National Unit Specification

General information

Unit title: Digital Literacy (SCQF level 3)

Unit code: J3H6 43

Superclass: CC

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Version: 02

Unit purpose

The purpose of this unit is to develop learners' 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 help learners to gain confidence in using digital technologies in different educational, social, or vocational online environments, and develop an understanding of the cyber resilient behaviours and processes used to protect themselves and others, and awareness of responsible behaviours when undertaking activities online. Learners will have opportunities to collaborate with others in a safe, secure and legal manner, investigate and present digital information. They will recognise the digital literacies and skills that contribute positively to their health and wellbeing, as well as their and others' rights and responsibilities as digital citizens.

On completion of this unit, learners may further develop their knowledge and skills in this area by undertaking *Digital Literacy* at SCQF level 4 or equivalent units.

Outcomes

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

1   Interpret cyber security processes that keep self and others safe and secure when engaging in tasks online.
2   Provide digital information with others for a particular purpose.
3   Interact responsibly with others when connecting online.

National Unit Specification: General information (cont)

Unit title: Digital Literacy (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 is required. However, it would be beneficial for learners to have some basic skills in using mobile phones, tablets, laptops or PCs or have completed the unit *Digital Literacy* at SCQF level 2, or an equivalent.

In terms of prior learning for school learners, Curriculum for Excellence: Technologies experiences and outcomes for Digital Literacy at third level (TCH 3-01a, TCH 3-02a, TCH 3-03a) 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 & Communication Technology at SCQF Level 3
                             Working with Others at SCQF Level 3

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

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.

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

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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

Interpret cyber security processes that keep self and others safe and secure when engaging in tasks online.

Performance criteria

(a)   Summarise security features used to access and protect devices, data, networks and systems.
(b)   Explain safe and legal file and information sharing practices.
(c)   Discuss implications of national laws and regulations relating to cyber security.
(d)   Explain how a personal digital footprint is created.

Outcome 2

Provide digital information with others for a particular purpose.

Performance criteria

(a)   Collaborate with team members using digital communication methods.
(b)   Complete a collaborative task selecting appropriate digital applications and tools.
(c)   Co-create and modify digital information using appropriate technologies.
(d)   Explain privacy, legal and consent issues related to publishing information online.

Outcome 3

Interact responsibly with others when connecting online.

Performance criteria

(a)   Respond to messages and share information using appropriate language and behaviours.
(b)   Contribute to a social network or online forum, complying with terms, conditions and netiquette.
(c)   Explore impacts digital technologies could make to learning, life and work.

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 assessment tasks.

Each learner must produce individual evidence showing that they understand:

♦ cyber, copyright and privacy legislation applicable in the UK
♦ security features and their uses
♦ the tracking of personal data online
♦ processes to safely share and store digital information
♦ possible impacts of digital technologies on learning, life and work

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 digital contributions appropriately, clearly demonstrating their involvement in the collaborative task, their reasons for selection of tools and how group decisions are made. 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, worthwhile and significant.

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 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

This unit is intended for those who wish to develop digital literacy and foster good practices in an online environment. Learners should engage in digital activities that are appropriate for the learning context in which they are operating — in school, college or work — or to develop social skills using digital technologies. Whilst in all contexts there is a requirement for learners to understand cyber resilient behaviours and processes that will protect themselves, others, data and devices, and to develop awareness of digital laws and regulations, assessors should adapt content as required to maximise the benefit for learners depending on their needs. Learners should be encouraged to identify aspects of their and others' digital literacy that could be improved, and be afforded the opportunity to explore language and behaviours used in different online environments, leading to informed knowledge of the impacts of digital technologies in learning, life and work contexts.

If possible, learners should be able to select — rather than be given — appropriate tools and applications, and be taught how to use these safely to build confidence and understanding of digital technologies. By evaluating what they do and how they operate online allows learners to understand how behaviours and practices affect their digital footprint. Many learners will need to be introduced to basic netiquette and digital rights and responsibilities. Throughout the unit ethical considerations such as sustainability, the uses of personal data, privacy and consent issues should be reinforced.

