

LCLM4002

Digital Skills

Tutor Guide

September 2026

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General Introduction

Digital Materials:

- You will find all digital materials for students and for you on Moodle.
- Remember to use the PowerPoints in the Tutor Space, not the ones in the weekly spaces; those are for the students.

Printed Materials

- You will find all printed materials in the box for the relevant week.
- Make sure that you choose the box for the right module.
- If there are materials that are re-usable, like cards or posters, please make sure that you return them to the box after your class. There are limited copies, so it is essential for you to return them promptly, so that the tutor for the next class can take them.
- For re-usable materials, please sign them in and sign them out.

A PDF version of this guide is available on Moodle in the Tutor Space.

Questions/Issues

As soon as you identify an issue or problem, please tell the module leader.

Digital Skills Syllabus

Week	Digital Skills – Learning Outcomes
Week 1 – Digital Foundations, Moodle & Safe Practice	• Identify current digital strengths and development needs. • Organise digital files using clear naming and folder structures. • Apply essential digital safety practices • Navigate core functions of Moodle
Week 2 – Planning Assessments & Introducing LinkedIn	• Use digital tools to plan and track assessment deadlines. • Break down assessment tasks into manageable digital steps. • Organise reading materials digitally. • Describe the purpose of LinkedIn and identify the components of a professional profile.
Week 3 – Finding & Evaluating Business Information	• Locate business relevant information using search engines and library tools. • Evaluate sources for credibility and relevance using simple criteria. • Organise digital sources for later use. • Use optional AI tools to summarise information and check the accuracy of summaries against the original, relevant information using search engines and library tools.
Week 4 – Digital Tools for Business Writing	• Format written documents in Word. • Use editing tools (to improve clarity). • Apply basic accessibility principles to written work.
Week 5 – Digital Referencing, Integrity & Copyright	• Record and manage sources accurately using digital tools. • Explain why AI tools are not sources. • Describe basic digital copyright principles and ethical reuse of online content.

Week	Digital Skills – Learning Outcomes
Week 6 – Digital Editing, Paraphrasing Support & AI Awareness	• Use Word tools to improve clarity. • Use optional AI tools to support language clarity without generating paraphrased content. • Compare AI outputs to original texts to identify inaccuracies or bias.
Week 7 – Professional Digital Communication (Email + LinkedIn)	• Draft, edit, and improve professional emails for business and study purposes. • Apply tone, clarity, and professionalism appropriate to business contexts. • Format short business style documents in Word. • Use LinkedIn to analyse examples of professional communication style.
Week 8 – Creating Effective Digital Presentations	• Use PowerPoint to create clear, professional business presentation slides. • Apply visual design principles. • Use accessibility features such as readable fonts and alt text. • Use optional AI support responsibly.
Week 9 – Digital Tools for Report Writing & Using Feedback	• Format business reports using heading styles, numbering, and layout features. • Insert and format visuals. • Manage document versions and maintain organised drafts. • Use optional AI tools to summarise tutor feedback while maintaining full control over revision decisions.
Week 10 – Digital Professionalism & Portfolio Submission	• Demonstrate responsible and sustainable digital practice, including appropriate AI use. • Curate and submit a coherent digital portfolio of selected work. • Present themselves as digitally professional learners.

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:			
Module:	Digital Skills		
Module code:	LCLM4002	Contribution to Overall Module Assessment (%):	100%
Lecturer:		Internal Verifier:	
Assignment Title:	Portfolio	Word count (or equivalent):	Eq.3000w
Submission deadline:		Return date of provisional marks & written feedback:	
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-		

	assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.

Module Learning Outcomes (from module syllabus)
Demonstrate technical competencies in using technologies to improve workplace efficiency; • Effectively navigate, identify, and handle a range of digital information/content.

TASK DESCRIPTION

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes ☐ No ☒
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No ☒
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	Yes ☐ No ☒
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support,	☐

	writing/proofreading support and creative support.	
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You are allowed to use AI tools according ONLY to the General Allowable Uses.

You will do three assessments in this module that are connected as part of a portfolio.

They help you learn new digital skills and show your progress.

Portfolio Part 1: DS1: My Digital Life (20%)

Due: Week 4

What you do:

- Show how you use digital tools in your daily life and start of studies; you should include at least 2-3 screenshots that relate specifically to your studies.
- Add screenshots or photos.
- Write a short paragraph (300-400 words) about:
 - What digital tools you use
 - What you feel good at
 - What you want to improve
 - Why this is important
- You will use the provided template.

TEMPLATE (Text only – full template on Moodle):

DS 1 Template

My Screenshots/Photos

Please add 4–6 screenshots or photos of your digital life and start of studies. At least 2-3 of the screenshots should be related to the start of your studies.

You can use your phone or laptop.

For each screenshot, write one or two sentences explaining what it shows.

Screenshot/Photo 1

[Insert Photo/Screenshot here]

[Write what this shows of your digital life]

Screenshot/Photo 2

[Insert Photo/Screenshot here]

[Write what this shows of your digital life]

Screenshot/Photo 3

[Insert Photo/Screenshot here]

[Write what this shows of your digital life]

Screenshot/Photo 4

[Insert Photo/Screenshot here]

[Write what this shows of your digital life]

Screenshot/Photo 5

[Insert Photo/Screenshot here]

[Write what this shows of your digital life]

Screenshot/Photo 6

[Insert Photo/Screenshot here]

[Write what this shows of your digital life]

My Short Reflection

Write 5–8 simple sentences about your digital life.
You can use the sentence starters below if helpful.

Reflection (fill in the gaps)

I use digital tools to

I feel confident when I

I want to improve

I often use these tools:

I sometimes feel nervous about

I hope this module will help me

Digital skills are important for me because

(You can write more if you want.)

Submission Checklist

Before you submit, please check:

- ☐ I added 4–6 screenshots
- ☐ I wrote short sentences for each screenshot
- ☐ I wrote my short reflection
- ☐ My work is my own
- ☐ My file opens correctly

Portfolio Part 2: DS2: Business Digital Task (40%)

Due: Week 7

What you do:

- Create one digital piece of work for a business task, based on one of the scenarios provided to you. You will choose a tool, for example:
 - Word
 - Excel
 - PowerPoint
 - Adobe Express (for a simple one-page layout)

You also write a short log (600-800 words), where you explain:

- Why you chose your tool
- What information you used
- What changes you made
- How you improved your work

Scenarios:

Overall Instructions:

What you do:

1. Create **one** digital piece of work for a business task, based on **one** of the scenarios below.

2. You also write a short log (600800 words), where you explain:
 - a. Why you chose your tool
 - b. What information you used
 - c. What changes you made
 - d. How you improved your work

Each scenario will give you specific instructions, including suggestions of the tools you can use to create your digital artefact.

DS2 Scenario 1: Happy Paws Dog Grooming

Instructions

You are helping a local dog grooming business called **Happy Paws Dog Grooming**.

The owner, Ms Carter, wants to see which services are most popular.

You are given one month's bookings.

Create a digital artefact that shows:

- how many bookings were made for each service
- which service was most popular
- which service was least popular

You may use **Excel**, **Word**, or **PowerPoint**.

