

Using IT in the workplace

Unit delivery and assessment pack



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Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

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The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	Using IT in the workplace
Suite	Skills for Work
Unit Codes	S666E1 S666E2 S666E3 S666L1 S666L2
GLH	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.
Unit Summary	This unit helps learners explore the role of digital skills in modern workplaces. The emphasis is on practical, transferable digital skills, giving learners the confidence to use and apply these in real-world scenarios. At Entry Level, learners gain basic awareness of how digital skills and IT are used in jobs, including finding, storing and organising information, creating and editing simple documents, communicating politely using digital tools, and using IT safely and responsibly. Progression focuses on increasing independence, confidence and clarity. At Levels 1 and 2, learners deepen their understanding by applying digital skills across different workplace contexts. They locate, evaluate and manage digital information, create and format work-related digital content to meet specific needs, and communicate professionally with different audiences. Learners also understand how digital skills improve efficiency, accuracy and career development, and why safe, responsible digital behaviour is essential for workplace security, reputation and relationships.
Curriculum for Wales	Areas of learning and experience: This unit supports progress towards the Science and Technology statements of what matters: <i>computation is the foundation for our digital world</i>. When exploring this unit, learners will understand how the use of computers is used to solve a variety of real-world problems. They will understand how to make informed decisions about the application of technology in the workplace. Integral and cross curricular skills: Learners will have opportunities to develop their digital competency skills, using communication tools for different purposes and managing files and folders. They will create formal text documents using tools to enhance these and refine their digital work. Cross cutting themes: Careers and work-related experiences are promoted as learners will develop essential digital skills needed for the workforce, applying these skills in real-life scenarios. They will understand the implications of using IT safely in the workplace.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Know what digital skills are and how they are used in the workplace	E1 1.1 Name a digital skill used at work. E1 1.2 Name a job which uses IT.	E2 1.1 Give a statement about two ways IT is used in jobs. E2 1.2 Give two jobs which require digital skills.	E3 1.1 Suggest three ways that digital skills are used in the workplace. E3 1.2 Suggest two ways that IT helps people do two different jobs.
LO2 Be able to find and organise information for work using digital tools	E1 2.1 Show how to find simple information for work from a set of examples. E1 2.2 Show how to store information from a set of examples.	E2 2.1 Indicate how to find two pieces of information for work. E2 2.2 Indicate how to store information suitably.	E3 2.1 Demonstrate how to find and save information for work, with actions and words. E3 2.2 Demonstrate how to organise information using suitable files and folders, with actions and words.
LO3 Be able to create and edit simple digital content used at work	E1 3.1 Show how to create a simple digital document, from a set of examples. E1 3.2 Show how to edit a digital document, from a set of examples. E1 3.3 Show how to make a simple formatting change to a digital document, from a set of examples.	E2 3.1 Follow instructions about how to create a document or presentation used at work. E2 3.2 Follow instructions about how to make two simple formatting changes to a digital document. E2 3.3 Suggest how to save changes.	E3 3.1 Demonstrate how to make improvements made to a document used at work, with actions and words. E3 3.2 Demonstrate how to make a range of simple formatting changes to a digital document, with actions and words. E3 3.3 Use appropriate digital tools to save changes.

LO4 Know how to communicate using digital tools at work	E1 4.1 Name a digital tool used to communicate with someone at work. E1 4.2 Point out something that makes a message polite.	E2 4.1 Give a statement about how digital tools can be used for workplace communication and file sharing. E2 4.2 Indicate two features that make messages polite.	E3 4.1 Give a description of how two tools can be used in the workplace to communicate and share files. E3 4.2 Suggest two ways you could make your messages polite at work.
LO5 Know how to use IT safely and responsibly in the workplace	E1 5.1 Show a danger of using IT from a set of examples. E1 5.2 Show a way to protect digital information, from a set of examples.	E2 5.1 Give a statement about how to stay safe online. E2 5.2 Recognise two safe ways of using devices.	E3 5.1 Give a description of safe and responsible IT use. E3 5.2 State why it is important to protect information in the workplace.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)	
	Level 1	Level 2
LO1 Understand how digital skills are used in different types of workplaces	L1 1.1 Identify digital tools or skills used in different job roles. L1 1.2 Describe how digital skills support workplace tasks.	L2 1.1 Describe how digital skills are used in different workplace settings. L2 1.2 Explain how digital tools support efficiency or accuracy in a chosen role. L2 1.3 Reflect on how digital skills support career development.
LO2 Be able to find and organise information used for work using digital tools	L1 2.1 Locate information used for work using a digital tool. L1 2.2 Organise digital files using logical folder structures.	L2 2.1 Select and compare reliable sources of information used for work. L2 2.2 Demonstrate how to use file structures or tools to keep information accessible. L2 2.3 Explain why managing digital information effectively is important in the workplace.

