

Science and Technology in Everyday Life

Entry Level 1 – Level 2

**Skills for Life and Work
Unit Specification**

Contents

Unit Aim.....	3
Units from Other Awarding Organisations	3
Qualification Documentation	3
Progression Across Levels	4
Delivery Requirements	6
Assessment Approach.....	8
Entry Level 1.....	9
Entry Level 2.....	10
Entry Level 3.....	11
Level 1	12
Level 2.....	12
Unit Content	13
Entry level 1	13
Entry level 2.....	16
Entry level 3.....	19
Level 1	22
Level 2.....	25

Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The 'Science and Technology in Everyday Life' suite of units has been designed to develop learners' practical skills using technologies in a variety of everyday activities for personal purposes, such as online forms, finance and shopping, taking into account consequences of the use of technology such as legal, social and ethical.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level-specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Completing forms	Recognise form fields and enter details with support	Complete simple forms with basic selections	Complete a range of forms independently	Complete forms using different features and options	Complete structured application forms accurately and responsibly
Digital purchasing	Select items using shopping interfaces	Complete simple purchases using digital systems	Use tools to make informed product choices	Compare options and understand payment methods	Apply consumer rights and make informed purchasing decisions
Managing personal finance	Recognise prices and cheaper options	Use digital tools to check balances and enter data	Use tools to track and update financial information	Use digital tools to manage finances and identify risks	Analyse financial options and evaluate risk management strategies
Digital safety and responsibility	Identify safe and unsafe behaviours	Describe rules and report concerns	Identify legal, social, and ethical issues	Describe issues and explain consequences	Analyse issues and evaluate appropriate actions
Use of digital tools	Use simple digital interfaces with support	Use digital tools for basic tasks	Use digital tools independently across contexts	Apply digital tools to solve problems	Select and adapt digital tools for complex tasks

Decision making	Make simple choices	Identify appropriate actions	Apply informed choices	Compare and explain decisions	Evaluate and justify decisions
Cognitive demand	Recognise / identify / participate	Identify / complete / use	Apply / describe / identify	Explain / compare / apply	Analyse / evaluate / justify

Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training provider facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Delivery staff must:

- have knowledge and understanding of digital technologies, online systems, and basic personal finance appropriate to the level of delivery
- be able to support learners in using digital tools safely and effectively, including completing forms, making purchases, and managing financial information
- understand safeguarding requirements and know how to respond appropriately to learner disclosures or concerns.

Delivery should be supported by:

- staff who can model safe and responsible use of technology
- staff who can support learners to develop decision-making and problem-solving skills in digital contexts
- access to pastoral or safeguarding support where required.

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Providers must ensure suitable and sufficient resources are available to deliver and assess this unit. As a minimum this should include:

Learning Environment

- a safe and inclusive learning environment that supports the use of digital technologies and discussion of online and financial activities
- access to a controlled digital environment where learners can practice tasks safely.

Teaching and Learning Materials

- structured lesson plans and session materials to support consistent delivery
- learner handouts and activity materials to support understanding and application of digital and financial concepts
- scenario-based materials and case studies to explore real-life situations, e.g., online purchases, completing forms, managing money
- visual resources such as diagrams, screenshots, and prompts.

Equipment

- access to digital devices, e.g., computers, laptops, or tablets
- reliable internet access with appropriate filtering and safeguarding measures in place
- presentation equipment, e.g., projector or interactive screen
- classroom resources including whiteboard and writing materials.

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the levels, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit at each level.

Entry Level 1

Assessment of Science and Technology in Everyday Life at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Matching / Sorting	Learners match common form fields (e.g., name, address) to labels or images.
Identification Task	Learners identify items on a shopping screen (online or self-service).
Demonstration (Supported)	Learners complete a simple online form entering basic details with support.
Practical Activity	Learners select or add items to a basket using a digital interface.
Sorting Task	Learners sort items by price (e.g., cheaper / more expensive).
Pointing / Verbal Response	Learners identify and state prices of items.
Scenario Task (Supported)	Learners identify safe and unsafe behaviours using images or prompts.

