



## National Unit specification

### General information

**Unit title:** Digital Skills (SCQF level 3)

**Unit code:** H9PT 43

**Superclass:** CC

**Publication date:** November 2015

**Source:** Scottish Qualifications Authority

**Version:** 02

### Unit purpose

The purpose of this Unit is to provide **foundation** knowledge and **basic** skills in the use of digital devices, such as smartphones, tablets and personal computers. The Unit also covers the safe and responsible use of these devices.

This Unit is for the beginner and suitable for a wide range of learners. The Unit will build the confidence of learners who wish to use digital technologies for social, educational or vocational purposes. Learners will develop practical skills in using these devices as well as acquiring basic knowledge of how these devices work. Basic information literacy skills are covered which will allow learners to identify and find reliable information. Learners will be introduced to different types of social media and their personal and educational uses.

On completion of this Unit, learners will have basic knowledge and skills in using a range of digital devices to carry out simple tasks. They will also be aware of how to conduct themselves appropriately online using social media. Learners may progress to other qualifications in Digital Literacy such as the National Progression Award in Digital Passport or PC Passport at SCQF level 4.

This Unit is a mandatory Unit within the National Progression Award in Digital Literacy at SCQF level 3.

### Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Identify different forms of social media.
- 2 Identify reliable digital information.
- 3 Use digital devices.

## National Unit specification: General information (cont)

**Unit title:** Digital Skills (SCQF level 3)

### Credit points and level

1 National Unit credit at SCQF level 3: (6 SCQF credit points at SCQF level 3)

### Recommended entry to the Unit

Entry is at the discretion of the centre. No previous knowledge or experience of using digital devices is required.

### Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill                      Information Communication Technology at SCQF level 2

Core Skill component                      None

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of the Unit Specifications for this Course.

### Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

### Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **National Unit specification: Statement of standards**

**Unit title:** Digital Skills (SCQF level 3)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

### **Outcome 1**

Identify different forms of social media.

#### **Performance Criteria**

- (a) Define social media.
- (b) Identify different forms of social media used for social, educational and vocational purposes.
- (c) State the importance of using social media safely, responsibly and ethically.

### **Outcome 2**

Identify reliable digital information.

#### **Performance Criteria**

- (a) Identify different forms of digital information.
- (b) Identify what makes digital information reliable.
- (c) Identify where reliable digital information can be found.

### **Outcome 3**

Use digital devices.

#### **Performance Criteria**

- (a) Identify the basic functions of digital devices.
- (b) Identify the basic functions of a digital network.
- (c) Connect a digital device to a network.
- (d) Use digital devices for social, educational and vocational purposes.
- (e) Use digital devices safely and responsibly.

## National Unit specification: Statement of standards (cont)

**Unit title:** Digital Skills (SCQF level 3)

### Evidence Requirements for this Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria. However, sampling may be used in certain circumstances (see below).

The evidence for this Unit may be written or oral or a combination of these. Evidence may be captured, stored and presented in a range of media (including audio and video) and formats (analogue and digital). Particular consideration should be given to digital formats and the use of multimedia.

Given the level of this Unit, the amount of evidence, and corresponding time spent on assessment, should be minimised but sufficient to satisfy the Performance Criteria. Whenever possible, evidence should be a naturally occurring by-product of teaching and learning. However, it must be produced by the learner. Authentication must be used where this is uncertain.

Evidence is required for two types of competence: evidence of **cognitive competence** (knowledge and understanding) and evidence of **practical competence** (practical abilities).

The evidence of cognitive competence for this Unit will relate to Outcome 1 (all Performance Criteria), Outcome 2 (all Performance Criteria) and Outcome 3 (PC (a) and (b)).

Evidence for cognitive evidence may be sampled across the knowledge domain defined by this Unit specification, so long as the sample is unknown, and unpredictable, to the learner. Where sampling is used to assess the learner's knowledge and understanding, an appropriate pass mark should be set.