LO3 Be able to develop digital content for work, using clear layout and tone, to meet a defined need	L1 3.1 Use a suitable digital tool to develop a digital document for a workplace task. L1 3.2 Use editing tools to improve clarity and presentation. L1 3.3 Use formatting tools to improve layout and readability. L1 3.4 Save a work-related digital document using an appropriate file name and folder location.	L2 3.1 Demonstrate how to produce digital content for a work-related purpose. L2 3.2 Use suitable digital tools to edit digital content in ways that improve accuracy, structure or tone. L2 3.3 Use suitable digital tools to format content in ways that improve layout, accessibility, and structure. L2 3.4 Demonstrate the importance of appropriate file names and locations to save digital content for work.
LO4 Be able to communicate information for work, using digital tools	L1 4.1 Use a digital communication tool to send a simple workplace message. L1 4.2 Use a digital communication tool to respond in a professional manner to others. L1 4.3 Demonstrate why clear tone and layout matter in workplace communication.	L2 4.1 Demonstrate how to communicate clearly using digital tools. L2 4.2 Demonstrate how to use a digital communication tool to respond in a professional manner to others. L2 4.3 Demonstrate how to adjust messages for different work-related audiences or purposes. L2 4.4 Demonstrate how digital communication affects working relationships.

LO5 Understand how to use digital devices safely and responsibly in the workplace	L1 5.1 Identify common risks when using digital devices at work. L1 5.2 Describe safe and responsible behaviours when using digital devices.	L2 5.1 Demonstrate responsible behaviour when using digital devices or content. L2 5.2 Explain how poor digital behaviour could affect workplace safety, security or reputation. L2 5.3 Identify rules to follow when using digital content or platforms.
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If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Delivery guidance

Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners. Closely related units that might be delivered alongside Using IT in the workplace include Wellbeing in work, Customer service, Fairness and inclusion in the workplace, Working in Wales, and Understanding the changing labour market. These units complement each other by developing learners' knowledge of working practices, job availability and the skills and behaviours required in the workplace, all within the context of working in Wales.

For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

Amplification of Learning Outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that the learners are provided with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
LO1	Learners should: • be aware of common digital tools used at work, such as typical office tools, computers and smart phones • be aware of where digital tools are used, including but not limited to, offices, shops and construction sites. At Entry Level 2, learners should know: • digital skills involve using devices and software to carry out tasks • different jobs use different digital tools, including but not limited to, email for admin or tablets for site workers. • At Entry Level 3, learners should: • show how digital tools help people do things like writing, planning or communicating • understand that using IT can make tasks quicker, easier or more accurate.

	At Level 1, learners should: • identify how digital tools are used in different roles and industries, including but not limited to, admin, construction, health, and retail • compare digital skills used in different jobs or situations • know how common workplace tasks are supported by digital tools, including but not limited to, planning, communicating, recording and reporting • describe how devices and apps help workers to complete tasks more quickly or accurately • understand the link between digital skills and workplace expectations, including but not limited to meeting deadlines and sharing information. At Level 2, learners should know: • how improving digital skills can support employability or career progression.
LO2	Learners should: • find basic work-related information using search engines or help tools • know why it is important to keep work information organised and easy to find • use file names and folders to organise saved work. At Level 1, learners should: • find accurate, relevant information using digital search tools and websites • use search techniques such as keywords, filters or help tools to narrow results • save files or links in a clear and consistent location, including but not limited to folders or shared drives • organise digital content using clear file names, folder structures or spreadsheet layouts. At Level 2 learners should: • understand why well-organised information enables workers to do their jobs well and with fewer errors.
LO3	Learners should be able to: • create a basic digital document or message for a workplace task, such as a checklist • edit a document to correct, update or improve the content • use simple formatting tools, including but not limited to font changes, bullet points and headings. At Entry Level 2, learners should be able to: • create a digital document or message for a workplace task, such as a note or presentation • be aware of how to save files with clear names in folders. At Entry Level 3, learners should be able to: • create a more comprehensive digital document or message for a workplace task, such as a simple CV.

