

Using IT in the Workplace

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

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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 Using IT in the Workplace suite of units has been designed to develop learners' digital skills for work-related purposes, including finding and handling information, creating and editing digital content, work-related communication, and ensuring safe and responsible use of devices.

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
Finding information	Recognise digital sources	Use search tools with support	Use keywords to find information	Organise and judge reliability	Analyse information for suitability and bias
Creating digital content	Enter simple information	Create simple documents	Combine content and format	Produce structured documents	Create and refine professional digital content
Editing and improving	Save simple work	Make basic edits	Use formatting tools	Use editing tools for accuracy	Modify and improve work based on feedback
Digital communication	Recognise communication tools	Send simple messages	Respond appropriately using tools	Communicate professionally	Select and plan communication for audience and purpose
Digital safety	Recognise safe behaviours	Identify risks	Explain importance of protection	Describe impact of breaches	Assess risks and explain policies
Organisation and systems	Follow simple actions	Use tools with guidance	Organise files	Structure information for tasks	Develop and manage systems
Independence and application	Participate with support	Respond with guidance	Demonstrate independently	Apply in structured contexts	Apply, adapt and evaluate
Cognitive demand	Recognise / participate	Use / identify	Apply / organise	Explain / produce	Analyse / evaluate / plan

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 skills, workplace IT use and online safety appropriate to the level of delivery
- be able to support learners in developing practical digital skills including information handling, content creation, communication and safe use of technology
- understand safeguarding requirements, including online safety, and know how to respond appropriately to concerns

Delivery should be supported by:

- staff who can facilitate practical, hands-on digital activities
- staff who can model appropriate digital behaviours and professional communication
- staff who can support learners to develop independence and problem-solving skills using digital tools
- 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 environment with access to digital devices to support individual and paired work

Teaching and Learning Materials

- structured lesson plans and session materials to support consistent delivery
- learner handouts and activity materials to support digital skills development
- scenario-based materials and case studies to explore workplace digital tasks
- visual resources such as guides, prompts and examples of digital work

Equipment

- desktop computers or laptops (ideally 1:1 or minimum 1:2 ratio)
- access to touch-enabled devices where appropriate for lower levels
- presentation equipment, e.g., projector or interactive screen
- stable and filtered internet connection
- classroom resources including whiteboard and stationery

Practical Resources

- software or applications for document creation, communication and file management
- tools for creating and editing digital content (e.g., word processing, presentation tools)
- file storage systems (local or cloud-based)
- materials to support safe practice, e.g., examples of passwords, security prompts or risk scenarios

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 of evidence. 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 Using IT in the Workplace at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Matching / Selection	Learners select a digital source (e.g., website, map) from images.
Simple Verbal Response	Learners state information found (e.g., name, place, item).
Demonstration (Supported)	Learners enter simple information using a device.
Practical Task	Learners save a file using an icon or simple instruction.
Identification Task	Learners identify communication tools (e.g., email, message icon).
Basic Participation	Learners take part in sending a simple message.
Sorting Task	Learners identify safe vs unsafe online behaviours.

Entry Level 2

Assessment of Using IT in the Workplace at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Search Task	Learners use keywords to find specific work-related information.
Collection Task	Learners gather information from different digital sources.
Practical Task	Learners create a simple work-related document (e.g., list or sign).
Demonstration	Learners edit text (e.g., correct errors, change font).
Identification Task	Learners identify purposes of communication tools.
Practical Task	Learners send a simple work-related email.
Scenario Task	Learners identify digital risks and safe behaviours.
Short Written / Verbal Task	Learners describe ways to protect personal information.

Entry Level 3

Assessment of Using IT in the Workplace at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Search Task	Learners use keywords to find specific work-related information.
Collection Task	Learners gather information from different digital sources.
Practical Task	Learners create a simple work-related document (e.g., list or sign).
Demonstration	Learners edit text (e.g., correct errors, change font).
Identification Task	Learners identify purposes of communication tools.
Practical Task	Learners send a simple work-related email.
Scenario Task	Learners identify digital risks and safe behaviours.
Short Written / Verbal Task	Learners describe ways to protect personal information.

Level 1

Assessment of Using IT in the Workplace at Level 1 should include:

Assessment Type	Examples of Tasks
Written Task	Learners outline reliability of digital sources.
Structured Task	Learners organise information for a work task (e.g., table, categories).
Practical Task	Learners produce a document to meet a work brief.
Demonstration	Learners use editing tools to improve accuracy.
Scenario Task	Learners select appropriate communication methods.
Practical Task	Learners send a professional email with attachment.
Explanation Task	Learners describe impact of digital security breaches.
Scenario Task	Learners demonstrate safe file sharing methods.

