General skill

Use digital literacy skills safely within very simple tasks, with support if required, to access information.

Specific Skill

The candidate must:

¨   be able to access a digital device to identify a digital source of information
¨   know how to stay safe online

Further Information

The candidate can show this by:
¨   turning a digital device on and off
¨   identifying very simple personal search strategies
¨   finding information from a digital source using key words/icons
¨   detecting the credibility of common sources of digital information
¨   using security features to access a digital device
¨   using security features when online

Examples of tasks might include

¨   identifying job portals which show opportunities for employment
¨   identify websites, blogs and digital databases to look for information needed for a learning project; avoiding malicious emails and websites, bogus communities, scams and pop-up windows
¨   teaching yourself very simple tasks using video lessons
¨   using a smartphone to find travel information
¨   ordering shopping online
¨   using security features such as password, passcode, fingerprint, voice activation to access the digital device
¨   using security features when online such as protecting personal information, recognising trusted sources, such as a green tick against a web address and only using material owned by others with the owner's permission

Accessing Information   SCQF 3

General skill

Use digital literacy skills safely within simple tasks to access information.

Specific Skill

The candidate must:

¨   be able to use a digital device to locate and store digital information
¨   use digital tools to connect with others responsibly
¨   demonstrate how to act safely in a digital world

Further Information

The candidate can show this by:
- performing well defined and routine searches to find information from given digital sources (cloud, local and remote storage)
- accessing simple transaction-based online services
- set up and review security features to access a digital device
- using security features to stay safe when online, including messages, social media and websites
- keeping information secure, recognising illegal, sensitive or inappropriate information and respecting confidentiality
- using digital technology to collect, store, combine and share text, sound, video and images

Examples of tasks might include

- using a list of key words and tags to search for appropriate literature on a report topic
- identifying reliable websites, blogs and digital databases to look for information needed for a learning project through for example, using Glow
- using a smartphone or other digital device to communicate synchronously with others in a team to plan an activity
- using an online tool to carry out routine financial transactions such as checking bank account, paying a bill or completing an online application demonstrating protection from different cyber threats, such as for example, scams, identity theft, extortion and sextortion
- setting up, using and updating security features such as own password strength, how and when to change passwords, passcode, fingerprint, voice activation to access the digital device
- using security features when online such as protecting personal information, recognising trusted sources, updating personal protection software and recognising where to report a concern/go to for advice
- keeping in touch using email, instant messaging, video calls and social media
- searching for deals on comparison websites
- gathering and combining information to create a publication using collaborative cloud-based technology

General skill

Use straightforward digital literacy skills safely within routine tasks to access information.

Specific Skill

The candidate must:

¨ be able to use a range of digital devices to locate, organise, store and share digital information
¨ use digital tools to interact responsibly with others
¨ use security features to keep self and others safe in a digital world
¨ apply computational thinking to search for information

Further Information

The candidate can show this by:
- performing well defined and routine searches using given keywords to find information from digital sources, saving the information for efficient curation of content and using bookmarks for useful websites and services
- maintaining and updating security features to access a digital device
- accessing reliable transaction-based online services
- using cyber-security features when online, including messages, social media and websites
- keeping information secure, recognising sensitive information and respecting confidentiality
- using digital tools to extend identified learning opportunities
- managing a personal digital footprint,
- demonstrating personal responsibility to others in a digital world, using appropriate language and behaviour
- identifying personal and professional risks of digital collaborative tools and their use
- thinking in a way that can give clear, logical instructions to a computer (or a human) so that it knows exactly what is has to do to solve a problem or provide information

Examples of tasks might include

- using a list of key words and tags find, download and share digital content from GLOW on a report topic
- identifying reliable websites, blogs and digital databases to download information needed for a learning project, being mindful of potential copyright issues
- using a smartphone or other digital device to identify and use synchronous and asynchronous methods to work with others online to complete a task or solve a problem
- using an online tool to carry out financial transactions such as using a reputable app to transfer money; to register with an online service to access tailored information to meet personal or organisational interests
- setting up, using and updating security features such as own password strength, how and when to change passwords, passcode, fingerprint, voice activation to access the digital device
- using and understanding security features when online such as protecting organisational and personal information, recognising trusted sources, updating personal protection software, using parental controls if appropriate
- reflecting on how useful digital methods have been to communicate and complete a collaborative task
- preparing a reference list in a recognised format
- to find very specific pieces of information, selected purposefully from a digital archive

Accessing Information   **SCQF 5**

General skill

Use a range of digital literacy skills safely within tasks to access information.

