National 2 unit specification

Unit specification

Using Digital Devices for On-screen Meetings (National 2)

Unit code:	J6WG 72
SCQF:	level 2 (6 SCQF credit points)
Valid from:	session 2022–23

This document provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This document is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

Contents

Unit outline

The aim of this unit is to provide learners with opportunities to explore the use of digital devices for the purpose of on-screen communication. Learners will set up on-screen meetings and take part in on-screen meetings, following appropriate meeting etiquette. They will also use simple settings and menu options available within a video conferencing application.

Learners who complete this unit will be able to:

1   participate in setting up a meeting using a video conferencing application
2   demonstrate the use of settings and menu options in preparation for an on-screen meeting
3   participate in an on-screen meeting and demonstrate appropriate behaviour during the meeting

This unit is a freestanding unit. Please read this unit specification in conjunction with the unit support notes, which provide advice and guidance on delivery, assessment approaches, and developing skills for learning, skills for life and skills for work.

Exemplification of the standards in this unit is given in unit assessment support.

Recommended entry

Entry to this unit is at the discretion of the centre. Learners should have the skills, knowledge and understanding required by one or more of the following, or have equivalent qualifications and/or experience:

It may help if learners complete some units at SCQF level 1 or 2 before they start this unit but this is not a requirement for entry.

Relevant experiences and outcomes may provide an appropriate basis for doing this unit.

Standards

Outcomes and assessment standards

Outcome 1

1   Participate in setting up a meeting using a video conferencing application by:

1.1   participating in setting a time and title for a meeting
1.2   participating in inviting other people to attend a meeting

Outcome 2

2   Demonstrate the use of settings and menu options in preparation for an on-screen meeting by:

2.1   selecting and using menu options that contribute to a discussion, in preparation for an on-screen meeting
2.2   selecting and changing settings, in preparation for an on-screen meeting

Outcome 3

3   Participate in an on-screen meeting and demonstrate appropriate behaviour during the meeting by:

3.1   participating in and making contributions to discussions during an on-screen meeting
3.2   demonstrating appropriate behaviour during an on-screen meeting

Evidence requirements for the unit

You should use your professional judgement, subject knowledge and experience, and understanding of your learners, to determine the most appropriate ways to generate evidence, and which conditions and contexts to use.

Evidence for this unit could include observation checklists, logs, short recorded oral responses, photographic evidence or equivalent. You should be confident that there is enough evidence to support your judgement that the assessment standards have been met:

♦ outcome 1: the learner must help set up an on-screen meeting, with support as required. This will involve the learner agreeing the date and time for the meeting and who should be invited
♦ outcome 2: the learner must demonstrate, with support as required, at least one change to settings, and the use of at least one menu option that contributes to the meeting (examples are given in the unit support notes)
♦ outcome 3: the learner must participate in an on-screen meeting, with support as required. This will involve contributing to the discussion using their normal method of communication. The learner must also demonstrate at least two examples of appropriate meeting behaviour or etiquette

Learners will normally receive a high degree of support to achieve the outcomes of the unit. It is your responsibility to ensure that the level of support is appropriate for the requirements of the unit.

Unit assessment support provides exemplification of assessment.

Skills for learning, skills for life and skills for work

This unit helps learners to develop broad, generic skills. These skills are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and draw from the following main skills areas:

1   Literacy

1.3   Listening and talking

5   Thinking skills

5.4   Analysing and evaluating

You must build these skills into the unit at an appropriate level, where there are suitable opportunities.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should take into account the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence. The unit support notes provide further information.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page:
www.sqa.org.uk/assessmentarrangements

Further information

The following links provide useful information and background:

♦ [National 2 web page](#)
♦ [Building the Curriculum 3 to 5](#)
♦ [Guide to Assessment](#)
♦ [SCQF Handbook: User Guide](#)
♦ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
♦ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)

Appendix: unit support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the unit. Please read these unit support notes in conjunction with the unit specification and appropriate assessment support materials.

Developing skills, knowledge and understanding

You are free to select the skills, knowledge, understanding and contexts that are most appropriate.

Approaches to learning and teaching

This section provides general advice and guidance on approaches to learning and teaching that you can use to deliver this unit.

At SCQF level 2, learners require varying degrees of support, depending on their needs. Some learners may:

♦ require regular direction and prompting to enable them to take part
♦ take part independently or with limited support

You should give learners as much support as they need to engage with learning, teaching and assessment activities while maintaining the integrity of the outcomes and assessment standards.

The following table provides examples of approaches to learning and teaching. These may also provide naturally occurring evidence that you can use to assess learners against the assessment standards.

Using Digital Devices for On-screen Meetings	
Outcome 1: participate in setting up a meeting using a video conferencing application Outcome 2: demonstrate the use of settings and menu options in preparation for an on-screen meeting Outcome 3: participate in an on-screen meeting and demonstrate appropriate behaviour during the meeting	
Assessment standards	**Approaches for learning and teaching**
1.1 participating in setting a time and title for a meeting	For this assessment standard, you must help learners to select an appropriate day and time for the meeting. This could be by using cards or pictures, if required, and times and days should relate to parts of the day. For example, they might select from: Time: ♦ at start of class in the morning ♦ after morning break ♦ just before lunch ♦ just after lunch ♦ late afternoon Days: ♦ select from days the learner attends the school or college The meeting must be set up using the video conferencing application for the time and day selected. Some learners may be able to schedule the meeting and give it an appropriate title with minimal help or prompting, others will need full support to complete these tasks.
1.2 participating in inviting other people to attend a meeting	For this assessment standard, learners must select the people that should be invited to the meeting. This can be done using cards or pictures that the learner can select from. Some learners may be able to input the appropriate email addresses into the video conferencing application, or select from a contacts menu, with minimal help or prompting. Other learners will need more support to complete this task.