Level 2

Assessment of Using IT in the Workplace at Level 2 should include:

Assessment Type	Examples of Tasks
Analytical Task	Learners analyse suitability, reliability and bias of digital information.
Design Task	Learners create a structured digital filing system.
Practical Task	Learners produce a multi-page document with consistent formatting.
Improvement Task	Learners modify content based on feedback.
Comparison Task	Learners select appropriate digital tools for different audiences.
Planning Task	Learners plan digital communication using appropriate tone and structure.
Explanation Task	Learners explain workplace IT policies and legal requirements.
Evaluation Task	Learners assess risks associated with digital data sharing.

Unit Content

Entry Level 1

Unit Title: Using IT in the Workplace

Unit Reference Number: CBM241

Level: Entry Level 1

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' digital skills for work-related purposes, including finding and handling information, creating and editing digital content, work-related communication, and ensuring safe and responsible use of devices.

Principles of Progression

Progression Step 1 - I can explore and try out simple technologies in the world around me to see what they do and how they work. This emphasises exploration, experimentation and curiosity

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Be able to find information for work-related tasks	1.1 Identify a digital source used to find information
	1.2 State information found from a digital source
2. Be able to create digital content for work	2.1 Use a digital device to enter information
	2.2 Demonstrate how to save a digital file
3. Be able to use digital communication	3.1 Identify a method of digital communication
	3.2 Participate in sending a digital message
4. Know how to use devices safely	4.1 Recognise a way to stay safe online
	4.2 Identify a way to keep devices secure

Indicative Content

LO1	AC 1.1 Learners must identify at least one digital source to find information about a job or work related task e.g., • a company or school website • online maps AC 1.2 Learners must state the information found e.g., • the name of a business found on a map or website • the cost of an item found on a simple retail website
LO2	AC 2.1 Learners must use a digital device to enter information e.g., • typing their name into a blank document • using a touch screen to select a date • clicking on icons to fill a "check-list." AC 2.2 Learners must demonstrate how to save a digital file e.g., • clicking a 'save' icon • selecting a folder from a list • naming a file using a single word
LO3	AC 3.1 Learners must identify a method of digital communication e.g., • an email icon from a desktop • a "message" bubble in a chat app • a video call button AC 3.2 Learners must participate in sending a digital message e.g., • clicking the "Send" button on an email pre-written • typing a simple "Yes" or "No" reply in a work-themed message thread
LO4	AC 4.1 Learners must recognise at least one way to stay safe online e.g., • using a website with a "locked" padlock symbol in a web address bar • "not sharing passwords." AC 4.2 Learners must identify at least one way to keep digital devices secure e.g., • locking a screen • putting a tablet away in a locked cupboard • turning screen away from windows/public area

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 2 - Enterprising, creative contributors ready to play a full part in life and work
Cross-curricular Skills	Digital competence
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Developing digital skills to prepare learners for the workforce

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, National and International Context	Enables learners to consider where future careers may take them locally, nationally and internationally and inspire their thoughts for the future

Entry Level 2

Unit Title: Using IT in the Workplace

Unit Reference Number: CBM242

Level: Entry Level 2

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' digital skills for work-related purposes, including finding and handling information, creating and editing digital content, work-related communication, and ensuring safe and responsible use of devices.

Principles of Progression

Progression step 2 - I can recognise and describe simple patterns in how tools and technologies work in different situations, and begin to talk about what they might do in new or unfamiliar contexts

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Be able to find information for work		1.1	Use a search engine to find work-related information
		1.2	Collect information from different digital sources
2. Be able to create digital content for work		2.1	Create a simple work-related document
		2.2	Demonstrate how to edit text in a digital document
3. Be able to use digital communication in the workplace		3.1	State the purpose of digital communication tools
		3.2	Create and send a work-related email
4. Know how to work safely online		4.1	Identify common digital risks
		4.2	Give ways to protect personal information