	At Level 1, learners should be able to: • create short workplace documents or presentations, including but not limited to forms, notices, reports or visual content • edit existing documents to improve accuracy, layout or clarity • apply formatting features including but not limited to fonts, bullet points, headings, tables, charts, images and spacing for professional presentation • save documents in appropriate formats and file locations. At Level 2, learners should be able to: understand the importance of clear layout and suitable tone for work-related documents.
LO4	Learners should: • be aware of tools used to communicate and share digital files at work, including but not limited to email, chat and video calls • know how to make a digital message polite and professional, including but not limited to using greetings and clear subject lines. At Entry Level 2, learners should be able to: • understand when to use different types of messages or tools, including but not limited to chat for quick updates and email for formal information • follow simple rules for writing workplace messages clearly and respectfully. At Level 1, learners should be able to: • write clear and appropriate digital messages for a range of work-related purposes • use communication tools effectively, including but not limited to email, messaging platforms and video calling • apply appropriate structure, tone and language in formal and informal digital messages • respond professionally to digital communication from others • understand how good digital communication supports teamwork, planning and professionalism. At Level 2, learners should be able to: • identify when to use different digital communication methods depending on context and audience.

LO5

Learners should:

- know common digital risks in the workplace, including but not limited to scam emails, suspicious links and oversharing
- be aware of safe digital behaviours, including but not limited to using strong passwords and keeping information private
- know how to check for trusted websites and apps, including but not limited to looking for padlock symbols and secure links
- follow instructions to protect information or devices, including but not limited to updates and antivirus tools.

At Entry Level 3, learners should:

- know why it is important to keep information safe in the workplace
- reflect on how digital behaviour can affect the workplace.

At Level 1, learners should:

- know risks related to digital safety, including but not limited to phishing, data breaches or inappropriate sharing
- apply safe practices, including but not limited to using secure passwords, logging off, and updating software
- understand what it means to act responsibly online, including but not limited to at work and on social media
- follow workplace rules for using devices and sharing information.

At Level 2, learners should:

- respect legal and ethical rules, including but not limited to copyright, plagiarism and data protection
- reflect on how online behaviour can affect your job role, safety or reputation.

Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- learners could be given job role cards or images and match them to common digital tools or tasks (such as sending emails, using tills or recording data).
- learners could show the steps needed to edit/format digital documents by picking steps from a series of pictures. This could be developed so that learners follow a set of suitable instructions to format a document and save it.
- learners could match examples of formal and informal email messages to different workplace situations.
- learners could sort examples of different digital behaviours into 'safe' and 'not safe' and create a simple checklist of digital safety rules.
- learners could point out where digital tools are used in different jobs and describe what these tools are used for.
- learners could create a simple checklist of digital safety rules.
- learners say in their own words how IT helps people do their jobs or keep track of tasks.

- learners produce a simple guide, poster or slideshow showing how IT is used in different job roles, including tools used for communication, planning or creating documents, and explain how digital skills help people in their jobs.
- learners create a simple workplace document, such as a sign, checklist or short message, to show how they can edit digital documents. They might type text, apply bold or headings and insert a basic image.
- learners could edit an existing document by correcting errors or improving layout to show editing skills.
- learners carry out a simple search using a website or search engine to find workplace information, such as contact details, instructions or product information, saving the information in a named folder and labelling it clearly.
- learners use images or screenshots from research tasks to show where the information was found and how it was saved.
- learners could complete a simple workplace communication using an email or message template, filling in the subject line, greeting and key information.
- learners could be given scenarios showing safe and unsafe behaviour, such as sharing passwords or using secure logins. They could discuss and decide on whether they are 'safe' or 'not safe'.

