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| **Recommendation for SCQF Level and Credit Value - Unit** | | | | |
| Unit Title: Click-2-Connect Stage 2 | | | | |
| Recommended SCQF Level: 4 | | Recommended SCQF Credit Points: 4 | | |
| Faculty :Access and Continuing Learning | | | | |
| Contact Name: | Alan Milson | | Designation: | CLD Development Officer |

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| 1. **How to allocate an SCQF Level to a Unit** |
| The content of the learning outcomes combined with the assessments will determine the level of a unit. The following may help to identify the level of a unit:   * Ensure you are familiar with the [SCQF Level Descriptors](https://scqf.org.uk/media/1123/scqf-level-descriptors-web-aug-2015.pdf) and the distinctions between levels. The vocabulary of the SCQF Level Descriptors may provide appropriate wording that can be used to describe learning for Unit Specifications, learning outcomes and assessment evidence. * Refer to the SCQF Partnership’s [Credit Rating Criteria Explained](https://scqf.org.uk/media/1130/criteria-explained-final-web-oct-2017.pdf), particularly ‘Allocating a level to Modules/Units and programmes’ in Annex D. * Match the overall aims and learning outcomes to the SCQF Level Descriptors. * Ensure the learning outcomes relate clearly to a particular SCQF Level. * Check that the wording of the learning outcomes suggests a level of skill. * Ensure that the assessment evidence indicates a particular level of performance. * Identify other similar qualifications that have been credit rated/allocated an SCQF Level to use as a “benchmark”. * Look at other reference points for comparison such as relevant occupational or professional standards if available and subject benchmarks. * Consider the SCQF Level Descriptors at the levels above and below the anticipated level for the qualification or learning programme. Ask why the qualification or learning programme would not be placed at the level above or below your decision. |

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| **Summary of Learning Outcomes** | | | | | |
| Indicate the best fit level for each of the relevant characteristics for each Learning Outcome and indicate the overall best fit level for each LO in the final row – remember some of the characteristics may not be relevant and it is not necessary that all are met but this will help you to allocate a best fit level to the overall unit. | | | | | |
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| **SCQF Characteristic** | **LO1** | **L02** | **LO3** | **LO4** | **LO5** |
| Knowledge and Understanding |  |  | 4 | 4 | 4 |
| Practice: Applied Knowledge, Skills and Understanding | 4 | 4 | 4 | 4 | 4 |
| Generic Cognitive Skills | 4 | 4 | 4 | 4 | 4 |
| Communication, ICT, and Numeracy Skills | 4 | 4 | 4 | 4 | 4 |
| Autonomy, Accountability and Working with Others | 4 | 4 | 4 | 4 | 4 |
| **Best fit level for each Learning Outcome** | **4** | **4** | **4** | **4** | **4** |