Indicative Content

LO1	AC 1.1 Learners must use a search engine to find a specific piece of work-related information e.g., • typing specific keywords into Google to find a local company's address, phone number, or opening hours. AC 1.2 Learners must collect information from at least two different digital sources e.g., taking a price from a retail website and looking up the date of an event.
LO2	AC 2.1 Learners must use a digital device to create a simple work-related document e.g., opening a word processing application to type a "To-Do" list, a name badge for an event, or a simple "Closed" sign for a shop. AC 2.2 Learners must demonstrate how to edit text in a digital document e.g., using the backspace key to fix a typo, highlighting text to change font size, or using the 'bold' tool.
LO3	AC 3.1 Learners must state the purpose of at least two different digital communication tools e.g., • email is often for formal messages • Video Calling (e.g., Teams) is for face-to-face meetings AC 3.2 Learners must create and send a work-related email e.g., • correctly typing a recipient's address • adding a subject line (e.g., "Meeting Notes") • clicking send.
LO4	AC 4.1 Learners must identify at least two common digital risks in a workplace e.g., • recognising a "spam" email • identifying a suspicious pop-up • knowing not to click on unknown links AC 4.2 Learners must give at least two examples of how to protect personal information e.g., • using a password with numbers • locking the screen when leaving a desk • not sharing a home address on public sites

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 2 - Enterprising, creative contributors ready to play a full part in life and work
Cross-curricular Skills	Digital competence
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Developing digital skills to prepare learners for the workforce

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, National and International Context	Enables learners to consider where future careers may take them locally, nationally and internationally and inspire their thoughts for the future

Entry Level 3

Unit Title: Using IT in the Workplace

Unit Reference Number: CBM243

Level: Entry Level 3

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' digital skills for work-related purposes, including finding and handling information, creating and editing digital content, work-related communication, and ensuring safe and responsible use of devices.

Principles of Progression

Progression step 3 - to produce an outcome, and use my growing understanding of scientific and technological ideas to recognise when something is not behaving as expected

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Be able to handle information for work tasks	1.1	1.1	Use keywords to find specific work-related information
		1.2	Organise digital files and folders
2. Be able to produce digital content for work	2.1	2.1	Combine text and images in a document
		2.2	Use formatting tools to improve a document
3. Be able to use digital communication in the workplace	3.1	3.1	Use a digital tool to reply to a message
		3.2	Select appropriate language for work communication
		3.3	Create and send a work-related email with relevant information
4. Know how to maintain digital safety	4.1	4.1	State the importance of data protection
		4.2	Demonstrate how to log out of systems correctly

Indicative Content

LO1	AC 1.1 Learners must use keywords to find specific work-related data e.g., searching for "local apprentice wages" or "office supply prices" to find specific figures or contact details. AC 1.2 Learners must demonstrate how to organise digital files into folders e.g., creating a new folder named "My Project" and moving relevant images and text files into it.
LO2	AC 2.1 Learners must use a digital device to combine text and images e.g., inserting a picture of a product into a description or placing a school logo onto a letterhead. AC 2.2 Learners must demonstrate the use of a simple formatting tool to improve a document e.g., resizing an image or "alignment" tools to centre a title.
LO3	AC 3.1 Learners must use a digital tool to reply to a work-related message e.g., clicking "Reply" on an email and typing a response, or responding to a digital meeting invite. AC 3.2 Learners must select appropriate language for a work-related email e.g., selecting a formal greeting (e.g., "Dear...") over an informal one (e.g., "Hiya...") for a business query. AC 3.3 Learners must create and send a work-related email that includes relevant information e.g., • how to select the correct recipient from a list or use a known email address • how to choose relevant information for the email's purpose (e.g., date, task completed, question about a job role, request for materials).
LO4	AC 4.1 Learners must state the importance of data protection in the workplace e.g., that keeping customer phone numbers private prevents identity theft or follows the law. AC 4.2 Learners must demonstrate how to log out of systems correctly e.g., clicking the "Sign Out" button on a shared computer or closing a secure browser session.

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 2 - Enterprising, creative contributors ready to play a full part in life and work
Cross-curricular Skills	Digital competence
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Developing digital skills to prepare learners for the workforce

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, National and International Context	Enables learners to consider where future careers may take them locally, nationally and internationally and inspire their thoughts for the future

Level 1

Unit Title: Using IT in the Workplace

Unit Reference Number: CBM244

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' digital skills for work-related purposes, including finding and handling information, creating and editing digital content, work-related communication, and ensuring safe and responsible use of devices.

Principles of Progression

Progression Step 4 - I can choose and apply appropriate methods and tools to organise and handle information efficiently, using my growing technological skills to develop well-reasoned solutions to more complex problems

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Be able to find and manage information		1.1	Outline the reliability of digital sources
		1.2	Organise digital information for a work task
2. Be able to create and edit digital content for work		2.1	Produce a digital document that meets a work brief
		2.2	Use editing tools to improve accuracy and presentation
3. Be able to use digital communication professionally		3.1	Use a digital platform to communicate information
		3.2	Select appropriate language for work-related communication
		3.3	Create and send a work-related email with an attachment
4. Understand digital safety in the workplace		4.1	Describe the impact of a digital security breach
		4.2	Use appropriate methods to share digital information securely

