



National Unit Specification

General information

Unit title: Digital Literacy (SCQF level 2)

Unit code: J3H6 42

Superclass: CC

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Unit purpose

The purpose of this unit is to introduce learners to digital literacies for learning, life and work by using a range of digital devices, software applications and tools safely and securely. The unit also encourages learners to develop self-management skills, social intelligence and innovation.

This is a non-technical unit, suitable for all learners and in a range of contexts. No specialist hardware or software is required for delivery.

This unit will introduce learners to digital technologies used in different educational, social or vocational online environments and to the cyber resilient behaviours and processes that will keep them safe and secure when working and communicating online, sharing information, and to protect their digital identity. They will develop digital literacies through collaborating, communicating and networking with others and managing information online. Learners will gain the social skills needed to interact responsibly and become aware of digital practices that affect health and wellbeing.

On completion of this unit, learners may further develop their knowledge and skills in this area by undertaking *Digital Literacy* at SCQF level 3, or equivalent units.

Outcomes

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

- 1 Develop awareness of cyber resilient behaviours and processes that keep self and others safe and secure online.
- 2 Provide digital information for a particular task.
- 3 Interact responsibly when online.

National Unit Specification: General information (cont)

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Credit points and level

1 National Unit credit at SCQF level 2: (6 SCQF credit points at SCQF level 2)

Recommended entry to the unit

Entry is at the discretion of the centre. No previous knowledge, skills or experience are required.

In terms of prior learning for school learners, Curriculum for Excellence: Technologies experiences and outcomes for Digital Literacy at third level (TCH 2-01a, TCH 2-02a, TCH 2-03a) would provide an appropriate basis for doing this unit.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill Information and Communication Technology at SCQF level 2

Any opportunities to develop further aspects of Core Skills are highlighted in the Support Notes section of this Unit specification.

Context for delivery

This unit is designed to be delivered as a stand-alone unit.

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.

National Unit Specification: Statement of standards

Unit title: Digital Literacy (SCQF level 2)

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

Develop awareness of cyber resilient behaviours and processes that keep self and others safe and secure online.

Performance criteria

- (a) Identify security features used when accessing digital devices.
- (b) Describe safe and legal file and information sharing practices.
- (c) List current national laws and regulations relating to cyber security.
- (d) Describe a digital footprint.

Outcome 2

Provide digital information for a particular task.

Performance criteria

- (a) Communicate with team members using digital methods.
- (b) Complete a task using digital tools.
- (c) Co-create digital information using appropriate digital technologies.
- (d) List legal requirements related to publishing information online.

Outcome 3

Interact responsibly when online.

Performance criteria

- (a) Share information exhibiting appropriate language and behaviours.
- (b) Contribute to a social network or online forum complying with terms, conditions and netiquette.
- (c) List techniques to ensure health and wellbeing when using digital technologies.

National Unit Specification: Statement of standards (cont)

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Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

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.

A series of knowledge-based and practical digital activities will provide the evidence for all three outcomes in this unit generated separately or holistically. If the latter approach is used, it must be clear how the evidence covers each outcome/performance criterion. Application of knowledge from outcome 1 should be evident throughout all activities used to achieve the unit.

Assessments should be open-book with evidence obtained through natural occurrence or in response to set tasks.

Each learner must produce individual evidence showing that they are aware of:

- ◆ cyber and digital publishing legislation applicable in the UK
- ◆ security features and their uses
- ◆ the tracking of personal data online
- ◆ processes to safely share and store digital information
- ◆ risks and benefits to health and wellbeing when using digital technologies

Product evidence is required to show that learners have contributed to the production of **one complete piece** of digital information that is appropriate for the task set for outcome 2. Each learner must store their own digital items appropriately, clearly demonstrating their involvement in the collaborative task. They must display personal responsible behaviour and language when using networks to communicate with peers.

Knowledge and product evidence should be captured, stored and presented in a range of digital media formats. The contribution of each learner to the collaborative digital task must be clear.

The evidence for this unit should be produced over an extended period. Where production of evidence takes place outside a controlled environment, authentication of the learner's work is necessary. The *Guide to Assessment* provides further advice on methods of authentication.

The *Guidance on approaches to assessment of this unit* section provides examples of suitable instruments of assessment.



National Unit Support Notes

Unit title: Digital Literacy (SCQF level 2)

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 unit is intended for those who wish to achieve a basic level of digital literacy by developing digital skills and social practices in an online environment. The unit's content should help learners to become more aware of the cyber resilient behaviours needed to protect themselves, data and devices. At this level, learners are likely to require supervision when using digital devices and it is expected that learners will receive support to achieve the unit outcomes.

The unit introduces learners to different devices, tools and software applications, and how to use them to complete various tasks. The tasks set should foster healthy online habits that encourage development of positive and ethical digital personas; an understanding of online etiquette (netiquette); and an awareness of cyber security issues with the skills to maintain personal security when working with digital data and devices. Where possible, learners should be encouraged to identify digital contexts experienced in their own learning, life and work.

On completion of this unit learners may undertake *Digital Literacy* at SCQF level 3 or similar units.

Guidance on approaches to delivery of this unit

Centres should adopt a learner-focussed approach to deliver the outcomes in this unit. A learner's prior learning together with resources available may have an impact on the delivery approach adopted. However, it should be borne in mind that as an introductory unit it is important to provide opportunities for the learner to experience use, or at least discuss uses, of as wide a range of devices, tools and software applications as possible whilst taking into account their learning needs and level. A variety of delivery approaches also encourages development of a wider range of skills.