The following activities would be suitable for use with Level 1 and 2 learners:

- learners could research a job role or sector and describe how digital tools are used within it.
- learners could explore case studies or short videos and write about how IT improves efficiency or accuracy in the workplace.
- learners could compare how different sectors use IT or reflect on how improving digital skills might help someone progress in their career.
- learners could research and compare how digital tools are used in two different jobs or sectors (such as retail and healthcare). They might use a table, written summary or voice note to show what they discovered and explain which job uses more digital tools and why.
- learners could design a visual resource showing how to use digital tools safely and responsibly in the workplace. Topics could include strong passwords, professional communication or knowing online risks.
- learners could create or edit a short workplace presentation, using formatting features to make the content clear and easy to follow.
- learners could produce digital content for a defined purpose, such as a guide, rota or report, using features like tables or images and saving it with an appropriate name. They could also reflect on whether the layout and tone are suitable for the task.
- learners could give a short, recorded presentation explaining the IT tasks they completed. They might show how they created a document, found information or communicated online, and describe how these skills could be used in a real job.
- learners could write and send a digital message, such as a request for help or a work update, using appropriate structure and tone. They could explain why it is important to communicate clearly at work.
- learners could create and compare different types of communication for different audiences or purposes. They might also reflect on how digital communication affects working relationships or outcomes.
- learners could find specific work-related information and organise it using clear file names or spreadsheets. They might explain why it is helpful to save digital information in the right place.

- learners could compare the reliability of two sources of workplace information and show how they organised it using a folder structure, cloud storage or spreadsheet tool. They could also give reasons why organising information clearly is important for efficiency and accuracy at work.
- learners could look at risks (like phishing or device loss) and give examples of responsible actions such as updating software, using strong passwords and not sharing sensitive data.
- learners might explore digital policies from real or simulated workplaces and explain how safe and responsible behaviour protects people, data and workplace reputation. They could also reflect on the consequences of unsafe digital behaviour.

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as role-play, case studies, or projects. While evidence may be verbal, written, practical, or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on meeting the standard, not spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- worksheets or response sheets demonstrating understanding of workplace digital tools or scenarios
- digital documents created or edited by the learner, such as emails, posters, forms or reports
- screen recordings or annotated screenshots showing how learners use tools to organise files, format content, or send communications
- simple digital presentations explaining how digital skills are used in specific job roles
- reflective logs or video/audio diaries describing how learners used digital tools and what they learned from the process
- simulated workplace tasks, such as planning a work schedule using spreadsheets or writing a professional message
- visual or multimedia materials, such as help sheets, guides, or posters explaining safe digital practices in the workplace.

Experiences

To provide a real-world context you could:

- ask a representative from an IT department to visit, to discuss strategies for using IT safely in centres and the workplace
- visit local businesses to see the various ways in which IT is used in action.

Resources and organisations

Resources required for delivery

Centres will need access to computers or tablets with office-style software and simple simulated workplace tasks. These resources support authentic practice in creating documents, handling data and communicating professionally.

Resources available to support delivery

Civil Engineering Contractors Association (CECA) Wales	Films of career opportunities and projects in the construction sector. Centres may wish to highlight the role of IT in a sector such as construction. To find out more, go to: https://www.ceca.co.uk/wales
CITB GoConstruct	Careers information and educational resources focused on the construction sector. To find out more, go to: https://www.goconstruct.org/educational-resources
Digital Communities Wales	Offers free training for educators and community groups, including workplace digital skills, and loans of equipment. You can arrange tailored sessions for staff and volunteers. To find out more, go to: https://www.digitalcommunities.gov.wales/
SWGfL	SWGfL is a key partner in the UK Safer Internet Centre and provides guidance tailored to Wales, including online safety toolkits, templates for acceptable use, and CPD for educators. It offers resources mapped to the Welsh Digital Competence Framework and supports centres in building responsible digital habits. To find out more, go to: https://swgfl.org.uk/
Technocamps	Operated by Welsh universities, offering free weekly computing sessions for learners up to age 16. They teach coding, digital making, and using tech tools in project-based contexts. To find out more, go to: https://www.technocamps.com/en/
TeenTech	National UK non-profit that hosts interactive STEM and tech events, including in Wales, designed to inspire young people (11–17) through hands-on challenges and real-world career insights. To find out more, go to: https://teentech.com/

Resources required for assessment

Assessment of this unit should not require any additional resources to those required for delivery.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

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