



PASSPORT TO DIGITAL

HOW TO USE THE RESOURCE



Passport to Digital has been designed with the student's progression at the forefront. This brilliant project will take the students on a tour around the Digital industry, learning not only about cyber security, digital communication and digital skills, but what careers and entry level roles are available within the sector. Within each unit the student will learn, test and progress in the hard and soft skills needed for each role.

The project will be very hands on, however there is classroom-based learning. The project can be as realistic as your schools facilities will allow.

The project has been designed to allow the teaching staff to pick up the resource and teach. However, you will have to read through each unit to understand what is needed and the suggested teaching layout.

There are 4 units including an induction.

TITLE	ELEMENT NUMBER	NUMBER OF SESSIONS	TEACHING TOPICS COVERED IN THE SESSION
Unit 1 - Introduction to Digital	1	5	Digital skills <ul style="list-style-type: none">• Introduction to digital• Digital skills• Action plan• Pre-teach core skills
	2	4	What is digital? <ul style="list-style-type: none">• What is digital?• Use of technology in the modern world• Professionalism and responsibilities in the workplace
	3	4	Digital devices <ul style="list-style-type: none">• Digital devices• What is software and hardware?• Using the internet
	4	1	Workplace visit



TITLE	ELEMENT NUMBER	NUMBER OF SESSIONS	TEACHING TOPICS COVERED IN THE SESSION
Unit 2 - Cyber Security	1	4	Online safety <ul style="list-style-type: none">• Online safety• Digital footprint• Cyberbullying
	2	4	Privacy and security <ul style="list-style-type: none">• Privacy• Data protection and GDPR• Virus protection
	3	4	Keeping safe online <ul style="list-style-type: none">• Keeping safe online• Fake news• Scam awareness
	4	1	Workplace visit

TITLE	ELEMENT NUMBER	NUMBER OF SESSIONS	TEACHING TOPICS COVERED IN THE SESSION
Unit 3 - Digital Communication	1	4	Effective communication <ul style="list-style-type: none">• Types of communication• Personal vs work• Professional writing
	2	5	Methods of communication <ul style="list-style-type: none">• Emails• Texts• Online meetings• Calendars
	3	4	Social media <ul style="list-style-type: none">• Social media• Personal and business use of social media• Marketing
	4	1	Workplace visit



TITLE	ELEMENT NUMBER	NUMBER OF SESSIONS	TEACHING TOPICS COVERED IN THE SESSION
Unit 4 - Using Digital Technology	1	4	Basic Navigation <ul style="list-style-type: none">• Basic navigation• Creating online accounts• Creating files and folders
	2	4	Data and coding <ul style="list-style-type: none">• Data entry• What is coding?• Programming
	3	4	Using technology <ul style="list-style-type: none">• Using appropriate applications for tasks• Designing and creating documents• Exploring digital technology
	4	1	Workplace visit

For flexibility, the units are split into sessions as lesson lengths vary between schools. Therefore, feel free to merge sessions or break them down further if required. The sessions should hold progression so ensure this is kept if removing anything.

As you can see from the table above each unit has 4 elements to it, with an workplace visit at the end of each unit.



TERM	UNIT	VISIT TOPIC
Term 1 Autumn	1 - Introduction to Digital	The workplace to demonstrate their digital services, programmes and devices, allowing students to practice their skills.
Term 2 Spring	2 - Cyber Security	There will be cyber and network security departments in many businesses, not just the digital sector.
Term 3 Summer	3 - Digital Communication 4 - Using Digital Technology	Any office-based workplace would be a good opportunity for students to see digital communication in use. Opportunities to engage with a wide range of digital roles which could include: graphic designers, content creators, marketing and advertising, game developers etc.

LESSON PLANS:

The lesson plans are simple enough to follow, with learning objectives, key words, task variation and resource information. Along with the session content there is information on how the learning links to the skills builder. The logos identify the skill that can be achieved within the session.

CODING:

Due to the number of resources involved in each unit we have created a code system that should support the logistic of teaching.

The code is simple to follow:

Starting with UN1= unit number E1= the Element number 01= the number of resource (UN1E101)

This code will be labelled on the file along with on each document in case it is printed.

**UNIT QUESTIONNAIRE:**

Passport to Digital has a questionnaire for completion. The idea is to complete the questionnaire before starting the unit and then re visit the questionnaire upon completion of the unit. The same questionnaire can be used for each unit completion.

The students can then evaluate their learning journey from the start to finish. There is also room for teacher observation and feedback, this can be shared with the students following completion. You should have a completed questionnaires at the end of the project to evidence learning and impact.

RESOURCES:

Paper resources: These should accompany each element in each unit. They vary from flashcards that will support the session and task variation, along with activities to complete.

Physical resources: these cannot be provided for the schools; however, they are kept to a minimum and hopefully things that can be found within the school and grounds.

There is a resource directory for you to ensure you have everything, this is only listed towards the paper resources.

WORKPLACE VISIT:

The idea of the workplace visit is to amalgamate all the skills learnt through the sessions within the unit. These must be organised by the school however, your local LEP or Enterprise Coordinator/advisor should also be able to assist.

If possible, the venue could accommodate allowing the students to have a go at some of the tasks. If this is not possible, a venue tour and watching the staff complete the task and highlights what it is, and the skills used.

Venue location should be mixed up so a variety of venues have been seen as the service will vary.

I hope you find this resource useful, please adapt anything you feel is needed for your students.