Indicative Content

LO1	AC 1.1 Learners must outline the reliability of different digital sources e.g., why a government (.gov) site is more trustworthy for work rules than a social media post. AC 1.2 Learners must organise digital information for a specific work task e.g., sorting data into a table or categorizing saved images for a presentation.
LO2	AC 2.1 Learners must produce a digital document that meets a specific work brief e.g., creating a 1-page CV or a school "Health and Safety" poster following a checklist of requirements. AC 2.2 Learners must demonstrate the use of editing tools to ensure accuracy e.g., using "Spell Check," "Grammar Check," or the "Find and Replace" tool.
LO3	AC 3.1 learners must use a digital platform to communicate information e.g., • Email • Video conference/ meeting tools AC 3.2 learners must select appropriate language for a work-related communication e.g., • selecting polite greetings and closings (e.g., "Hello", "Thank you") • choosing formal words suitable for workplace communication • recognising phrases that are not appropriate in a professional email. AC 3.4 Learners must create and send a work-related email with an attachment e.g., attaching a digital document to an email, such as a completed worksheet, photograph or simple report, before sending it to a tutor or supervisor.
LO4	AC 4.1 Learners must describe the impact of a digital security breach e.g., describing how a virus can delete files or how a hacked password can lead to a company losing money. AC 4.2 Learners must demonstrate using safe ways to share files digitally e.g., using "View Only" links or password-protecting a sensitive file before sending.

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 2 - Enterprising, creative contributors ready to play a full part in life and work
Cross-curricular Skills	Digital competence
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Developing digital skills to prepare learners for the workforce

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, National and International Context	Enables learners to consider where future careers may take them locally, nationally and internationally and inspire their thoughts for the future

Level 2

Unit Title: Using IT in the Workplace

Unit Reference Number: CBM245

Level: Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' digital skills for work-related purposes, including finding and handling information, creating and editing digital content, work-related communication, and ensuring safe and responsible use of devices.

Principles of Progression

Progression Step 5 - I can independently apply advanced scientific and technological skills with increasing precision and sophistication, selecting and refining methods to investigate complex problems and develop effective solutions

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1.	Be able to manage digital information for work purposes	1.1	Describe the suitability of digital information
		1.2	Develop a structured digital filing system
2.	Be able to create professional digital content	2.1	Create structured digital content using consistent formatting
		2.2	Modify digital content based on feedback
3.	Be able to manage digital communication effectively	3.1	Select appropriate digital tools for different audiences
		3.2	Plan digital communication using appropriate tone and structure
4.	Understand digital security and responsibilities	4.1	Explain policies and legal requirements for digital use
		4.2	Assess risks associated with digital data sharing

Indicative Content

LO1	AC 1.1 Learners must describe the suitability of digital information for a work purpose e.g., • whether information is current (e.g., checking publication) • signs of bias or inaccuracy • relevance of digital content to a specific business task. Learners may also include the basics of copyright law, such as recognising when online materials can be used, identifying Creative Commons symbols, and understanding that images, text or data found online may require permission before reuse AC 1.2 Learners must develop a digital filing system for a project e.g., creating a hierarchical folder structure (e.g., Project A > Correspondence > Drafts > Final).
LO2	AC 2.1 Learners must create a multi-page digital document using consistent formatting e.g., using "Heading Styles," page numbers, and consistent margins in a 3-page report. AC 2.2 Learners must modify digital content based on feedback e.g., updating a presentation layout after a peer review or changing data in a spreadsheet based on a teacher's notes.
LO3	AC 3.1 Learners must select the most appropriate digital tool for a specific audience e.g., • choosing a professional email when communicating with a client, • using a collaborative team board (e.g., Padlet/Trello) when sharing ideas with colleagues • selecting a presentation tool (e.g., PowerPoint, Google Slides, Canva) when information needs to be delivered visually to a group. AC 3.2 Learners must plan a digital communication that follows workplace etiquette e.g., drafting a message that uses professional tone, clear subject lines, and an appropriate email signature.
LO4	AC 4.1 Learners must explain workplace policies regarding the safe use of IT e.g., • "Acceptable Use Policy" • GDPR (General Data Protection Regulation). AC 4.2 Learners must assess risks associated with sharing data e.g., • unauthorized "Public" access • data syncing errors • account hacking.

Area of Learning Experience	Science and Technology
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Cross-curricular Skills	Digital competence
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Developing digital skills to prepare learners for the workforce

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, National and International Context	Enables learners to consider where future careers may take them locally, nationally and internationally and inspire their thoughts for the future