What you received from Ms Carter

To: Junior Assistant

From: S. Carter, Owner, Happy Paws Dog Grooming

Subject: Monthly Booking Summary Needed

Hi,

Please create a simple summary of our bookings.

Service Types

- Full Groom
- Wash and Dry
- Nail Trim

- Puppy Groom

Booking Data

Week	Full Groom	Wash & Dry	Nail Trim	Puppy Groom
1	14	8	6	4
2	12	10	5	3
3	16	9	8	5
4	15	11	7	4

DS2 Scenario 2: Campus Print Hub

Instructions

You are helping a student print shop called **Campus Print Hub**.

The manager would like a simple price list to display for students.

Create a **one page digital price guide**.

You may use **Word**, **PowerPoint**, or **Adobe Express**.

Your price guide should:

- show services clearly
- display prices accurately
- look professional and easy to read

What you received from the Manager

To: Junior Assistant

From: M. Khan, Manager, Campus Print Hub

Subject: New Price Guide Needed

Services and Prices

Printing

- Black and White A4: £0.10 per page
- Colour A4: £0.50 per page
- Colour A3: £1.00 per page

Binding

- Spiral Binding: £3.00
- Comb Binding: £2.50

Other Services

- Laminating A4: £1.50
- Laminating A3: £2.50
- Poster Printing: £8.00

DS2 Scenario 3: City Bikes Rental

Instructions

You are helping a bicycle rental company called **City Bikes Rental**.

The manager wants to understand which type of bike is hired most often.

Create a digital artefact showing:

- total rentals by bike type
- the most popular bike
- a simple chart

You may use **Excel** or **PowerPoint**.

What you received from the Manager

To: Junior Assistant

From: L. Smith, Manager, City Bikes Rental

Subject: Rental Summary Required

Weekly Rentals

Bike Type	Rentals
Standard Bike	42
Electric Bike	28
Mountain Bike	31
Children's Bike	15

DS2 Scenario 4: EcoClean Services

Instructions

You are helping a cleaning company called **EcoClean Services**.

The company needs a simple information sheet for new customers.

Create a **one page digital information sheet**.

You may use **Word**, **PowerPoint**, or **Adobe Express**.

Your sheet should clearly show:

- available services
- contact details
- opening hours
- reasons customers choose the company

What you received from the Manager

To: Junior Assistant

From: A. Patel, Operations Manager

Subject: Customer Information Sheet

Services

- Home Cleaning
- Office Cleaning
- End of Tenancy Cleaning
- Carpet Cleaning

Opening Hours

- Monday to Friday: 08:00 to 18:00
- Saturday: 09:00 to 13:00

Contact Information

- Phone: 01632 555555
- Email: info@ecoclean.co.uk

Why Choose Us

- Environmentally friendly products
- Fully trained staff
- Flexible appointments
- Competitive prices

DS2 Scenario 5: Riverside Library

Instructions

You are helping **Riverside Library**.

The library manager wants a simple report showing which sections are borrowed most often.

Create a digital artefact that shows:

- borrowing totals
- most popular section
- least popular section
- a chart

You may use **Excel** or **PowerPoint**.

What you received from the Library Manager

To: Junior Assistant

From: Emma Jones, Library Manager

Subject: Borrowing Data Summary

Monthly Borrowing Data

Section	Number of Loans
Fiction	85
Children's Books	63
History	28
Science	34
Business	41

DS2 Scenario 6: Bloom Florist

Instructions

You are helping a local business called **Bloom Florist**.

The owner wants a professional promotional flyer showing available bouquet options.

Create a **one page digital flyer**.

You may use **Word**, **PowerPoint**, or **Adobe Express**.

The flyer should:

- clearly display bouquet options
- include prices
- look attractive and professional
- be suitable for customers

What you received from the Owner

To: Junior Assistant

From: Claire Wells, Owner

Subject: Promotional Flyer Required

Bouquet Options

Bouquet, Price

Seasonal Mix, £18

Rose Bouquet, £25

Sunflower Bundle, £16

Luxury Arrangement, £35

Additional Services

- Same Day Delivery Available
- Gift Messages Included
- Collection or Delivery Options

Contact Details

- 24 Market Street
- 01700 456789
- hello@bloomflorist.co.uk

Portfolio Part 3: DS3: Digital Portfolio + Video Reflection (40%)

Due: Week 10

What you do:

- Choose 3–5 pieces of digital work from this module. These should not be the same as what you used in DS1. Examples:
 - Your spreadsheet
 - A document
 - A PowerPoint slide
 - A simple one-page layout from Adobe Express
- Record a short video (5 minutes). Talk about:
 - What your portfolio shows
 - What skills you used
 - What tools you can use well now
 - What was hard at the start
 - What you can now do alone
 - How these skills help you in study, work, or daily life

GUIDANCE FOR Students IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

Portfolio Part	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%

DS1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
DS2	No evidence of reading. Uses poor or irrelevant sources. No referencing.	Very limited reading, weak sources, or major referencing problems. Over-reliance on class notes.	Uses a few credible, relevant sources. Some referencing errors allowed.	Uses a reasonable range of sources. Mostly relevant. Referencing mostly correct. Shows independent reading.	Uses a wide range of credible sources. Good referencing.	Strong range of high quality sources. Consistent, accurate referencing. Clear evidence of research.	Extensive, well chosen sources with excellent referencing. Research feels integrated and insightful.
DS3	No sources used. No evidence of reading. No referencing.	Very limited or inappropriate sources. Little connection to skills. Referencing unclear.	Uses a few relevant, simple sources. Shows basic awareness of digital skills. Some referencing	Uses a reasonable range of credible sources. Mostly correct referencing.	Uses a strong range of relevant sources. Clear links between reading and reflection. Referencing mostly accurate.	High quality sources used with insight. Reading clearly informs the reflection. Accurate referencing throughout.	Extensive, well-chosen sources. Reading deeply strengthens the reflection. Outstanding referencing accuracy.

			errors allowed.				
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2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

Portfolio Part	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%

DS1	Very brief or unclear description of tools. Missing key information. Shows little understanding of strengths or weaknesses.	Mentions some tools but in a confused or incomplete way. Weak understanding of what the tools do. Little sense of personal skill level.	Clear description of some tools used. Basic understanding of strengths and areas to improve. Limited detail but accurate.	Explains tools with some detail. Connects tools to study or work. Demonstrates growing awareness of digital habits.	Clear, specific examples of tool use. Explains why the tools matter for study and basic business tasks. Shows confident understanding of personal digital needs.	Detailed and thoughtful explanation of tools with clear examples. Shows strong understanding of how digital skills support workplace efficiency.	Highly clear, insightful explanation. Shows deep understanding of how digital skills link across study, work, and personal development. Demonstrates strong self awareness.
DS2	Very limited understanding of the tool. Explanations are confused or missing. No business context.	Weak understanding. Some description but incorrect or incomplete. Little link to the scenario.	Basic understanding of the tool. Gives simple reasons for using it. Partial connection to the scenario.	Clear explanation of the tool and why it suits the task. Shows awareness of key features. Business connection is acceptable.	Strong understanding of the tool and its features. Links clearly to business needs.	Detailed understanding of the tool. Shows how features support professional outcomes. Strong business reasoning.	Outstanding understanding of the tool and its possible uses. Highly relevant to the business scenario. Insightful connections.

