SESSION PLAN: USING DEVICES AND HANDLING INFORMATION

Using this session plan:

BCS have developed this session plan to aid you in the planning and delivery of the core topics that feature within each of the skill areas of the Digital Functional Skills syllabus. The sequence of learning and the activities included have been provided as a suggestion rather than as a prescribed route, and if used should be adapted to suit the needs of your learners and their learning programme. This session plan also includes reference to other resources available from BCS including the online modules that are available through the Skillsbox platform.

Session timings:

14 guided learning hours are recommended on average to deliver all sessions for this skill area. Individual skills, previous experience and additional support requirements should be considered when planning your sessions, as well as time to learn new software.

Module overview:

This module will enable your learners to become familiar with different digital devices, their features, and the things that make them work. Learners will develop a practical understanding of how to use a web browser to search for information online, and how to save information using files and folders. They will also develop an understanding of how to solve basic technical issues such as what to do when your device isn't connected to the internet. They will also be introduced to the basics of using Word Processing software (Microsoft Word) to open, update and save files.

Learning outcomes covered within this module:

1.1. Know the main features and uses of different types of devices

1.2. Know what an application is and the main types of application software

1.3. Apply system settings (including display, sound, Wi-Fi, time, language, accessibility)

1.4. Navigate online content to locate required information

1.5. Carry out searches on the internet

1.6. Use files to read and store information

1.7. Use filles and folders to organise and retrieve information

1.8. Know when there is a problem with a device or software and know the difference between system errors and user errors

1.9. Apply a solution to solve a simple technical problem

Important notice

In the live Entry Level 3 and Level 1 Digital Functional Skills tests, candidates will be expected to understand, and will be tested on, the functionality of the ribbon menu. Test question instructions will specify "Using the ribbon menu..."
When following these session plans, please ensure your candidates are familiar with using functions from the ribbon menu. Candidates can sign up to use Word, Excel, and PowerPoint on the web **here** to familiarise themselves with the ribbon menu functions.

It is essential that candidates are made aware of and taught the different approaches to completing a particular task (e.g., making text bold via keyboard shortcuts or via the ribbon menu), as it is important that they know how to use these different approaches to complete tasks in their daily life once they have completed the qualification.

Activity Key:

Tutor-led group discussion	Online activity	Group activity	Quiz	Tutor demonstration	Individual activity

Session 1: Knowing your device(s)			
Session content	**Activity**	**Suggested resources**	**MPL**
What devices are there and what do we use them for? Tutor led group discussion. Learners should be encouraged to contribute their ideas in a group discussion. - Desktop computer, laptop - Mobile devices, smart devices: smartphone, tablet, TVs, speakers. - Wearable technology: smart watch. *You may also wish to include mobile storage devices, although it should be recognised that there is a greater use of cloud storage which can be covered in a later session.		**BCS Online Module:** Using Digital Devices: Getting Started with Your Device.	1.1
What makes your device work? Tutor to provide simple definitions of the following three components with examples. **Hardware:** The physical components e.g., screen, mouse, keyboard, camera. **Software**: The programs installed on a device that make it work e.g., Operating Systems (Windows, Android, Mac OS), applications (web browser, word processing software, calendar, email app). Entertainment/creative applications e.g., social media, video or image editing apps, games. The things that keep us safe e.g., virus protection software. *Note you can reintroduce this in a later session when discussing device security.			1.2
Individual or group activity: Learners should be encouraged to share examples of specific applications they have used/plan to use and what they are used for.			
Knowledge check: Test your learners through a simple quiz e.g., by getting them to match up the applications to the intended purpose. E.g., Skype = To make a video call to a friend, Windows = To manage how my device works, Google Chrome = To search the internet. OR, by getting them to categorise items e.g., Mouse = Hardware, Windows = Operating System, Calendar = Application.		Simple card sort, or an online quiz tool.	

How do I get started?		PC, laptop, or smart device. BCS Online Module: Using Digital Devices: Using your device safely.	1.1 1.2 1.3 1.8 1.9
Tutor to ensure learners understand and are able to power on and log in to at least one device e.g., the desktop PC the learner has access to in the teaching room, or a mobile device they have access to. This should also cover: - using their device safely e.g., correct sitting position, position of screen, mouse and keyboard. Trailing wires, lighting, and taking regular breaks. - logging in with a username and password. - using a pin or device unlock (smart devices). - how to resolve login issues e.g., ensuring use of correct login credentials, checking for errors in details entered, using password reset. - basic navigation of the desktop/OS e.g., using the Start menu to view and open applications, navigating mobile OS and apps, how to log out. - how to check the device is fully charged and how to recharge the device.			
Individual or group activity: Learners should be encouraged to **demonstrate** or **explain** how to switch on a device (e.g., PC, smart phone), how to log in and launch an application they may use, and what to do if they are unable to log in.			
Knowledge check: Test your learners understanding of safe use of their device. This may include identifying correct and incorrect sitting positions from pictures, identifying hazards from a list, or testing their knowledge recall of best practice e.g., taking regular breaks, lighting.			

What will your learners be able to do at the end of this session?

Learners should be able to list at least two devices they can use (e.g., PC, a smart phone), the software each device uses (such as the operating software) and one or more applications used on each device.

They should be able to demonstrate that they can switch on a device, log in and navigate to one or more applications. They should be able to explain how they will use their device safely.