Entry Level 2

Assessment of Science and Technology in Everyday Life at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Practical Task	Learners complete a simple online form independently.
Demonstration	Learners complete a purchase using a simulated or real digital interface.
Identification Task	Learners identify information needed for an online purchase.
Practical Activity	Learners use a digital tool to check balances or transactions.
Data Entry Task	Learners enter income and expenditure into a simple budgeting tool.
Poster / Visual Task	Learners produce a visual showing rules for staying safe online.
Role Play	Learners report a concern related to online or financial safety.

Entry Level 3

Assessment of Science and Technology in Everyday Life at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Practical Task	Learners complete a online forms independently.
Scenario Task	Learners identify responsibilities when entering information online.
Demonstration	Learners use search and filter tools to select products.
Research Task	Learners identify and record key product information.
Practical Activity	Learners use digital tools to review balances and update a budget.
Scenario Analysis	Learners identify legal, social and ethical issues from given scenarios.
Written / Verbal Task	Learners describe consequences of digital behaviours.

Level 1

Assessment of Science and Technology in Everyday Life should include:

Assessment Type	Examples of Tasks
Practical Task	Learners complete online forms using a range of features.
Written / Oral Task	Learners describe responsibilities when entering information online.
Comparison Task	Learners compare products or services using digital tools.
Explanation Task	Learners explain different payment methods.
Practical Task	Learners create and use a basic digital budget.
Scenario Task	Learners identify online financial risks in given scenarios.
Written Task	Learners describe legal, social and ethical issues in digital contexts.
Explanation Task	Learners explain consequences of digital actions.

Level 2

Assessment of Science and Technology in Everyday Life at Level 2 should include:

Assessment Type	Examples of Tasks
Practical Task	Learners complete a structured online application form.
Explanation Task	Learners explain principles of data protection (e.g., consent, data use).
Research Task	Learners research and present information on consumer rights.
Scenario Task	Learners apply consumer rights to given situations.
Analytical Task	Learners analyse financial options using digital tools.
Evaluation Task	Learners evaluate strategies to reduce financial risks.
Case Study Task	Learners analyse legal, social and ethical issues in digital scenarios.
Report / Presentation	Learners evaluate consequences and recommend actions.

Unit Content

Entry Level 1

Unit Title: Science and Technology in Everyday Life

Unit Reference Number: CBM131

Level: Entry Level One

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' practical skills using technologies in a variety of everyday activities for personal purposes, such as online forms, finance and shopping, taking into account consequences of the use of technology such as legal, social and ethical.

Principles of Progression

Progression step 1 - I can use digital technologies safely and begin to understand the consequences of my actions when using them.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Be able to complete an online form with support	1.1 Identify words used in simple forms
	1.2 Enter personal details into a simple online form with support
2. Be able to use shopping technologies to select items	2.1 Identify items on a simple shopping interface
	2.2 Select items using a shopping interface with support
3. Be able to recognise price differences	3.1 Identify prices on a shopping interface
	3.2 Identify the cheaper option for given items
4. Know basic safe behaviours when using technology	4.1 Identify safe behaviours when using technology
	4.2 Identify unsafe behaviours when using technology

Indicative Content

LO1 AC 1.1 Learners must identify words regularly used on forms e.g.,

- name
- address
- email
- contact number
- postcode
- date of birth.

AC 1.2 Learners must use technology to complete a basic online form with up to five personal details.

LO2 AC 2.1 Learners must identify at least two given items on a digital screen (online shopping webpage or in-store screen).

AC 2.2 This could include adding the items to the online bag or scan the items in-store.

LO3 AC 3.1 Learners must identify at least two options for three given items located on a website or shopping app (e.g., the prices of two different similar sized cans of beans).

AC 3.2 Learners must identify the cheapest item, with support. This could include sorting the items under 'less money' and 'more money' or pointing at the item when asked 'which one is less?'

LO4 AC 4.1 / AC 4.2 Examples could include e.g.,

- covering a PIN number / showing a PIN number
- locking phone / computer and not locking phone / computer
- a padlock image and a crossed-out padlock image.