DS3	Shows little understanding of the skills learned. Explanations unclear or missing.	Partial or confused understanding. Some description but inaccurate or irrelevant.	Basic understanding of the skills shown in the portfolio. Simple explanation of what improved.	Clear understanding of multiple skills. Explains why they are useful for study or work.	Strong understanding with specific examples from artefacts. Connects skills clearly to business tasks.	Detailed and confident understanding. Explains the value of skills across different contexts.	Deep, insightful understanding of digital skills and how they support complex study or business needs.
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3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Portfolio Part	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
DS1	Almost no reflection. Mostly listing with no explanation. No reasoning.	Very limited reflection. Explanations unclear or inconsistent. Weak justification of strengths/weaknesses.	Gives simple reasons. Basic reflection. Logical but limited.	Reflects on why habits work or do not work. Shows developing awareness. Identifies realistic goals.	Clear comparisons and explanations. Shows problem solving. Reflection is thoughtful.	Strong reflection with clear insights. Explains challenges and solutions. Logical, coherent reasoning.	Deep, mature reflection. Clear evaluation of habits, decisions, and growth. Highly coherent reasoning showing strong personal insight
DS2	Work is mainly descriptive. No reasoning,	Very basic reasoning. Weak or unclear explanations. Ideas uncritical.	Some explanation of choices. Simple comparison or	Clear explanations. Good reasoning for choices and changes made. Shows some problem-solving.	Strong justification using examples. Logical and well supported arguments.	Highly clear reasoning. Thoughtful evaluation of choices.	Exceptionally strong analysis. Deep evaluation of

	no justification. Simple statements with no evidence.	Poor problem-solving.	reasoning. Basic evidence of thinking.			Strong evidence based judgement s.	decisions, alternatives, improvements, and impact. Very coherent arguments.
DS3	Almost no reflection. Only describes artefacts. No explanation or reasoning.	Minimal reflection. Weak explanations. Inconsistent reasoning. Little awareness of difficulties or solutions.	Basic reflection. Gives simple reasons for changes.	Clear reflection. Explains choices and improvements. Some problem-solving shown.	Thoughtful reflection. Strong reasoning and evaluation. Uses portfolio examples to show development.	Highly coherent reasoning. Evaluates challenges and solutions clearly. Shows strong personal insight.	Deep, reflective, and insightful evaluation. Excellent judgement and detailed self assessment. Very mature thinking.

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment:

Portfolio Part	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
DS1	No screenshots or screenshots unrelated to the text. Little to no evidence of real tool use.	Few screenshots; unclear or low quality evidence. Does not clearly match the written reflection.	Screenshots/photos included and relevant. Shows basic competence.	Clear screenshots. Shows simple organisation. Evidence supports the reflection.	Screenshots strongly support the narrative. Shows a range of digital actions.	Screenshots show confident, tidy, organised digital practices. Professional looking structure of apps/folders.	Screenshots show exemplary digital habits. Clear, highly organised digital systems. Evidence looks polished and intentional.
DS2	Artefact incomplete or non-functional. Major	Artefact barely meets	Artefact complete. Basic	Clear and tidy	Professional appearance.	High-quality, polished business	Outstanding professional

	errors. Not appropriate for business.	requirements. Poor formatting. Many mistakes. Weak business suitability.	layout. Simple but usable. Some errors allowed.	artefact. Suitable for a business setting. Uses some features correctly.	Uses a range of features. Well-organized.	artefact. Strong design choices. Very effective communication.	standard. Highly effective design, accuracy, and clarity. Could be used directly in a real business.
DS3	Fewer than 3 artefacts or artefacts are missing, incomplete, or irrelevant. Poorly presented.	3 artefacts present but weak, unclear, or poorly organised. Limited skill demonstration.	3–5 artefacts uploaded. Basic organisation. Evidence of simple digital skills.	Artefacts are relevant and well chosen. Shows clear digital skills.	Artefacts are neatly presented, well organised, and of good quality. Shows a range of digital skills confidently.	Very high-quality artefacts. Professional layout. Excellent organisation. Demonstrates strong applied skills.	Outstanding artefact selection and organisation. Portfolio looks professional and polished. Shows advanced skill use.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually

and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

Portfolio Part	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
DS1	Very unclear writing. Hard to follow. Disorganised. Template not followed.	Writing is confusing in places. Structure is weak. Several errors. Poor template use.	Clear enough to understand. Template completed. Basic structure. Some small errors.	Clear writing with logical order. Good paragraphing. Mostly accurate spelling and grammar.	Very clear and well structured. Professional tone suitable for business. Easy to follow.	Fluent, confident writing. Strong organisation. Very clear communication.	Highly polished, professional writing. Exceptionally clear structure and flow. Outstanding organisation.
DS2	Writing unclear,	Writing weak and sometimes	Writing mostly clear. Basic	Clear writing with logical order. Good	Very clear, well-structured, and	Fluent writing, confident tone,	Exemplary communication

	disorganised. Hard to follow. Poor communication.	unclear. Structure confusing. Many errors.	structure. Some small errors allowed. Log is understandable.	paragraphing. Tone mostly professional.	professional. Strong organisation.	excellent organisation and clarity.	n. Highly polished, professional, and coherent throughout.
DS3	Video unclear, disorganised, or extremely short. Writing poorly structured. Hard to understand.	Reflection loosely organised. Hard to follow. Several clarity issues. Weak communication.	Video clear enough to follow. Basic structure. Writing understandable. Simple organisation.	Clear communication with logical flow. Professional tone in most places. Portfolio easy to navigate.	Very clear, confident delivery. Well-structured reflection. Portfolio neatly organised.	Fluent, confident, and professional delivery. Excellent structure and organisation. Very polished presentation.	Outstanding clarity and professionalism. Highly engaging reflection. Exceptional organisation and design. Could be used as a real professional showcase.

WEEK 1 Digital Foundations, Moodle & Safe Practice

PURPOSE OF WEEK 1

Week 1 has three main aims:

1. **Help students feel safe and welcome** in the Digital Skills module
2. **Introduce core digital skill areas** (file organisation, Moodle, safety, basic tool use)
3. **Show how digital skills connect to business and university life**

This week focuses on **belonging first**, skills second.