Session 2: Using your device(s)			
Session content	**Activity**	**Suggested resources**	**MPL**
How do I customise my device settings for optimum accessibility? Tutor to demonstrate how to update some of the basic settings (including accessibility settings) available within an operating software including: • Display settings: How to adjust screen resolution, brightness/contrast, colours, default fonts, mouse cursor appearance and speed. • Sound: How to adjust audio levels, check mic settings/level (e.g., when using a headset). • Time: How to view date and time and how to set this if it is incorrect. • Language: How to set preferred/default language for your device. • Security and privacy settings: This should be light touch to raise awareness of where these features are located. Some examples may be given such as account password, seeing what different apps are allowed to do, enabling/disabling webcam. *Security features as well as using a webcam will be covered in more detail in later sessions. You may also wish to introduce Notification settings at this point if relevant.		BCS Online Module: Using Digital Devices: Settings and Accessibility.	1.1 1.3
Knowledge check: Test your learners through a simple quiz by getting them to identify the icons commonly used for different setting options in an Operating system such as Settings/General, Display, Sound, Time, Accessibility, Security, Power, Wi-Fi.		Simple card sort, or an online quiz tool.	
Individual or group activity: Learners should be encouraged to demonstrate that they can adjust at least two of these settings on their device. For example, you may wish to ask them to adjust their display settings either to a given resolution or to one that suits them and adjust their audio level.		PC, laptop, or smart device.	
How can I make my device work better for me? Tutor to demonstrate and explain some of the additional accessibility features available and their use such as: • Magnifier. • Speech recognition/Voice control. • Screen reader. Learners should be encouraged to explore some of these features on the device they have access to.		PC, laptop, or smart device.	1.3
How do I access the internet? Tutor to demonstrate how to view Wi-Fi settings within the Operating System, manage connections and connect to a new Wi-Fi protected access point (WPA). This should include how to;		BCS Online Module: Using Digital Devices: Managing Your Internet Connection.	1.2 1.3 1.4 1.5

• Identify secured and non-secured connections (i.e., those that require a password (indicated with a padlock icon)). • Connect to a Wi-Fi access point and input the required password. • Identify a weak Wi-Fi connection (indicated by Wi-Fi signal strength icon). • Manage connections in order to change to another Wi-Fi access point or reconnecting to Wi-Fi if connection fails. • Enable/disable flight mode when using a device.			
Individual or group activity: If the learners have access to another device and an available Wi-Fi access point e.g., college, or guest Wi-Fi, they should be encouraged to connect to it with their device so they can demonstrate their ability to do this. Alternatively, they should be encouraged to explain how they would connect their device to the Wi-Fi.		PC, laptop, or smart device.	
Knowledge check: Test your learners' understanding of what the different Wi-Fi icons mean e.g., Wi-Fi strength (weak, strong), secure connection (padlock), flight mode (aeroplane).		Simple card sort, or an online quiz tool.	
How do I install an application? Tutor to demonstrate how to search for an application online or through an app store and install it. It may be useful to demonstrate the installation of a specific app i.e., one freely available that can be easily re-installed for each session. This should include: • Using an app store to browse for an application. • Checking the reliability/authenticity of an application. • Install options (free, paid for). • Opening an app once installed. • Setting basic app preferences.		PC, laptop, or smart device. BCS Online Module: Using Digital Devices: Your operating system and applications.	1.2 1.3 1.4 1.5
Individual or group activity: Learners should be encouraged to demonstrate or explain how they can replicate the steps shown by searching for and installing an application on their device			
How can I resolve an issue with my device or application? Tutor to provide examples of common issues and suggested methods by which to resolve them. For example: • Resolving a system or application freeze through a restart/reboot of the app or device. • Checking hardware is connected properly/batteries are charged if not responding e.g., keyboard or mouse is not working.		BCS Online Module: Using Digital Devices: Managing Your Internet Connection.	1.8 1.9

• Checking connection and reconnecting to Wi-Fi if an error message is presented when opening the web browser or when navigating to another webpage. Learners should understand the steps they can take to resolve an issue independently and when they will need to escalate it (either at work or in their daily life): 1. "What can I check for first in case it's a very simple fix?" e.g., the keyboard is not working because it is not connected to the PC. 2. "Can I find the solution myself?" e.g., by using the help feature or referring to online guidance. 3. "Who can I refer the issue to when I am unable to resolve it?" e.g., contacting IT support or completing an online form to request support from the provider.		
Knowledge check: Test your learners' understanding of how to resolve common issues through some simple quiz questions. For example, you may wish to provide some examples of common issues and ask them to match each to a suitable resolution, or to identify the first step that should be taken to resolve the issue. For example: Jane has returned from holiday. After switching on her computer, she finds the screen on her monitor is blank. Which action should she take **first**? A. Search for a solution online. B. Contact the IT support team. C. Search for a new monitor. D. Check the monitor is plugged in. (correct)		Group quiz or an online quiz tool.

What will your learners be able to do at the end of this session?

Learners should know how to adjust the basic settings on their device and explain the use of one or more accessibility features. They should be able to demonstrate or explain how to connect their device to a secure Wi-Fi connection, and how to manage their connection to other WPAs or switch on flight mode. They should be able to explain how to install an application on their device and what to do if they experience a device or application error.