A range of interesting, meaningful topics could be provided as context to provide knowledge and product-based evidence and a variety of activities would encourage development of skills, from following instructions given when recording and storing files in the cloud to more innovative tasks such as co-creating learner-led digital information following recognised research, collaborative and presentation techniques.

On completion of this unit learners may undertake *Digital Literacy* at SCQF level 4 or similar units.

National Unit Support Notes (cont)

Unit title: Digital Literacy (SCQF level 3)

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 for a unit at this level it is important to provide experiences for the learner in using a wide range of devices, tools and software applications safely and securely as appropriate taking into account their needs. Centres should decide whether learners may use their own devices, and on the practicalities of access, storage, etc depending on resources available and restrictions in place, for example use of a specific virtual learning environment (VLE). A holistic approach is recommended, but if separate outcomes are preferred then outcome 1 should be delivered first so that the learner is operating in a safe and secure manner when accessing material, learning resources or assessment tools.

A possible delivery method is to produce a brief for learners, stating the resources available to them in terms of devices, access, networks and resources and guidance or prescription of the activities to be undertaken. The types of activities set for learners are at the discretion of the centre depending on the resources available, however learners would benefit most from being able to research, present and explain their digital information.

Learners should be encouraged to build a portfolio of digital products to meet the outcomes and performance criteria. Blogs and webpages would provide evidence of individual learning in addition to the digital information created as a group.

Some examples of holistic delivery could be:

♦ production of a collaborative infographic outlining important cyber security strategies appropriate for an agreed target market, eg to help young children understand the importance of secure passwords or how young people should maintain a social media profile
♦ researching, discussing and presenting the cyber security measures put in place by social or other media platforms to protect their users
♦ accessing learning opportunities online and undertaking a brief learning experience for example accessing GCFLearnFree.org to gain greater knowledge of cyber security
♦ co-creating a webpage using drag and drop (rather than coding) software for a specific audience, eg a group of pre-school learners beginning to use digital media or support for new users of technology
♦ exploring issues such as fake news through researching and presenting material sourced online, and communicating the knowledge gained to other learners as a video or podcast

A suggested distribution of time across the outcomes is:

♦ Outcome 1: 12 hours
♦ Outcome 2: 16 hours
♦ Outcome 3: 12 hours

National Unit Support Notes (cont)

Unit title: Digital Literacy (SCQF level 3)

There are a number of useful resources available online suitable for both the practical and theoretical areas of learning. These include:

Digital hygiene

https://www.literacyworldwide.org/blog/literacy-daily/2017/03/22/a-quick-guide-to-good-digital-hygiene

Creating a safe, secure password

https://www.getsafeonline.org/protecting-yourself/passwords/
https://www.lastpass.com/password-generator
https://howsecureismypassword.net/
https://www.my1login.com/resources/password-strength-test/

Cyber security

www.ncsc.gov.uk
https://www.khanacademy.org/computing/computer-science/internet-intro/internet-works-intro/v/the-internet-cybersecurity-and-crime

NHS and digital capabilities

https://www.hee.nhs.uk/sites/default/files/documents/Digital%20Literacy%20Capability%20Framework%202018.pdf

Online learning, life and work

https://edu.gcfglobal.org/en/

http://mooc.org/

https://www.futurelearn.com/

https://www.khanacademy.org/

http://www.open.ac.uk/library/library-videos/being-digital-developing-essential-skills-for-study-work-and-life-online

File sharing and collaboration

https://support.microsoft.com/en-us/help/4027674/windows-10-share-files-in-file-explorer

Internet of Things (IOT)

https://www.thinkuknow.co.uk/parents/articles/what-is-the-internet-of-things-iot/

Using apps safely

https://www.getsafeonline.org/protecting-yourself/mobile-apps/

National Unit Support Notes (cont)

Unit title: Digital Literacy (SCQF level 3)

Fake news

https://www.bbc.co.uk/newsround/

Behaving online (netiquette)

https://www.childnet.com/blog/online-etiquette-or-netiquette-the-dos-and-donts-of-online-communication-

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

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 where possible.