The goal is to reduce anxiety and build early confidence through:

- short tasks
- pair work
- safe discussion
- simple demonstrations
- device inclusive activities

Notes Space

Lesson Plan

Timing	Title / Focus	Goals	Activities	Tutor Focus	Materials
0–20 min	Welcome & Soft Start	• Reduce anxiety • Build belonging • Start gently	• Welcome learners • Vevox warm-up polls • Device check (phones + laptops)	Reassure all devices are OK; encourage simple participation; keep tone warm.	
20–35 min	What Are Digital Skills?	• Connect daily digital habits to university skills • Build confidence	• Simple explanation of “digital skills” • Pair chat: “What digital things did you do today?”	Emphasise they already have digital skills; keep examples simple (messages, maps, email).	
35–55 min	Digital Skills in Uni & Business	• Show relevance of digital skills • Link to business work	• Short input on uni digital tasks • Short input on business digital tasks • Hands up check	Use real business examples (email, file management, meetings). Keep reassuring tone.	
55–85 min	JISC Discovery Tool	• Identify strengths and needs	• Students complete JISC tool • Save report • Pair share:	Support logins; remind there are no marks;	Jisc Discovery Tool instructions

Timing	Title / Focus	Goals	Activities	Tutor Focus	Materials
		Normalise different levels	one strength & one improvement	encourage slow, calm working.	
85–100 min	Break	• Provide rest time	• 15 minute break	Keep calm environment; answer quiet questions if needed.	
100–130 min	Introduction to Moodle	• Build Moodle confidence • Ensure students can navigate module area	• Demonstrate Moodle navigation • Students practice finding the DS module • Watch navigation video	Move around to help; normalise mistakes; check that phone users can follow too.	
130–170 min	File Organisation Basics + Stations	• Teach clear folder structures • Practise naming files • Adapt to mixed devices	• Input: messy vs organised folders • Naming rules • Station A (laptop): tidy digital folder • Station B (cards): sort + rename • Cross sharing	Praise all attempts; guide naming choices; help overwhelmed learners one-to-one.	File organisation activity cards File organisation activity instructions_Station Green A3 sheets for Station GREEN File_Name_Improvement_Worksheet for Station GREEN Instructions for STATION RED

Timing	Title / Focus	Goals	Activities	Tutor Focus	Materials
170–195 min	Digital Safety Essentials	• Introduce online safety basics • Connect to business risks	• Slides on passwords, phishing, Wi-Fi, email mistakes, secure storage	Keep explanations short and simple; avoid fear based tone; focus on “safe habits.”	
195–220 min	Safe / Not Safe Card Sort	• Practise spotting risks • Reinforce safe judgement	• Group card sort (Safe / Not Safe / Not Sure) • Short discussion	Encourage “Not Sure” as normal; link examples to real business consequences.	• Digital Safety Safe/Not Safe card packs
220–235 min	Moodle Scavenger Hunt	• Strengthen independent navigation • Prepare for assessments	• In pairs: find deadlines, readings, upload points, messaging, LLR link • Vevox quiz	Offer gentle support; model calm problem solving; encourage peer help.	• Moodle Scavenger Hunt worksheet
235–240 min	Reflection & Close	• Make learning visible • Build confidence for Week 2	• Students post private Moodle reflection • Upload 3 short sentences • AI safe prompt reminder	Reassure confidentiality; encourage honest reflection; praise participation.	

Materials

Slides:

- DS Week 1 PPT (already provided on Moodle)

Printed Materials:

- JISC Discovery Tool instructions

RED/GREEN STATIONS Activity

- Station RED instructions
- Station GREEN instructions
- Station GREEN file organisation card sets
- A3 sheets for Station GREEN
- File_Name_Improvement_Worksheet for Station GREEN

SAFE/UNSAFE CARDS

- Digital Safety Safe/Not Safe card packs

MOODLE SCAVENGER

- Moodle Scavenger Hunt worksheet
- Moodle access guide

Digital:

- Vevox session ready: Vevox question number at the bottom of the Slide Notes.
- Moodle access
- JISC Discovery Tool link
- File organisation messy folder (zip file)

Your Feedback

Please do take 3 minutes to provide feedback on your experience this week.

You can also find the link on Moodle under Tutor Space.

LCLM4002 Quick Check



WEEK 2 Planning Assessments & Introducing LinkedIn

Learning Outcomes

- Use digital tools to plan and track assessment deadlines
- Break down assessment tasks into manageable digital steps
- Organise reading materials digitally
- Describe the purpose of LinkedIn and identify components of a professional profile

Notes Space

Lesson Plan

Minutes	Focus	Activity Type	Materials	Flex Notes
0–10	Soft start	Vevox warm-up: “What did you find most useful from last week?” Intro of Digital Helper	Vevox	Flexible timing: ±2 min
10–25	Understanding assessments & deadlines	Mini-input: Where to find deadlines in Moodle; why planning matters; simple examples	Slides	Strict timing
25–50	Finding and recording deadlines	Guided task: students locate deadlines in Moodle and add them to Outlook Calendar or To Do	Activity handout – organising deadlines	Flexible timing: can run to 55 min if needed
50–75	Study Time Estimation & Microtasks	Students estimate realistic study times (5, 10, 20 min tasks); convert large study tasks into tiny microtasks; build a small “microtask list” digitally	slides	Strict timing: sets up later activities
75–90	Break 1	—	—	Fixed break

Minutes	Focus	Activity Type	Materials	Flex Notes
90–110	What is LinkedIn?	Mini-input: purpose of LinkedIn for business students; components of a profile; screenshots. Start them off on LinkedIn learning	Slides	Strict timing
110–140	Exploring LinkedIn profiles	Pairs identify elements in sample profiles: photo, headline, About, Experience, Skills, Education	digital sample profiles	Flexible: can extend to 145
140–160	Organising reading materials	Students download readings, store in organised folders, rename files clearly	Reading files; file explorer	Strict timing
160–180	Using a digital tool to organise readings	Students choose ONE method: OneNote notebook, Word reading log, or folder + notes; begin a simple reading log	OneNote / Word / txt	Flexible: can shrink or grow
180–190	Break 2	—	—	Fixed break
190–210	Reflection and recap time	Students complete reflection questions	Moodle	Strict end time to protect flex
210–230	FLEX TIME	1:1 help, support navigation, allow catch-up; intro to MOS	—	Must remain empty

Materials

Printed:

- Activity Handout – organising deadlines

Digital:

- LinkedIn Profile samples
- VEVOX
- Slides
- MOS introduction

Other

- Digital helper badges

WEEK 3 Finding & Evaluating Business Information

Learning Outcomes

- Locate business relevant information using search engines and library tools
- Evaluate sources for credibility and relevance using simple criteria (CRAAP)
- Organise digital sources for later use
- Use optional AI tools to summarise information and check accuracy

Notes Space

Lesson Plan

Minutes	Focus	Activity Type	Materials	Flex Notes
0–10	Soft start	Vevox remember last week Reminder of digital helper How do you find information	Vevox; slide	Flexible ±2 min
10–25	What counts as 'business information'?	Mini input: types of business information Recap of AS homework Partner share	Slides	Strict timing
25–50	Searching effectively	Search warm-up Intro to keywords Pair work Model search Library vs. General search	Internet browser	Flexible to 55 min
50–75	Using library search	Guided task: students locate one article, one ebook and one website; save links/PDFs into labelled folders. Group activity - class share	Library search; browser file explorer	Strict timing