Using Digital Devices for On-screen Meetings	
2.1 selecting and using menu options that contribute to a discussion, in preparation for an on-screen meeting	To prepare learners for the real meeting, you could set up a practice meeting with no attendees to show the learner how to use the different functions. Alternatively, you could show learners how the functions work on a Whiteboard before they try the functions themselves. The learner must be involved in using at least one of the options that will be available to them during the real meeting. For example: ♦ changing the speaker, setting to mute and unmute ♦ switching camera off or on ♦ opening the chat function ♦ adding text or emojis to the chat function ♦ raising a virtual hand ♦ virtual clapping
2.2 selecting and changing settings, in preparation for an on-screen meeting	As with assessment standard 2.1, this should be completed as part of a practice activity, using the functions of the video conferencing application in rehearsal for the real meeting. The learner must be involved in changing at least one setting from the options available. For example, this might include: ♦ changing background settings ♦ changing to full screen setting ♦ changing to gallery view or other settings affecting the screen display
3.1 participating in and making contributions to discussions during an on-screen meeting	Learners must contribute to the on-screen meeting through verbal or visual communication or through adding text via the meeting chat function. The subjects and topics covered in the meeting should be relevant to the learner.

Using Digital Devices for On-screen Meetings	
3.2 demonstrating appropriate behaviour during an on-screen meeting	The types of appropriate behaviour the learner could demonstrate can include any of the following: ♦ paying attention while other people are contributing to the meeting ♦ not talking while someone else is talking and taking turns to talk ♦ following the instructions of the person chairing the meeting ♦ raising a virtual or physical hand and waiting to be asked to talk during the meeting ♦ facing the webcam, so that others can see them and can see their reactions to points raised ♦ staying within the visible camera range during the meeting, so that other participants can see them Learners must demonstrate at least two examples of appropriate behaviour.

Approaches to assessment and gathering evidence

There is no external assessment for National 2 units. All units are internally assessed against the requirements outlined and described in the unit specification and the unit assessment support pack.

To achieve the unit, learners must achieve all the unit outcomes.

At SCQF level 2, most evidence for assessment is gathered on a naturally occurring, ongoing basis, rather than from more formal assessment methods. There are many contexts that might be used for gathering evidence, for example, extra-curricular and/or outdoor learning.

Naturally occurring evidence is evidence that occurs in and as part of learning and teaching, which you can gather for assessment purposes in a variety of ways:

♦ observation of evidence demonstrated during an activity (using an observation checklist, visual recording, photography or equivalent)

♦ oral questioning before, during and on completion of an activity (recorded using an audio-visual or audio recording or using your detailed written notes as evidence)

♦ learning and teaching activities that generate physical evidence for assessment

♦ identifying opportunities to record evidence during out-of-centre activities

You should focus on small, well-defined steps in learning. In this way, the learner is more likely to achieve success in the units and in any subsequent learning.

Learners benefit from receiving accurate and regular feedback regarding their learning. This helps to ensure they are actively involved in the assessment process. It is important that you use different approaches to assessment to suit the varying needs of learners.

Examples of evidence and how you can gather evidence for each assessment standard in this unit:

♦ **Assessment standard 1.1**: you could give learners a selection of times to choose from, and a word bank to choose a title for the meeting.
♦ **Assessment standard 1.2**: learners should set up the meeting using the application settings. For level 2, most learners will need at least some support to complete this task. Evidence could involve a print showing the meeting schedule and a simple observation checklist.
♦ **Assessment standard 2.1**: you could use an observation checklist and short written comments to record the learner demonstrating the use of relevant menu options on a video conferencing application during a rehearsal or practice meeting.
♦ **Assessment standard 2.2**: you could use an observation checklist and short written comments to record the learner demonstrating the use of a video conferencing application to change a setting during a rehearsal or practice meeting.
♦ **Assessment standard 3.1**: learners should make any form of contribution to an on-screen meeting, evidenced through an observation checklist, which could be supplemented with a screenshot of the on-screen meeting.
♦ **Assessment standard 3.2:** you could use an observation checklist and short written comments to record the learner demonstrating two examples of appropriate behaviour during a meeting.

Combining assessment within units

The assessment of the activities in this unit involving an on-screen meeting could be combined with the assessment of any unit that might involve meetings to plan an event or to discuss a given issue with others. However, for some learners, it may be more appropriate to design assessment tasks that include smaller steps and/or repetition, which could help with the retention and reinforcement of learning.

Developing skills for learning, skills for life and skills for work

This section highlights the skills for learning, skills for life and skills for work that learners should develop in this unit. These are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and should be built into the unit where there are appropriate opportunities. The level of these skills will be appropriate to the level of the unit.

Some examples of potential opportunities to practise or improve these skills are provided in the following table.

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
1 Literacy 1.3 Listening and talking ♦ listening means the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate ♦ talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context	Learners will use their normal method of communication to contribute to a meeting. The contributions made can include ideas, opinions, or information. The learner will also listen to the contributions of others during the meeting.
5 Thinking skills 5.4 analysing and evaluating This covers the ability to identify and weigh-up the features of a situation or issue and to use your judgement of them in coming to a conclusion. It includes reviewing and considering any potential solutions.	Learners will apply thinking skills in considering the topics under discussion, responding to points raised by others in the meeting, and offering ideas or opinions of their own.

Administrative information

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History of changes

Version	Description of change	Date

Note: please check SQA's website to ensure you are using the most up-to-date version of this document.

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