Specific Skill

The candidate must:

- ¨ use a range of digital devices to efficiently locate, refine, assess and organise digital information
- ¨ store, transfer, share and protect digital information appropriately
- ¨ use digital tools to collaborate responsibly with others and reflect on the collaborative process
- ¨ demonstrate how to keep self and others safe in a digital world, selecting the most appropriate tools and techniques to work safely
- ¨ manage and review a personal digital footprint
- ¨ identify opportunities for own digital learning

Further Information

The candidate can show this by:
- ¨ performing and adapting search strategies or developing searching algorithms to find and evaluate reliable information for a specific purpose from a range of digital sources
- ¨ constructing appropriate folder structures to manage and store personal /professional information
- ¨ identifying and evaluating appropriate methods of keeping information secure
- ¨ storing digital information securely and systematically for efficient retrieval, including cloud-based storage
- ¨ indicating criteria used for making sense of information sourced, including its reliability and usefulness for a specific purpose
- ¨ using security features when interacting in a wide range of digital communities
- ¨ using appropriate methods to manage a digital footprint to protect own reputation
- ¨ highlighting the consequences of inappropriate or unlawful online activity, including sharing of information
- ¨ completing self - assessment to identify realistic next steps in own digital learning

Examples of tasks might include

- using a range of refined search strategies/algorithms to source information from an extensive data source and, through explicit evaluation, decide which best meet the purpose and format needed for a learning project
- using an organisation's system to share the agenda for a meeting, show colleagues how to get and share the required information on their smartphones or other digital devices
- using different media strategies to empower local people to participate in a community activity
- evaluating own skills in accessing and sharing information, identifying gaps in learning and sourcing digital support to meet personal or organisational learning needs
- carrying out a review of own digital footprint, outlining how online information such as cookies can impact on self and others
- protecting social media accounts using different methods such as strong passwords, detecting risk from followers with false profiles or phishing attempts and by controlling the privacy settings
- using security features when online such as access control, virus-check attachments and browser settings
- assessing whether the way personal data is used on a digital platform is appropriate and acceptable in terms of rights and privacy; knowing where/who to approach when own or other's personal data is used inappropriately according to the Privacy Policy of the platform

Accessing Information SCQF 6

General skill

Use a range of digital literacy skills safely within complex tasks to access information.

Specific Skill

The candidate must:

- search for, evaluate and use digital information to complete complex tasks
- organise, store, share and protect digital information appropriately
- select, use and evaluate digital technologies, tools and techniques to complete complex tasks to access information
- collaborate with others to enhance personal, professional or organisational practice and reflect critically on the digital collaborative process
- demonstrate how to keep self and others safe in a digital world, applying a range of protocols for digital responsibility and digital security in a wide range of digital communities and environments
- review and refine a personal digital footprint
- access and use opportunities for own digital learning

Further Information

The candidate can show this by:

- performing advanced searches to find, classify and evaluate reliable information for a specific purpose from a range of digital sources
- minimising the risk to personal and professional digital work, using a range of protocols
- reviewing and publishing appropriate and relevant profiles and resources for personal and organisational use
- ensuring safety protocols are in place, appropriate for the intended audience
- refining a personal or organisational digital footprint for community, employability or global purposes
- managing and reviewing the most efficient way of organising the storage, storage structures and permissioning of digital resources, implementing the most appropriate methods of securing digital information
- using a combination of digital technologies and tools for completing a given complex task or problem, evaluating the process and demonstrating a valid evidence base
- critically analysing digital sources of information with reference to how search engine results are manipulated by a variety of processes
- critically analysing and assessing safe and secure ways of collaborating with an online team; comparing a range of online collaborative tools and justifying choices made
- identify, use and reflect on digital tools used to support specific learning activities and future career pathways

Examples of tasks might include

- selecting the most appropriate way to protect own personal data (and that of others such as colleagues/class-mates/clients/neighbours) when sharing digital content such as photos/ video images or dealing with infringements of privacy for example, by removing pictures or names in accordance with Data Protection legislation
- connecting with others to answer questions on the sustainable use of digital devices by staff in the organisation/ school/college/community
- gathering and sharing digital information from a range of sources to plan and carry out an event for a group of people with diverse needs. Reflect on the effectiveness and efficiency of the unfamiliar digital tools, technologies and collaborative process, outlining what went well and suggesting areas for improvement