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| **Overall Level Recommendation for Unit** | | | | |
| **SCQF Characteristic** | | **Best Fit**  **Level** | **Comments** *(NB. not**all characteristics or all aspects of the level descriptors may be relevant)* | |
| Knowledge and Understanding | | 4 | * The course requires the learner to understand a number of basic process and terminologies in order to apply more interactive internet searches through knowledge of :- * the use of the minus operator and quotation marks to narrow search * header tags in search engines * effective use of common words and phrases * capitalization and suffixes * the use of browser history as an effective search tool * The course requires learner to understand basic safety processes for setting up internet accounts through knowledge of * safety symbols * terms of service and privacy policy * In order to back up data to cloud storage space the course requires learner to have knowledge of * the principles of backing up data to the cloud * the pros and cons of using cloud backup | |
| Practice: Applied Knowledge, Skills and Understanding | |  | * The course requires the learner to format word document suitable for developing a CV, creating a simple report, typing a formal letter using a range of related knowledge and skills. * The course requires the learner to Import a photograph and image to a PC/tablet from a separate digital device or cloud space * The course requires the learner to apply skills and knowledge in order to make more effective internet searches by using more defined search enquiries. For example, * applying header tags in search engines * applying effective use of common words and phrases * applying capitalization and suffixes * The course requires the learners to apply skills and knowledge and understanding to safely sign up for an account on the internet by, for example * Entering signup details securely * Setting recovery options * Creating a safe and practical username * The course requires the learner to Process data to Cloud Backup by * Signing up for free cloud backup space on an e-mail account * Placing back-up data in a cloud space | |
| Generic Cognitive Skills | |  | * The course requires the learner to create a formatted word document suitable for developing a CV, creating a simple report, typing a formal letter using by applying suitable wordprocessing interface tools * The course requires the learner to Import a photograph and image to a PC/tablet from a separate digital device or cloud space by selecting and preparing a photograph and image for import * The course requires the learner to Make more effective internet searches by using more defined search enquiries * The course requires the learner to Safely signing up for an account on the internet by * Creating a safe and practical username * Creating a secure password * Setting recovery options * The course requires the learner to Process data to Cloud Backup by * Understanding the principles of backing up data to the cloud * Assessing the pros and cons of using cloud backup * Accessing cloud backup space safely | |
| Communication, ICT, and Numeracy Skills | |  | * The course requires the learner to create a formatted word document suitable for developing a CV, creating a simple report, typing a formal letter * The course requires the learner to import a photograph and image to a PC/tablet from a separate digital device or cloud space * The course requires the learner to make more effective internet searches by using more defined search enquiries * The course requires the learner to safely signing up for an account on the internet * The course requires the learner to process data to Cloud Backup | |
| Autonomy, Accountability and Working with Others | |  | * The course requires the learner to create a formatted word document suitable for developing a CV, creating a simple report, typing a formal letter * The course requires the learner to import a photograph and image to a PC/tablet from a separate digital device or cloud space * The course requires the learner to make more effective internet searches by using more defined search enquiries * The course requires the learner to safely signing up for an account on the internet * The course requires the learner to process data to Cloud Backup | |
| **Overall (Best Fit):** | |  | The overall the best fit for the is Level 4 | |
| **Rationale for Recommended Level**  *Include details on who was consulted, discussion points, issues raised etc; make reference to levels above and below the allocated level; quote / extract from the Unit Specification to support recommendation; and include details of all resources used e.g. SCQF level descriptors and other benchmarking tools / units.* | | |
| As this is a stage 2 development from a Stage 1 click-2-connect course it was important that the course flowed from this course. Discussions were had with learners who had previously taken the stage 1 course and they were asked what they would like to see in the next stage. Similarly, discussions were had with the tutors of the stage 1 course as to what would be a natural and useful progression. Consideration was also given to how learners could enter the course without the qualification of Click-2-Connect SCQF Level 3 which represents the Stage 1. It was felt the outcomes would allow learners with good basic knowledge of computing and, in particular, the safety aspects, understanding the main components of a computer and accessing the internet could confidently start at Stage 2.  The outcomes for Click-2-Connect Stage 2, at SCQF level 4 shows an increased understanding of the basic applied knowledge and skills of computing from stage 1 at SCQF level 3. For example, students are asked to have knowledge of and apply an increased level of formatting when using word. The use of the internet in stage 2 requires more processed driven tasks. The learners will be expected at stage 2 to have increased autonomy to meet end outcomes. At stage 2 there is greater focus on the implications of understanding the consequences of making choices when accessing and using internet services. | | |

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| 1. **Credit Points Recommendation**   **Notional Learning Hours** = the time required for a ‘typical’ learner at a specified SCQF Level to achieve the learning outcomes. This refers to the total time given to formal learning, self-directed activity and assessment.  (The minimum credit value is 1 which represents 10 notional hours of learning) | | |
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| **Input** | **Activities** | **Hours** |
| **Formal – e.g. lectures / classes / tutorials** |  |  |
| **Workshops / Demonstrations / Visits** |  |  |
| **Practical** |  |  |
| **Independent Learning**  (reflection, research, study time) |  |  |
| **Formative Assessment** |  |  |
| **Summative Assessment** |  |  |
| **Other** (please state) |  |  |
|  | **Total Hours** **=** |  |
|  | **Credit Value (Total Hours / 10) =** |  |

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| Credit Rater: |  |  | Date: |  |