The evidence of practical competence for this Unit will relate to Outcome 3 (PC (c), (d) and (e)). Candidates must use at least **two** contemporary digital devices for social, educational and vocational purposes.

Evidence of practical competence may be produced over an extended period of time; but where it is generated without supervision some means of authentication must be carried out (such as oral questioning). The Guide to Assessment provides advice on methods of authentication.

The Guidelines on Approaches to Assessment (see the Support Notes section of this specification) provide specific examples of instruments of assessment.



## National Unit Support Notes

**Unit title:** Digital Skills (SCQF level 3)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

The purpose of this Unit is to provide foundation knowledge and basic skills in the use of computing devices such as smartphones, tablets and personal computers.

An important aim of this Unit is to provide the learner with the experience of using at least two contemporary digital devices. For example, a centre could give learners access to either a Windows desktop PC, an Apple iPad or an Android smartphone.

Outcome 1 gives a basic introduction to social media and its uses. Outcome 2 gives the learner knowledge of how to find and use digital information online. Outcome 3 is a more general introduction to connecting and using digital devices.

#### Outcome 1

This Outcome covers an introduction to different types of social media. It is likely that the learner will be familiar with the term “social media” and may well have used different forms of social media previously. However, the learner may not realise the different ways that social media can be used and how to remain safe and secure when using social media.

Performance Criterion (a) states the learner should be able to ‘Define Social Media’. As stated in the previous paragraph the learner may be likely to have some sort of experience using social media but may not fully understand its wide-ranging uses and possibilities. The learner’s definition of social media should cover these areas.

Performance Criterion (b) states the learner should be able to ‘identify forms of social media used for social, educational and vocational purposes.’ Learners should be introduced to different forms of social media that can be used in these ways. For example, Instagram and Facebook can be used for social purposes, Twitter can be used for educational purposes and YouTube can be used for vocational purposes. Showing learners examples of social media being used in these ways would be useful. It should also be shown that a form of social media can have more than one function (for example, Twitter can be used for both social and educational purposes). There is no requirement for learners to demonstrate that they can use social media for these different purposes.

## National Unit Support Notes (cont)

### Unit title: Digital Skills (SCQF level 3)

Performance Criterion (c) states that the learner should 'state the importance of using social media safely, responsibly and ethically.' It would be useful to show learners examples of this, such as how to keep personal information private by adjusting Facebook settings. There is also a responsibility amongst social media users to respect other users and there can be severe punishments for users who refuse to do this. Examples of this such as Twitter users committing criminal offences by making inappropriate comments may be useful for learners to see. Again there is no requirement for learners to demonstrate that they can use different forms of social media safely, they simply need to understand the responsibility that users have when they use social media.

### Outcome 2

This Outcome covers the practical knowledge of identifying and finding reliable digital information. It is likely that learners have used the Internet to find information either at school or in their personal lives. However the learner may not realise the difference between reliable and unreliable digital information.

Performance Criterion (a) states that learners should be able to identify different forms of digital information. Learners should be shown different examples of these, such as official websites, blogs and wikis. The purpose of each form of digital information can be explained but learners only need to identify digital information in its varying forms.

Performance Criterion (b) states that learners should 'identify what makes digital information reliable'. Learners should realise that some online information is produced by professionally qualified people and is therefore more reliable than information written by unqualified people. Professionally qualified people could include those with university degrees or professional qualifications such as teachers, scientists, doctors, solicitors or government ministers. Unqualified people would generally include people without any professional or academic qualifications.

Performance Criterion (c) states that learners should 'identify where reliable digital information can be found'. There is often an 'About' or 'About Us' link at the top or bottom of a webpage which gives information about the website and/or its author(s). This gives an indication as to whether the information on any particular webpage is reliable. Examples of reliable and unreliable information should be shown to learners. As an example, the BBC website has a large number of professionals providing accurate information whereas a 'wiki' site such as Wikipedia has a large number of people contributing to the site who may or may not be professional and therefore its information may be unreliable.