Area of Learning Experience	Science and Technology
Statement of What Matters	Computation is the foundation for our digital world
Links to the Four Purposes	Purpose 1 - Ambitious, capable learners ready to learn throughout their lives
Cross-curricular Skills	Literacy, Digital and Numeracy
Integral Skills	Critical thinking and problem solving
Understanding of sustainability in the world of work and/or everyday work	Understanding how responsible use of technology supports ethical and sustainable choices in everyday life

Relevant Cross-Cutting Themes	
Theme	Rationale
Local/national/international	Explores ethical and legal implications of technology.

Entry Level 2

Unit Title: Science and Technology in Everyday Life

Unit Reference Number: CBM132

Level: Entry Level Two

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' practical skills using technologies in a variety of everyday activities for personal purposes, such as online forms, finance and shopping, taking into account consequences of the use of technology such as legal, social and ethical.

Principles of Progression

Progression step 2 - I can safely use technology in different everyday activities and have an understanding of how to keep my information secure.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Be able to complete simple online forms	1.1 Enter personal details into a basic online form
	1.2 Select options on a basic online form
2. Be able to use shopping technologies to complete a purchase	2.1 Complete a simple purchase using a digital interface
	2.2 Identify information needed for a purchase
3. Be able to use digital tools for basic personal finance	3.1 Use a digital tool to check balances or transactions
	3.2 Enter information into a simple budgeting tool
4. Understand how to stay safe when using digital technologies	4.1 Identify rules for staying safe when using technology
	4.2 Report a concern related to digital or financial safety

Indicative Content

LO1	AC 1.1 Learners must complete a basic online form independently, adding at least three personal details accurately. This is likely to be a simulated form, such as a library or sports centre application form so that learners are not sharing their personal information unnecessarily. AC 1.2 Learners must make two appropriate selections on an online form e.g., selecting or ticking boxes to indicate title and age category.
LO2	AC 2.1 Learners must complete a simple check-out process online or in-store using the self-service with prompts. Simulated apps and websites can be used. AC 2.2 Learners must identify at least two pieces of basic information that are needed to complete an online e.g., an example scenario might be 'Your friend wants to buy a kettle. What information do they need to make the purchase?'
LO3	AC 3.1 Learners must use simulated online tools to check a balance or transaction e.g., banking application or online shopping account. AC 3.2 Learners must use a basic online budgeting tool entering given information about income and expenditure.
LO4	AC 4.1 Examples could include: • protecting a PIN • not giving out passwords • checking for padlocks • checking website address. AC 4.2 Problems might include reporting a lost bank card, balance looks wrong on banking app, unexpected email asking for bank details. The assessment can be completed with a simulated task / activity.

Area of Learning Experience	Science and Technology
Statement of What Matters	Computation is the foundation for our digital world
Links to the Four Purposes	Purpose 1 - Ambitious, capable learners ready to learn throughout their lives
Cross-curricular Skills	Literacy, Digital and Numeracy (finance and shopping)
Integral Skills	Critical thinking and problem solving
Understanding of sustainability in the world of work and/or everyday work	Understanding how responsible use of technology supports ethical and sustainable choices in everyday life

Relevant Cross-Cutting Themes	
Theme	Rationale
Local/national/international	Explores ethical and legal implications of technology.

Entry Level 3

Unit Title: Science and Technology in Everyday Life

Unit Reference Number: CBM133

Level: Entry Level Three

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' practical skills using technologies in a variety of everyday activities for personal purposes, such as online forms, finance and shopping, taking into account consequences of the use of technology such as legal, social and ethical.

Principles of Progression

Progression step 3 – I can safely use a range of technologies for personal purpose and can make sensible choices. I understand that incorrect use of technology could cause harm.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Be able to complete online forms accurately	1.1 Complete a range of online forms
	1.2 Identify how to maintain safety when entering information online
2. Be able to use online tools to make informed choices when shopping	2.1 Demonstrate use of search and filter tools to select products
	2.2 Identify key product information when making decisions
3. Be able to use digital tools to manage personal finances	3.1 Use digital tools to review balances and transactions
	3.2 Update information in a budgeting tool
4. Understand legal, social, and ethical aspects of technology use	4.1 Identify legal, social, and ethical issues in digital activities
	4.2 Describe consequences of digital behaviours

Indicative Content

LO1 AC 1.1 Learners must complete at least three simulated online forms independently. Simulated forms must have more than one section e.g., a help request for that ask for personal details, problem, contact information.