Minutes	Focus	Activity Type	Materials	Flex Notes
75–90	Break 1	—	—	Fixed break
90–115	CRAAP mini-lesson + CRAAP card sort	Tutor introduces all 5 CRAAP elements in simple terms; group card sort where students match examples to Currency, Relevance, Authority, Accuracy or Purpose 30second share	CRAAP cards	Strict timing
115–140	CRAAP checklist practice	Pairs apply a simplified CRAAP checklist to two sources found earlier (one website, one library source)	vevox	Flexible timing
140–160	Organising sources digitally	Students save 3–5 sources into labelled folders; create a Word/OneNote ‘source log’ (title, link, 1 sentence note, CRAAP strength)		Flexible timing
160–180	Responsible AI: summarising & checking accuracy	Students paste a short paragraph from a source into AI with prompt: “Summarise in simple English.” Then compare AI's summary to the source and identify inaccuracies using CRAAP (especially A & P)	Slides, vevox	Flexible timing; controlled AI use
180–190	Break 2	—	—	Fixed break

Minutes	Focus	Activity Type	Materials	Flex Notes
190–210	Reflection	Reflection exercise, recap	Moodle	Can be shorter
210–230	FLEX TIME	catch-up, 1:1 help, troubleshooting; potential to work on MOS and/or DS1	—	

Materials

Printed Materials

CRAAP card sets

Digital

- Slides
- Vevox
- Library Search open
- Google open
- Copilot open
- Moodle ready for reflection forum

Your Feedback

Please do take 3 minutes to provide feedback on your experience this week.

You can also find the link on Moodle under Tutor Space.

LCLM4002 Quick Check



WEEK 4 Digital Tools for Business Writing

Learning Outcomes

- Format written documents in Word.
- Use editing tools (to improve clarity).
- Apply basic accessibility principles to written work.

Notes Space

Lesson Plan

Minutes	Focus	Activity Type	Materials	LOs	Flex Notes
0–10	Soft start linked to Week 3	Students choose 1 extract and decide if trustworthy or not	Students' own extracts	LO2 (indirect)	Flexible ±2 mins
10–20	What makes writing clear?	Micro-input (5 mins) + pair ranking of clarity rules	Slide with 3 rules	LO2	Strict timing
20–40	Discovering Word formatting	Groups explore messy document and create checklist	Word; messy document; checklist	LO1	Flexible
40–55	Formatting race	Pairs apply 5 formatting improvements	Word	LO1	Strict
55–75	Editing for clarity	Pairs simplify and reorganise paragraph using Track Changes	Word; paragraph	LO2	Flexible
75–90	Break	—	—	—	Fixed
90–110	Accessibility scavenger hunt	Groups locate accessibility tools	Word; checklist	LO3	Strict
110–130	Applying accessibility	Students update document; peer check	Word	LO3	Flexible

Minutes	Focus	Activity Type	Materials	LOs	Flex Notes
130–150	Writing Wins exchange	Share writing wins; create 5-item checklist	Sticky notes; poster paper	LO1–3	Strict, energising
150–160	Break	—	—	—	Fixed
160–185	AI for clarity (controlled)	Rewrite paragraph using AI; compare versions	AI tool	LO2	Flexible
185–205	Reflection	Complete 3 short reflection prompts	Reflection sheet	LO1–3	Strict end time
205–240	Flex time	Catch-up, troubleshooting, 1:1 support	—	—	Unstructured support

Materials

Digital :

- Messy Word document
- Worksheet 1
- Worksheet 2
- Track Changes Worksheet
- Moodle – Library and Module Week 4
- Google
- Word
- Slides

Other

- Sticky notes, pens and A4 paper

Week 5 Digital Referencing, Integrity & Copyright

Learning Outcomes:

- Record and manage sources accurately using digital tools
- Explain why AI tools are not sources
- Describe basic digital copyright principles and ethical reuse of online content

Notes Space

Lesson Plan

Minutes	Focus	Activity Type	Materials	Learning Outcomes	Flex Notes
0–10	Soft start linked to Week 4	Compare 3 paragraphs: poorly formatted, unclear, improved; pairs choose best and say why	Slides Paragraph formatting exercise worksheet Vevox	LO2 (indirect), Week 4 recap	Flexible ±2 min
10–25	Why referencing matters	Microinput: referencing = showing where information comes from; connects to clarity + integrity; students give examples of when they used info last week	Slide	LO1	Strict timing
25–45	Finding source details	“Find the Details before you lose them” race: pairs find Author, Date, Title, URL for 3 source types (webpage, article, saved materials)	Moodle: Find the source details exercise Slides	LO1	Flexible timing
45–65	Capturing and recording sources for later use	Add sources and update reading log	Students’ own reading log Slides	LO1	Strict timing

Minutes	Focus	Activity Type	Materials	Learning Outcomes	Flex Notes
65–80	Break 1	—	—	—	Fixed break
80–105	AI and Human in the Loop	Human in the loop explanation Card sort: What AI Can Help With and What It Cannot Replace	Slides Printed cards: AI Card sort	LO2	Strict timing
105–130	Trust vs Judgement	Pair work. Checking though AI summaries.	AI summaries worksheet; slides, vevox	LO2	Flexible timing
130–160	Copyright & ethical reuse	Intro to copyright Mini-stations: 4 posters (Images, Text, Video, AI outputs). Students in groups rotate, reading scenarios and deciding “Free to use?”, “Permission needed?”, “Reference needed?”	Scenario posters Ethical Reuse of Digital Content worksheet Slides vevox	LO3	Flexible timing
160–170	Break 2	—	—	—	Fixed break

Minutes	Focus	Activity Type	Materials	Learning Outcomes	Flex Notes
170–195	DS 2 Reality check	A short activity where students compare simple student writing with fluent AI-generated writing to recognise how fluency can mask weak understanding, build confidence in clear explanation, and reduce risky AI use in DS2 under time pressure.	Slides Sounds Good But Is It Any Good worksheet	LO3	Flexible timing
195–205	Integrity reflection	Students complete 3 prompts: • One thing I learned today about digital referencing • One thing I learned about “human in the loop” when using AI • One thing I now understand better about copyright and ethical reuse	Moodle	LO1–3	Strict end time

Minutes	Focus	Activity Type	Materials	Learning Outcomes	Flex Notes
		Recap			
205–240	FLEX TIME	Catchup, troubleshooting, 1:1 tutor support. Opportunity for drafts of DS2 to be seen MOS continuation opportunity	—	—	Must remain empty

Materials

Printed:

- Paragraph formatting exercise
- AI Card Sort
- AI Summaries Exercise
- Scenario Posters
- Ethical Reuse of Digital Content
- Sounds Good But Is It Any Good worksheet

Moodle & Digital:

- Find the source details exercise
- Slides
- Vevox

For the AI Summaries Exercise

Key differences between ALPHA and BETA

ALPHA

- Sounds more confident and complete
- Slightly stronger causal language (“helps women join the workforce”)
- More likely to be trusted without question

BETA

- More cautious and broken up
- Loses some emphasis on lower-income country context
- Weaker sense of evidence and scale

Both:

- remove most qualification
- flatten the role of context and conditions
- collapse multiple studies into one general claim

Week 6 Digital Editing, Clarity Tools & AI Accuracy Checking

Learning outcomes

- Use Microsoft Word editing and review tools to improve clarity, accuracy, and readability in written work
- Apply features such as spelling and grammar checks, comments, and track changes to refine drafts
- Review and evaluate suggested edits to ensure meaning, tone, and purpose are retained
- Make purposeful revisions to their own writing using Word tools to meet academic or professional expectations