Centres may deliver unit outcomes in any order deemed appropriate for the needs of the learners. A single holistic task covering all three outcomes in an extended activity allows learners to better understand how learning outcomes are interlinked. Learners could work in small groups to produce, for example, a digital information leaflet. The leaflet could be on any subject that interested and motivated the learners such as a 'School Final Year' review or to promote a small business, service, etc.

National Unit Support Notes (cont)

Unit title: Digital Literacy (SCQF level 2)

Alternatively, centres may find it more appropriate for their cohort of learners to deliver outcomes separately with individual activities that meet each outcome's performance criteria.

Centres may produce a brief for learners, setting out the activities to be undertaken and the resources available to them in terms of network, online communities, etc. It is at the centre's discretion how prescriptive the brief should be in terms of the activities and accessibility of resources.

A virtual learning environment (VLE), digital portfolio or learning platform such as GLOW could be used to record and store task output.

A suggested distribution of time across the outcomes is:

- ◆ Outcome 1: 12 hours
- ◆ Outcome 2: 16 hours
- ◆ Outcome 3: 12 hours

The following websites may support educators in research and in developing teaching resources and learning materials. Some are appropriate for direct use by learners.

Please note links live at time of publishing but may be subject to changes outwith the control of SQA.

www.safetynetkids.org.uk
www.childnet.com
www.getsafeonline.org
www.ncsc.gov.uk
www.howstuffworks.com
www.gov.uk
www.legislation.gov.uk
www.bbc.com/bitesize
www.kidsmart.org.uk
uk.norton.com
www.scotland.police.uk
commonsensemedia.org

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 for learners and the type of learner assessment activities will vary depending on the resources available. 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 learner-centred, participative and practical approach is encouraged.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met.

It is expected that learners will receive support to achieve assessment outcomes.

National Unit Support Notes (cont)

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Suitable methods of capturing assessment evidence may be, for example, a text blog with links, images and video; podcast; video log; PowerPoint presentation; collaborative wiki with screenshots and photographs of individual contributions. Knowledge evidence may take the form of assessment questions, eg a quiz or multiple-choice activity, or from discussions.

Outcome 1: Knowledge evidence should be gathered from learners relating to their awareness of cyber security processes that keep self and others safe and secure online. Learners can do this by identifying security features used when accessing digital devices and describing safe and legal file and information sharing practices. Practical evidence could be collected through learners' appropriate use of an operating system's file sharing options, with learners being observed and/or questioned under open-book conditions. Screenshots taken at regular intervals could be used for authentication purposes. Learners should also list relevant cyber security laws and regulations that are currently in place, and be able to describe what a digital footprint is. Learners may present this knowledge in text-based form. Printouts could be used to show website history and how search engines and social media generate tailored advertising.

Outcome 2: Learners' product evidence should consist of co-designed digital information produced for a particular task, using digital communication methods to collaborate with team members and digital tools to design and present it. Learners may generate knowledge evidence by listing legal requirements related to publishing information online. Multiple-choice or restricted response questioning may be suitable methods of assessment covering learners' awareness of permissions required, copyright and crediting of material, GDPR and privacy legislation, however this should be at an introductory level. Screenshots or printouts could be used as assessment evidence of user collaboration and contributions, and any online research undertaken to explore digital tools and applications. Suitable digital tools might include word processing, presentation and desktop publishing packages.

Outcome 3: Product and/or knowledge evidence could be provided by learners displaying responsible behaviours and language when interacting online. They can provide this through individual contributions made to a social network or online forum, showing that they have complied with user terms and conditions. Learners could also provide evidence of appropriately composed emails and responses for different contexts. Learners could produce a list of guidelines to ensure health and wellbeing when using digital technologies.

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.

National Unit Support Notes (cont)

Unit title: Digital Literacy (SCQF level 2)

Opportunities for developing Core and other essential skills

The Core Skill of Information and Communication Technology at SCQF level 2 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this Core Skill.

Opportunities to develop Core Skills such as *Working with Others* and *Communication* may be possible depending on the context of the digital activities undertaken. Other essential skills such as information literacy, digital health and wellbeing could also be developed through application of digital practices.

History of changes to unit

Version	Description of change	Date
2	Core Skills Component Information and Communication Technology at SCQF level 2 embedded.	13/12/19

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General information for learners/

Unit title: Digital literacy (SCQF level 2)

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.

Whilst some basic digital skills would be beneficial, this unit assumes no prior knowledge of digital literacy and introduces you to using a range of data and devices in an online environment that will help to meet your needs in learning, life and work.

You will learn how to keep yourself safe whilst working online (cyber security) and keep access to your data and devices private. In addition to this you will learn how to communicate with others appropriately online in terms of what is acceptable practice (netiquette) and be introduced to the underpinning legislation and other ethical considerations which might impact on your online activity.

On completion of this unit you should be more confident about what digital literacies are and how they are applied in a range of different environments.

You will be assessed on your skills throughout the unit. The assessment methods chosen will suit your needs and you will receive support to complete assessments if required.

The Core Skill of Information and Communication Technology at SCQF level 2 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this Core Skill.