## National Unit Support Notes (cont)

**Unit title:** Digital Skills (SCQF level 3)

### Outcome 3

This Outcome is more general and practical in its nature than the other Outcomes. It is to do with using digital devices generally rather than for a specific information or communication need.

Performance Criterion (a) states that learners should be able to 'identify the basic functions of digital devices'. This could include knowing how to switch on different digital devices, being aware of how to access the Internet on a Windows desktop PC, or how to locate social media apps on an Apple iPad.

Performance Criterion (b) states that learners should 'identify the basic functions of a digital network'. This could include identifying connected networks whether they are wired or wireless. At this level learners do not need to explain how the network functions.

Performance Criterion (c) states that learners should be able to 'connect a digital device to a network'. For example, this could mean that learners are able to connect to a local Wifi network with their Android Smartphone.

Performance Criterion (d) states that learners should be able to 'use digital devices for social, educational and vocational purposes'. Learners for example could demonstrate that they can use a form of social media to connect with friends; or they could show websites that contain reliable, trustworthy information that can be used for gaining knowledge or allowing them to develop as a person such as the BBC website.

Performance Criterion (e) states that learners should be able to 'use digital devices safely and responsibly'. Learners could demonstrate this by showing how personal information in the digital devices can be kept secure or explaining why the views of other social media users should be respected.

This Unit helps learners understand that digital devices can benefit the user in a variety of ways. Digital devices can help develop the learner's social life as well as providing a platform for the learner to develop educationally or professionally.

This Unit provides a foundation for learners to build upon. Learners will have the opportunity to develop both personally and professionally as a result of their greater knowledge of Digital Skills.

### Guidance on approaches to delivery of this Unit

A practical hands-on approach to learning should be adopted to engage learners and exemplify key concepts. However, all practical activities should be underpinned with appropriate knowledge before learners commence these activities.

It is recommended that learners gain hands-on experience of at least two contemporary digital devices. Examples of these are Smartphones, Tablets and Personal Computers. While teaching will necessarily focus on a specific product, the generic features of the class of software should be emphasised.

## National Unit Support Notes (cont)

### Unit title: Digital Skills (SCQF level 3)

The actual distribution of time between Outcomes is at the discretion of the centre. However, one possible approach is to distribute the available time as follows:

Outcome 1: 10 hours  
Outcome 2: 10 hours  
Outcome 3: 20 hours

Throughout this Unit, learner activities should relate to their personal or vocational interests. For example, learners could visit social media websites that contain content that relates to their hobbies and pastimes. This would hopefully spark a genuine interest in social media within the learner. As a further example, learners could learn about reliable digital information by examining sites that relate to their academic work. Teachers/tutors should identify websites for learners that are at an appropriate reading level.

The use of case studies is recommended.

Some centres may operate under restrictions of access to some internet based services such as social media. Safe online environments such as GLOW, TeacherTube, Twiducate Edmodo (blogs), are available and may well be useful in such circumstances.

Where network restrictions are in place preventing access to specific relevant online resources it is acceptable for learners to access those resources outwith the school, college or training organisation. Any evidence that may be generated outwith the school, college or training organisation must be authenticated. See additional information on authentication procedures in relevant Unit specifications.

This Unit may be delivered stand-alone or in conjunction with other Units. Where it is delivered alongside other Units, there is an opportunity to contextualise this Unit in terms of the contents of the other Unit(s) since this Unit's contents are generic.

### Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

A range of assessment approaches may be taken. One of the approaches would be to assess the two types of competence separately: one assessment of knowledge and understanding, and one assessment of practical abilities.

The assessment of knowledge and understanding would sample from all of the knowledge contained within the Unit. In this scenario, the assessment could be a restricted response test, such as a multiple-choice test consisting of 20 questions with a pass mark of 12 (assuming each question had four possible answers (A–D)). As specified in Evidence Requirements, evidence of cognitive competence should be produced, without reference to



material, under supervision.