Notes Space

Lesson Plan

Minutes	Focus	Activity Type (Detailed)	Materials	Learning Outcomes	Flex Notes
0–10	Soft start (link to Week 5)	Students are shown two short paragraphs: one hard to read, one clearer. Individually: underline one thing that makes the clearer version easier to understand. No tools yet.	Slides	LO1 (indirect)	Flexible ±2 min
10–20	What does “editing” mean in Word?	Microinput (5 min max): Editing is not rewriting, it is improving clarity. Tutor shows 4 Word tools: spelling, grammar, comments, track changes. Where to find the tools.	Slides	LO1	Strict timing
20–40	Spellcheck and grammar tools	Students open a short, error-filled paragraph in Word. Task: run spelling and grammar check, review suggestions, accept or ignore as appropriate. Pair check: one example they accepted, one they rejected.	Word file on Moodle: Spelling and Grammar Exercise Slides	LO1, LO3	Flexible
40–60	Reading suggestions critically	Tutor models how Word suggestions are not always correct. Students highlight one suggestion they disagree with and explain why (spoken, not written). Focus on meaning and tone.	Slide	LO3	Strict

Minutes	Focus	Activity Type (Detailed)	Materials	Learning Outcomes	Flex Notes
60–75	Comments for clarity	Students add comments to a short paragraph where meaning is unclear. Prompt: “What does this mean?” or “Can this be clearer?” No rewriting yet.	Word file on moodle: Comments for clarity Slides	LO2	Flexible
75–90	Break 1	—	—	—	Fixed
90–110	Track Changes: revising text	Students switch on Track Changes and make small edits to improve clarity (sentence order, missing words). Tutor emphasises small changes only.	Word file on moodle: Comments for clarity – but use the next page Slides	LO2, LO4	Strict timing
110–130	Reviewing tracked changes	In pairs, students review each other’s tracked changes. Task: accept, reject, or leave one change, and explain the decision verbally.	Slide	LO3	Flexible

Minutes	Focus	Activity Type (Detailed)	Materials	Learning Outcomes	Flex Notes
130–150	Editing for purpose	Students are given a short task context (email to tutor OR short report paragraph). They make final edits using any Word tool practised so far.	Slide Moodle: Option 1 Email to tutor about DS2 Moodle: Option 2 Short business report paragraph	LO4	Strict
150–160	Break 2	—	—	—	Fixed
160–185	From draft to improved version	Students compare their original and edited versions side by side. They complete sentence starters: “My writing is clearer because...” “One tool that helped me was...”	Slides	LO4	Flexible

Minutes	Focus	Activity Type (Detailed)	Materials	Learning Outcomes	Flex Notes
185–210	Focus on DS2	Stations RECAP	Slides Station posters		
210–240	FLEX TIME	Unstructured support: spelling and grammar tools, comments, track changes, saving drafts. No new content introduced.	—	—	

Materials

Printed:

- Station posters:
 - Station 1
 - Station 2
 - Station 3
 - Station 4

Moodle & Digital:

- Slides
- Vevox
- Spelling and Grammar Exercise
- Comments for clarity
- Option 1 Email to tutor about DS2
- Option 2 Short business report paragraph

Your Feedback

Please do take 3 minutes to provide feedback on your experience this week.

You can also find the link on Moodle under Tutor Space.



Week 7 Professional Digital Communication

Learning outcomes:

- Draft, edit, and improve professional emails for business and study purposes.
- Apply tone, clarity, and professionalism appropriate to business contexts.
- Format short business style documents in Word.
- Use LinkedIn to analyse examples of professional communication style.

Notes Space

Lesson Plan

Minutes	Focus	Activity Type (Detailed)	Materials	LOs	Flex Notes
0–15	Soft start linked to Week 6	Introduction Assessment deadline reminder Students compare 3 short emails <i>in a business scenario</i> (email to manager, colleague, customer). Which is appropriate? Why?	Slides Email comparison exercise (pairs)	LO2	Flexible ±2 min
15–25	Purpose + audience in business email	Tutor micro-input: “Different emails for different business purposes.” Three mini-scenarios: asking manager a question; clarifying with a colleague; responding politely to a customer. Students rank which requires the most formal tone.	Slides vevox	LO2	Strict timing
25–45	Email tone sorting	Students sort 10 phrase strips into 5 categories: Professional for manager / Professional for colleague / Professional for customer/ Not suitable / Too informal. Each strip labelled with a <i>purpose card</i> (request / apology / clarification).	Email tone cards (groups)	LO2	Flexible
45–65	Short business email writing (scenario-based)	Students choose ONE scenario: (1) Ask manager for clarification, (2) Request information from colleague, (3) Reply politely to customer. They write a simple 3–4 line email using a 4-step	BUSINESS EMAIL Scaffold card	LO1	Strict

Minutes	Focus	Activity Type (Detailed)	Materials	LOs	Flex Notes
		scaffold: Greeting → Purpose → Key point → Polite close.			
65–80	Emailing a classmate	Students email their drafted message to a classmate using Outlook. Partner replies with the 3-point peer checklist: “Is it clear?” “Is it polite?” “Is it appropriate for the situation?”	Devices; checklist card (back of scaffold card)	LO1–2	Flexible
80–95	Break 1	—	—	—	Fixed
95–110	LinkedIn Language choices	Tutor gives 3-minute micro-input: “LinkedIn as space for professional communication.” Students examine two <i>short</i> About statements: one vague, one clear. In pairs: identify which better fits what employers expect.	Handout: The two about statements (pairs) Slides Vevox	LO4	Strict
110–130	LinkedIn language hunt	Students look at 2–3 LinkedIn screenshots. They find: (1) a clear headline, (2) one concise skill phrase, (3) one polite/professional tone example. They record findings on a simple grid.	Slides Profiles Grid (pairs)	LO4	Flexible
130–140	Mini LinkedIn edit task	Students edit ONE sentence from a poorly written About statement to make it more professional (not writing a full bio). Examples provided.	Edit card	LO4	Strict

Minutes	Focus	Activity Type (Detailed)	Materials	LOs	Flex Notes
140–155	Break 2	—	—	—	Fixed
155–170	Formatting a business communication in Word	Students receive a short messy communication (poor layout). Task: apply three formatting fixes : heading, spacing, simple list. They do NOT write new content.	Word, Moodle Messy Communication document	LO3	Flexible
170–195	Final communication check	Students review: (1) the email they wrote earlier, (2) the edited LinkedIn sentence. They use a 3-item checklist (clarity, politeness, professional tone). Light edits made.	Checklist cards slides	LO1–4	Strict end time
195–205	Reflection and Recap				
205–240	FLEX TIME	Unstructured: practice emailing, LinkedIn exploration, formatting support, or 1:1 tutor help. Note: assessment is due this week – look at drafts, etc.	—	—	Must remain empty

Materials

Printed:

- Email comparison exercise
- Email tone cards
- The two about statements
- LinkedIn Language Hunt
-

Digital:

- Slides
- Moodle
- Word
- Vevox
- LinkedIn Mock Profiles
- Messy Communication

Email Comparison Exercise Notes for you

Email 1:

- Polite and respectful
- Clear purpose
- Appropriate level of formality
- Good model for “appropriate” tone to a manager

Email 2:

- Friendly but still professional
- Direct and clear
- Less formal than the manager email
- Appropriate for peer communication

Email 3:

- Too vague
- No name used
- Lacks reassurance and professionalism
- Polite but weak for customer communication

Tone Card Sort notes for you

Phrase	Purpose	category
“Could you please let me know if the report is needed by Friday?”	Request	Professional for manager Also acceptable for colleague
“Hi, just wanted to check which version of the file we should be using.”	Clarification	Professional for colleague
“Sorry about that, I didn’t realise the deadline had changed.”	Apology	Professional for colleague

Phrase	Purpose	category
		Borderline for manager
"Hey, can you send that over when you get a chance?"	Request	Too informal
"I apologise for the delay in getting back to you and appreciate your patience."	Apology	Professional for manager Professional for customer
"Just checking what you meant in your last email."	Clarification	Professional for colleague Borderline for manager
"Please find the updated document attached for your review."	Clarification	Professional for manager Professional for colleague
"My bad, I forgot to attach the file last time."	Apology	Too informal
"I would be grateful if you could confirm the next steps."	Request	Professional for manager Professional for customer
"Can you explain this again? I don't really get it."	Clarification	Not suitable

LinkedIn Language Hunt Notes for you

Screenshot	Clear headline (what the person does)	Short skill phrase	Example of polite / professional tone	Overall
Profile 1: Malik	"Business Administration Student" "Business Administration Student Communication Skills"	"Team communication" "Organisation" "Time management"	"supporting teams" "working collaboratively" "clear and professional work"	Clear role Concrete language Easy for an employer to understand quickly
Profile 2: Sam		"Teamwork" "Communication"	"motivated individual" "looking to develop new skills" "enjoy working with people"	Polite and positive tone Lacks specificity Harder for employers to know what role fits
Profile 3: Priya	"Digital Skills Student" "Business Communication Microsoft Office"	"Business communication" "Microsoft Word" "PowerPoint"	"professional environments" "clear and well-structured content" "developing my digital and communication skills"	Clear focus Strong link to workplace tools Slightly more detailed but still readable

Week 8 Creating Effective Digital Presentations

Learning Outcomes :

- Use PowerPoint to create clear, professional business presentation slides.
- Apply visual design principles.
- Use accessibility features such as readable fonts and alt text.

Notes Space

Lesson Plan

Minutes	Focus	Activity Type (Detailed)	Materials	LOs	Flex Notes
0–15	Soft start (link to Week 7)	Remembering next week What are we doing this week Video (Duarte) Short discussion	slides	LO2 (indirect)	Flexible ±2 min
15–25	What makes a good slide?	Tutor micro-input (max 5 min): 3 principles — Keep It Simple, Use Space, One Idea Per Slide. Students rank which is hardest to follow.	Slide	LO2	Strict timing
25–45	Slide design scavenger task	Students work in pairs to review a read-only PDF version of John’s sample slide deck (6–8 slides), created for a business stakeholder presentation. Students act as supporters, helping “John” identify issues in his slides. Students record what they notice on a simple checklist. The focus is on noticing and discussion, not fixing slides at this stage.	Slides, John’s presentation (PDF- Moodle) Slide design checklist	LO2	Flexible
45–65	Rebuilding one slide	Students receive a messy slide (text-heavy, random fonts). Task: <i>fix</i> the slide using any device: reduce text, add spacing, emphasise one message. Students choose 2 improvements and apply them.	Slide Slide design checklist	LO1–2	Strict timing

Minutes	Focus	Activity Type (Detailed)	Materials	LOs	Flex Notes
			John's presentation slide 3 (on Moodle)		
65–80	Sharing improvements	Pairs join with one other pair to form a small group of four. They show their redesigned slide (or hold up annotated paper). Each learner gives 1 positive comment (“clearer”, “easier to read”, “more focused”).	Slides	LO2	Flexible
80–95	Break 1	—	—	—	Fixed
95–115	Accessibility in slides	Tutor mini input and guided screen reader example	Slides Example for Screen Reader PDF	LO3	Strict timing
115–135	Applying accessibility	Students receive Slide 6 from John's presentation, which includes an image and limited accessibility features. Working in pairs, students apply accessibility improvements to this slide. The focus is on making the slide meaningful and accessible, not adding extra content.	Slides Slide design checklist John's Presentation Slide 6 (on Moodle)	LO3	Flexible

Minutes	Focus	Activity Type (Detailed)	Materials	LOs	Flex Notes
135–155	Using PowerPoint tools to improve slides	Tutor introduces two built in PowerPoint tools that support clear and accessible slide design: Accessibility Checker, and Designer Students work in pairs using their accessible version of Slide 6.	Slides	LO4	Strict timing
155–165	Break 2	—	—	—	Fixed
165–200	Building a 2–slide mini deck	Students use information (provided to create 2 slides: Slide 1 = title + key point; Slide 2 = visual + short bullet list (3 bullets only). Focus on clarity, spacing, accessibility. No presenting required. Self-check Then peer-check Then whole class vevox	Information for your slides Slides Vevox	LO1–3	Flexible
200–240	FLEX TIME	Complete recap etc. Unstructured: students may refine their slides, ask tutor questions about colour contrast or layout, or work quietly. No planned activities.	—	—	

Materials

Printed:

- Slide design checklist (pairs)

Moodle & Digital:

- Slides
- Vevox
- John's presentation
- John's presentation slide 3
- John's presentation slide 6
- Information for your slide deck
- Example for screen reader

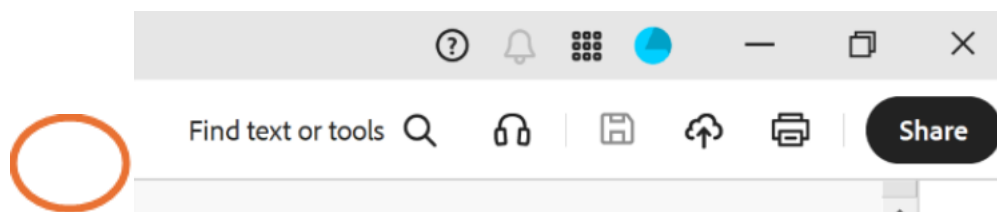
Screen reader example

For the screen reader example, please have the “Example for screen reader” PDF open in ADOBE ACROBAT:



DO NOT OPEN THE PDF DOCUMENT ON YOUR BROWSER.

Use the screen reader function in Adobe Acrobat:



If you have not used this type of screen reader before, it is best to try it out in advance.