AC 1.2 Learners must identify ways to stay safe when completing online forms e.g.,

- Checking how the data will be used
- Selecting the right marketing preferences
- Identifying inappropriate requests e.g., requests for NI number
- Checking the authenticity/security of the website.

LO2 AC 2.1 Learners must demonstrate use of both a filter and a search to find and select specific products from a given scenario e.g., using a search and filter to find an age 15-16 blue T shirt at the lowest cost.

AC 2.2. Learners must find and record specific information relating to purchase a product. This could include

- returns details
- product compatibility
- dietary information.

LO3 AC 3.1 Learners must use simulated online tools to check balances and transactions.

AC 3.2 Learners must use a basic online budgeting tool entering given information and tracking expenditure and income over a short period of time. Simulated resources are likely to be used to reflect income and expenditure.

LO4 AC 4.1 Learners must identify the basic legal, social and ethical issues in at least two different scenarios. Scenarios could include:

- copying someone's photo and posting it as your own
- putting a friend's number in a group chat without asking them
- downloading a film from a website.

AC 4.2 Learners must identify the consequences of inappropriate digital or online behaviours e.g.,

- Being banned from a website/platform
- Reputational damage
- Disciplinary at work/school
- Hurting other people/causing harm to wellbeing.

Area of Learning Experience	Science and Technology
Statement of What Matters	Computation is the foundation for our digital world
Links to the Four Purposes	Purpose 1 - Ambitious, capable learners ready to learn throughout their lives
Cross-curricular Skills	Literacy, Digital and Numeracy (finance and shopping)
Integral Skills	Critical thinking and problem solving
Understanding of sustainability in the world of work and/or everyday work	Understanding how responsible use of technology supports ethical and sustainable choices in everyday life

Relevant Cross-Cutting Themes	
Theme	Rationale
Local/national/international	Explores ethical and legal implications of technology.

Level 1

Unit Title: Science and Technology in Everyday Life

Unit Reference Number: CBM134

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' practical skills using technologies in a variety of everyday activities for personal purposes, such as online forms, finance and shopping, taking into account consequences of the use of technology such as legal, social and ethical.

Principles of Progression

Progression step 4 – I can confidently use a range of technologies to make informed decisions and understand the legal, social and ethical consequences of incorrect usage.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand how to complete online forms accurately and responsibly	1.1 Complete online forms using a range of features
	1.2 Describe risks of entering information online
2. Understand how to make informed digital purchasing decisions	2.1 Compare options using digital tools
	2.2 Explain different payment methods
3. Be able to safely use digital tools for personal finance	3.1 Use digital tools to create a monthly budget
	3.2 Identify online financial risks
4. Understand legal, social, and ethical implications of technology use	4.1 Describe legal, social, and ethical issues in digital contexts
	4.2 Describe potential consequences of legal, social, and ethical issues

Indicative Content

LO1 AC 1.1 Learners must complete simulated online forms independently. Simulated forms must include a range of features and options e.g.,

- dropdown menus
- date picker
- radio buttons
- hidden password box.

AC 1.2 Learners must describe at least three risks relating to entering information online.

LO2 AC 2.1 Learners must use online comparison tools and sites to identify at least three deals out of the options available to them, explaining the reason for their choices. Examples of online comparisons might include:

- insurance quotes
- phone contracts
- holidays
- energy tariffs.

AC 2.2 Learners must explain the use of at least three different payment methods, providing strengths and weaknesses e.g.,

- credit card
- debit card
- apple / google pay
- bank transfer
- providing bank details
- buy now pay later
- PayPal.

LO3 AC 3.1 Learners must create a monthly budget using an online tool. Expenditure and income could be simulated.