## National Unit Support Notes (cont)

### Unit title: Digital Skills (SCQF level 3)

The practical assessment could consist of observation of the learner carrying out practical tasks. In this scenario, the assessor would complete an observation checklist as s/he observed the learner perform specific tasks (such as showing the basic functions of a smartphone). Some of the observations would have to be conducted over an extended period of time (such as safe use of social media) to ensure that the learner consistently demonstrates the skills. As specified in Evidence Requirements, if any evidence of practical competencies is generated without supervision, authentication must be carried out (such as answering oral questions).

At least **two** contemporary digital devices, such as smartphones, tablets or personal computers, must be used for social, educational and vocational purposes. However, candidates do not have to use each of the chosen digital devices to cover all the purposes, as long as they are covered by the overall evidence produced.

A more integrated approach to assessment could be taken. For example, the learner could create and maintain a portfolio of evidence, comprising their identifications and definitions, along with the products of their practical work. In this scenario, it would not be appropriate to sample the evidence of cognitive competencies since the assessment would take place over an extended period and would be generated 'naturally', as the learner produced the work. The portfolio could be paper (in which case it would contain written work and printouts of practical work) or electronic (in which case it would contain digital artefacts or links to them).

The e-portfolio could be in the form of a web log (blog), which could be a diary of their activities throughout the Unit. This would record, in writing and via embedded objects (or links to them), learner's daily activities, which would provide the necessary demonstrations of cognitive and practical competencies.

### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

There are opportunities within this Unit to develop learners' Core Skills in:

*Communications* (SCQF level 3)

*Information and Communication Technology (ICT)* (SCQF level 3)

*Problem Solving* (SCQF level 3)

## National Unit Support Notes (cont)

### Unit title: Digital Skills (SCQF level 3)

For example, by using digital devices for social purposes in Outcome 3, learners will contribute towards some of the *Communication* skills defined within the Core Skill specification. Also, by using digital devices in Outcome 3, learners will contribute towards some of the *ICT* skills defined within the Core Skill specification. In addition, by identifying different forms of social media in Outcome 1 and reliable information sources in Outcome 2, learners will contribute towards some of the *Problem Solving* skills defined within the Core Skill specification.

This Unit has the Core Skill of Information and Communication Technology embedded in it, so when candidates achieve this Unit their Core Skills profile will be updated to show that they have achieved Information and Communication Technology at SCQF Level 2.

## History of changes to Unit

Version	Description of change	Date
02	Core Skill Information and Communication Technology at SCQF level 2 embedded.	24/11/2015

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## General information for learners

### Unit title: Digital Skills (SCQF level 3)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is to equip you with basic knowledge about social media and digital information. A key goal is to improve your confidence in using a range of modern digital devices such as smartphones, tablets and personal computers.

You will learn about the different ways social media is used as well as how to identify which digital information is reliable. You will also learn how to use a range of digital devices in a variety of ways.

The key skills that you will learn in this Unit include:

- ◆ what social media is and which types are used for social, educational and vocational purposes
- ◆ what digital information is and how to tell which types are reliable
- ◆ how to use digital devices for social, educational and vocational purposes

The Unit also covers the safe, responsible and ethical use of digital devices. For example, there will be a strong emphasis on the requirement to keep personal information secure and to respect the views of others when using social media.

The Unit can be used for personal or business purposes. You could use your knowledge and skills to help you use a range of digital devices for personal purposes such as social networking, or you could use the Unit to improve your knowledge and career prospects.

The assessment of this Unit may take different forms. You might, for example, sit a short test and carry out some practical tasks. Alternatively, you might keep a diary of your work. The assessment will be straight forward and will not take much time.

The Unit is for the beginner. No previous knowledge or experience of computer application packages is required.

On successful completion of this Unit, you may progress to other qualifications in Digital Literacy, such as the National Progression Award in Digital Passport or PC Passport at SCQF level 4.