	Unit 11 – Presenting Information	Explanation of internal vs external stakeholders

Types of information explained with examples to include discussion of how some of these might be presented and stored. (Both internally and externally.)

Identification of workplace documents and consideration of strengths and weaknesses of each type of document and how it presents the information.

Tutor led exploration of templates available within software applications and online. | Stakeholder
Internal
External
Audience expectations
Types of information (written, financial, numerical, statistical, confidential)
Documents (prospectus, brochure, leaflet, website, letter, email, presentation, poster, report) | Learners in pairs identify different stakeholders and whether they are internal or external. Share in group.

Learners in pairs consider the types of information each stakeholder would need and how it could be presented. Share in group.

Learners consider ways each document could be improved in the way it presents information. Share in group.

In pairs, learners allocated specific format for presenting information in order to create a guide to the key points of each format and how to ensure best practice in each format creation.

Formative through plenary regarding document created. | 5 |

Session	Focus	Content	Concept and /Key Terms	Resources/Learner Activities/Assessment	Estimated Time (hours)
12	Unit 10 – Using digital media to promote a product or service	Learners observe tutor led demonstration of using digital media to create an advert for a specific organisation/business. Opportunity for guest speaker to discuss how using digital media has enhanced their business or promote their products/service (or not if that is the case) and if they have faced any challenges.		Learners consider if the digital media promoted the product/service or not. Formative/Summative Feedback on report Learners research a range of digital media adverts (good and bad) and comment whether they are appropriate for the intended purpose or not. Formative through plenary regarding research.	2
13	Unit 10 – Creating a 'moving' digital media product OR Creating a 'written' digital media product	Tutor led consideration of the range of 'moving' digital products that could be created. For example: vlog. Tutor led consideration of range of 'written' digital products that could be created. For example: e-book, flyer, poster, social media post Discussion and allocation of particular product or service for a specific audience. Allocation of purpose (service/product), audience and type of digital product that needs to be advertised or promoted.	Product Service Promote Digital media Vlog eBook Flyer Poster Social media post	Learners create and present their ; moving' or 'written' digital product to the group. Peer feedback in group regarding digital media product created and its fitness for purpose and audience.	5 -6

Session	Focus	Content	Concept and /Key Terms	Resources/Learner Activities/Assessment	Estimated Time (hours)
14	Unit 11 – Sharing and Collaborating	How people in the workplace work together/collaborate on projects and how information is shared. What information can/cannot be shared: • internally • externally Consideration of data protection and confidentiality and how this impacts the sharing of information both internally and externally.	Collaborate Share File sharing software Internal information External information Data Protection Confidentiality Email Online file sharing Online meetings	Learners research file sharing software applications and make a list of features. Learners in pairs choose a method of sharing information and consider benefits and drawbacks. Share with group. Learners justify why/why not information could be shared internally and/or externally. Learners investigate how to create, share and receive information on at least two platforms (email, filesharing, online (Cloud, Google/OneDrive) Formative through plenary regarding research.	2 - 3

Session	Focus	Content	Concept and /Key Terms	Resources/Learner Activities/Assessment	Estimated Time (hours)
15	Unit 10 – working in groups or teams	Tutor led discussion about groups vs teams. Definitions: Team – working towards a common goal (united) Group – those with a similar interest Tutor led discussion or learner experiences of being in a team or a group to include challenges and successes. Consideration and summary of what makes a good group or an effective team. What makes a good leader? 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. Videos of teams planning/completing tasks to support discussion of how effective they were, any strengths or areas for improvements that could be made.	Group Team Common goal Shared interest Challenge Success Failure Ground rules	Learners in pairs discuss experiences, challenges and successes. Learners identify and document common themes linked to challenge, success and/or failure. 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. Formative through plenary regarding agreement on set of rules.	3
16	Recap of learning Unit 10 and Unit 11	Recap on key concepts and topics of both units. Direct questioning to check understanding.			1 - 2