AC 3.2 Learners must identify at least three online financial risk from a given scenario and explain why it is unsafe. Scenarios could include:

- email stating a monetary prize has been won and to send bank details
- fake delivery email asking for 'redelivery' fees
- checking online banking on public Wi-Fi.

LO4 AC 4.1 Learners must describe use at least three scenarios to describe at least one issue for each type:

- legal
- social

- ethical.

AC 4.2 Learners must describe the consequences of the identified legal, social and ethical issue in AC 4.1.

Area of Learning Experience	Science and Technology
Statement of What Matters	Computation is the foundation for our digital world
Links to the Four Purposes	Purpose 1 - Ambitious, capable learners ready to learn throughout their lives
Cross-curricular Skills	Literacy, Digital and Numeracy (finance and shopping)
Integral Skills	Critical thinking and problem solving
Understanding of sustainability in the world of work and/or everyday work	Understanding how responsible use of technology supports ethical and sustainable choices in everyday life

Relevant Cross-Cutting Themes	
Theme	Rationale
Local/national/international	Explores ethical and legal implications of technology.

Level 2

Unit Title: Science and Technology in Everyday Life

Unit Reference Number: CBM135

Level: Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' practical skills using technologies in a variety of everyday activities for personal purposes, such as online forms, finance and shopping, taking into account consequences of the use of technology such as legal, social and ethical.

Principles of Progression

Progression step 5 – I can use technology safely and effectively to support independent and appropriate decision making. I understand the legal, social and ethical implications.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand safe and responsible use of digital systems	1.1 Complete an online application form accurately
	1.2 Explain principles of data protection in digital forms
2. Understand consumer rights in digital transactions	2.1 Explain consumer rights in digital purchases
	2.2 Apply consumer rights to given scenarios
3. Be able to analyse and manage financial decisions using digital tools	3.1 Analyse financial options using digital tools
	3.2 Evaluate ways to reduce financial risks
4. Evaluate legal, social, and ethical implications of technology use	4.1 Analyse legal, social, and ethical issues in digital contexts
	4.2 Evaluate consequences and recommend actions

Indicative Content

LO1 AC 1.1 Learners must complete a simulated, multipage online application form accurately.

AC 1.2 Learners must explain the principles of General Data Protection Regulation (GDPR) in relation to digital forms e.g.,

- forms will only include necessary fields
- a purpose statement and a consent box.

LO2 AC 2.1 This must include:

- rights to repair
- replacement or refund
- cooling off periods
- auto-renewals.

AC 2.2 Learners must identify at least three different consumer rights issue, explaining the issue and recommended actions. Scenarios might include:

- an app repeatedly crashing
- a subscription auto-renewing despite attempts to cancel
- a seller refusing to refund a faulty online purchase
- a free trial ending early.

LO3 AC 3.1 Learners must use at least three digital tools to analyse different financial options and decide which one offers the best value. Tools might include:

- online comparison sights
- budgeting tools
- banking apps
- loan/savings calculators.

AC 3.2 Learners must evaluate at least three common financial risks. This must include the seriousness of each risk, recommends ways to reduce each risk and conclude which action would be the most effective.

LO4 AC 4.1 and 4.2 should be completed as one assessment task.

AC 4.1 Learners must analyse legal, social and ethical implications using at least three case studies.

AC 4.2 Evaluations should include what happened, what the legal, ethical, social implications were, what the consequences were and make recommendations to digital users based on the case studies.

Case studies might include TikTok data breach, Uber tracking, Sony PlayStation Network Breach, Post Office Horizon Scandal.

Area of Learning Experience	Science and Technology
Statement of What Matters	Computation is the foundation for our digital world
Links to the Four Purposes	Purpose 1 - Ambitious, capable learners ready to learn throughout their lives
Cross-curricular Skills	Literacy, Digital and Numeracy (finance and shopping)
Integral Skills	Critical thinking and problem solving
Understanding of sustainability in the world of work and/or everyday work	Understanding how responsible use of technology supports ethical and sustainable choices in everyday life

Relevant Cross-Cutting Themes

Theme	Rationale
Local/national/international	Explores ethical and legal implications of technology.