Week 9 Digital Tools for Report Writing & Using Feedback

Learning Outcomes

- Format business reports using headings, numbering, styles, and layout features
- Insert, format, and position visuals appropriately to support written content
- Manage document versions to track changes and maintain clear records
- Use AI tools to summarise tutor feedback while retaining authorship and decision making over revisions

Notes Space

Lesson Plan

Minutes	Focus	Activity Type	Materials	Learning Outcomes	Flex Notes
0 to 10	Soft start link to Week 8	Students receive two short report pages showing identical content but different formatting. Individually circle what makes one easier to read. No editing yet.	Printed Report A Report B Slides	LO1 indirect	Flexible
10 to 20	What makes a report readable	Tutor micro input. Show how reports use structure not rewriting. Introduce headings, spacing, styles, and numbering as presentation tools.	Slides and Word demo video	LO1	Strict
20 to 40	Applying headings and styles	Students open a plain text report paragraph and apply Word heading styles and spacing only. No text changes allowed. Pair check for clarity.	Slides Moodle: Plain text report document	LO1	Flexible
40 to 60	Numbering and layout control	Students apply automatic numbering to headings and adjust spacing before and after sections. Quick check which layout is easier to follow.	Slides Moodle: Plain text report document	LO1	Strict

Minutes	Focus	Activity Type	Materials	Learning Outcomes	Flex Notes
60 to 75	Inserting visuals into reports	Students insert one provided image or simple chart into a report section. Task is to position it clearly and add a short caption using a simple model sentence.	Slides Moodle: Plain text report document Moodle: Excel Spreadsheet for exercise	LO2	Flexible
75 to 90	Break 1	Break	None	None	Fixed
90 to 110	Tables in reports	Students insert a small table into a report section and format it for readability. Focus on column width, alignment, and a clear title.	Slides Moodle: Plain text	LO2	Strict

Minutes	Focus	Activity Type	Materials	Learning Outcomes	Flex Notes
			report document Moodle: Excel Spreadsheet for exercise		
110 to 130	Bringing text and visuals together	Students review their report page and check alignment between text, visuals, captions, and spacing. Short paired discussion.	Slides Moodle: Plain text report document Slides Vevox	LO2	Flexible
130–150	Understanding Turnitin feedback	Students read a short extract of realistic Turnitin-style feedback related to report structure and presentation. They highlight key phrases and identify what the feedback is asking them to	Example Turnitin Feedback	LO4	Flexible

Minutes	Focus	Activity Type	Materials	Learning Outcomes	Flex Notes
		improve. They note whether each point relates to clarity, structure, presentation, or academic approach.			
150–160	Break 2				
160–180	Using AI to support feedback understanding	Students use AI to rewrite one piece of Turnitin feedback into simpler language using a controlled prompt. They compare the AI output with the original feedback and delete or correct anything inaccurate. Students then write one sentence explaining what the feedback means in practical terms.	Same as before Copilot	LO4	Flexible
180–200	From feedback to feedforward planning	Students create a short feedforward plan based on the feedback, focusing on how it will influence their next piece of work , even if the task is different. They complete prompts such as what to watch for next time, what they would start earlier, and one structural or presentational habit they will carry forward. No document editing required.	Slides	LO3	Flexible

Minutes	Focus	Activity Type	Materials	Learning Outcomes	Flex Notes
200 to 240	Flex time	Individual support with styles, visuals, tables, feedback, or version control. No new content introduced.	None	All	Flexible

Materials

Printed:

- Report A
- Report B
- Example Turnitin Feedback

Moodle & Digital:

- Moodle: Plain text report document
- Moodle: Excel Spreadsheet for exercise
- Slides
- Vevox

Your Feedback

Please do take 3 minutes to provide feedback on your experience this week.

You can also find the link on Moodle under Tutor Space.

LCLM4002 Quick Check



WEEK 10 Digital Professionalism & Portfolio Submission

Learning Outcomes

- Demonstrate responsible and sustainable digital practice, including appropriate AI use
- Curate and submit a coherent digital portfolio of selected work
- Present themselves as digitally professional learners

Notes Space

Lesson Plan

Minutes	Focus	Activity Type (Detailed)	Materials	LOs	Flex Notes
0–15	Soft start (linked to Week 9)	Students begin with a short individual reflection focused on their own portfolio progress. After the individual reflection, students briefly share one idea only with a partner. The focus is on ownership, confidence, and identifying a clear goal for the session.	Slides	LO3 (indirect)	Flexible ±2 min
15–25	What makes a “professional digital learner”?	Tutor micro input (5 min max): three qualities — organised files, clear naming, responsible AI use. Students reflect on their own work, plus articulate to partner. Confidence check	Slide vevox	LO1	Strict timing
25–45	Understanding what the portfolio needs to show	In pairs, students review portfolio artefact cards and decide for each whether it shows a skill clearly or needs explanation in the audio reflection. The focus is on how evidence communicates skill development rather than what is included or excluded.	portfolio cards	LO2	Flexible
45–65	Building the portfolio	Students work individually, with tutor support.		LO2	Strict timing

Minutes	Focus	Activity Type (Detailed)	Materials	LOs	Flex Notes
		Students review their own work and select three to five pieces of digital evidence they plan to include in their portfolio submission.			
65–95	On to reflection	Tutor reminds students of Academic Skills Week 9 reflection and of the weekly Moodle reflection posts they have written during the term. • Students work individually to prepare their DS3 audio or video reflection. • Students open their Moodle forum and briefly review their own reflection posts from earlier weeks. They choose ideas, phrases, or moments that show progress, challenge, or learning. • Using both their portfolio artefacts and their Moodle reflections, students write short bullet notes to plan what they will say in their DS3 reflection.	Slide	LO2	Flexible
95–110	Break 1	—	—	—	Fixed
110–130	Responsible AI recap	To confirm shared understanding of responsible AI use and give students clear language they can use in their reflection.	Slides AI Card Sort RECAP	LO1–3	Strict

Minutes	Focus	Activity Type (Detailed)	Materials	LOs	Flex Notes
130–150	Writing a digital professionalism statement	• Tutor links back to the responsible AI activity. • Students write a short digital professionalism statement using three prompts: This term I improved I used AI responsibly by Next term I want to develop • Writing is quiet and individual. • Focus is on meaning, not accuracy.		LO1	Strict
150–170	Linking reflections together	Activity helping students to bring their various reflections together	Slide	LO2	Flexible
170-180	Break				
180–205	Portfolio readiness check	• Students use a submission planning checklist to identify what they still need to do before submitting through Turnitin. • Students decide how they will prepare their artefacts in one document or slides, and how they will record their DS3 reflection audio only, video, or slide voice over. • Students confirm next steps and timings, then do a brief partner check to say what they will do next.	Portfolio checklist	LO2–3	Flexible

Minutes	Focus	Activity Type (Detailed)	Materials	LOs	Flex Notes
205–220	Final Bits	Module Questionnaire Applause for Digital Helpers	Moodle	LO2–3	Strict end time
220–240	FLEX TIME	Unstructured: students finish uploads, redo missing items, ask questions about feedback, or get 1:1 help. No planned activity.	—	—	Must remain empty

Materials

Digital:

- Slides
- Vevox
- Moodle

Printed :

- Portfolio cards
- AI Card Sort RECAP

Tutor Final Feedback

Please do take 5 minutes to provide overall feedback on the module.

There is a link on Moodle in the Tutor space if that is easier for you.

LCLM4002 Tutor Final Feedback