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

Some learners may require support to achieve assessment outcomes.

Suitable methods of assessment and examples of implementation are as follows:

♦ Observation — an assessor checklist is used to demonstrate that the learner has followed given instructions, for example, the steps required to change a password.
♦ Assessor observation of behavioural practices of learners in classroom environments, for example one learner explaining an aspect of digital literacy to another.
♦ Digital product evaluation — learners comment and respond to collaborative decisions made when co-creating the digital resource including, for example, the tools chosen, processes followed, how the resource was modified and enhanced, and behaviours evidenced by themselves and their peers.
♦ Assessor questioning — assessing knowledge through verbal, paper-based and online methods.
♦ A set assignment outlining criteria to be met by covering all outcomes with evidence presented by learner groups. Assessors may use sampling to determine level of knowledge and understanding of individual learners where group activity is used to produce collaborative digital information.
♦ Portfolio — use of a VLE, blog or digital log to record and track learning and skills — assessed on an individual basis.
♦ Multiple-choice activity and report or presentation produced using appropriately selected digital tools.
♦ E-assessments including file uploads and extended response questions.

National Unit Support Notes (cont)

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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**.

Opportunities for developing Core and other essential skills

The Core Skill of Information & Communication Technology at SCQF Level 3 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this Core Skill.

The Core Skill of Working with Others at SCQF Level 3 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 aspects of Core Skills such as *Numeracy*, *Communication* and *Problem Solving* may be possible depending on the context of the digital activities undertaken. Other essential skills such as information literacy, digital health and wellbeing may be developed through application of digital practices.

History of changes to unit

Version	Description of change	Date
2	Core Skill Information & Communication Technology embedded at SCQF Level 3 Core Skill Working with Others embedded at SCQF Level 3	13/12/19

General information for learners

Unit title: Digital Literacy (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 will develop your digital literacy as you become more familiar with the types of digital tools and applications that can be used for learning, life and work. It is suitable for all learners but it would be beneficial to have completed the unit *Digital Literacy* at SCQF level 2 or equivalent and have some experience in using a range of digital devices.

You will learn about cyber resilient behaviours and processes to keep yourself and others safe online, and the protection measures organisations take to keep theirs and your data private. You will also learn how to share files safely and how to create secure passwords. You will become more aware of your digital identity and how to protect it by working online in a safe, secure and appropriate manner.

You will work with others to communicate and co-create digital information. While doing this you will learn how to select and use appropriate digital tools and gain knowledge of how some types of information are published online. You may have opportunities to develop skills such as blogging and storing digital material, and explore further learning using free online resources.

You will develop the kind of online behaviours required to build a positive and supportive digital society and understand those that will impact on your health and wellbeing. You will learn how to behave appropriately online, thinking about the language used when responding to personal messages, replying or commenting on social media posts and you will look at how digital technologies influence your learning, life and work experiences.

On completion of this unit you may feel encouraged to support others to develop their digital skills by sharing your knowledge of working and communicating with others online, especially through volunteering projects to reduce the risk of digital exclusion.

You will be assessed on your skills continuously as you work through the unit's activities. This may be done through observation where your assessor will watch how you operate and record your achievements using a checklist. Your assessor may also use questioning or you might do a multiple-choice exercise online or perhaps through simulation where you will demonstrate evidence of your knowledge and understanding to your tutor, . Your learning may be assessed from the content of a personal digital portfolio recording your activities, or from a digital resource you have created with others for a specific market, eg an advice leaflet for new users of technology. Assessments will be straightforward, and you will receive support as required. You will be assessed when you and your assessor feel you are ready.

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