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| **3.3** | **Develop and apply digital technology skills in unfamiliar contexts** |

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| **Kaupae |** Level | 2 |
| **Whiwhinga |** Credit | 5 |
| **Whāinga |** Purpose | The purpose of this standard is to help people acquire basic learning and employability skills needed to pursue education or employment pathways.  This standard has been developed primarily for assessment within programmes leading to the outcomes of the New Zealand Certificate in Foundation Skills (Level 2) [Ref: 2862].  People credited with this standard are able to develop and apply digital technology skills in unfamiliar contexts. |

**Hua o te ako me Paearu aromatawai |** Learning outcomes and assessment criteria

| **Hua o te ako |** Learning outcomes | **Paearu aromatawai |** Assessment criteria |
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| 1. **Develop and apply skills in digital safety in unfamiliar contexts.** | 1. Develop skills in digital safety by using a variety of methods in unfamiliar contexts. |
| 1. Apply skills in digital safety in unfamiliar contexts. |
| 1. **Develop and apply digital skills in accessing and sharing information in unfamiliar contexts.** | 1. Develop digital skills in accessing and sharing information by using a variety of tools in unfamiliar contexts. |
| 1. Apply digital skills to access and share information in unfamiliar contexts. |
| 1. **Develop and apply digital skills in creating original content in unfamiliar contexts.** | 1. Develop digital skills in creating original content by using a variety of methods and tools in unfamiliar contexts. |
| 1. Apply digital skills to create original content in unfamiliar contexts. |

**Pārongo aromatawai me te taumata paearu |** Assessment information and grade criteria

*Assessment specifications:*

* The requirements of this standard are consistent with the New Zealand Certificate in Foundation Skills (Level 2) [Ref: 2862], and the *New Zealand Certificates in Foundation and Bridging Supporting Document*. Links provided below.

All activities, including assessment, must reflect the self-development needs of each learner and must be carried out in accordance with the requirements and conditions of the qualification, and should be informed by the Supporting Document.

The primary focus of learning for this standard is on the learner’s self-development.

* Content related to this standard may be of a highly personal nature. Full and clear consent of people should be obtained before they participate in any associated learning and assessment. All concerned with the teaching/learning and assessment relating to this standard need to be aware of, and respect, any issues of privacy and confidentiality.
* Learners may be assessed against this standard in a real-life context using naturally occurring evidence or in a realistic simulation. A verifier’s checklist is acceptable if accompanied by evidence that includes examples from the learner’s performance.
* It is expected that the assessor affirms the learner’s ability to repeat their performance against the standard.
* All activities relevant to this standard must reflect ngā kaupapa o te Tiriti o Waitangi (the principles of the Treaty of Waitangi).
* All activities must, as relevant to candidates and/or this standard, reflect the peoples of the Pacific and other cultures, and their world views.

***Ngā momo whiwhinga |*** *Grades available*

Achieved

**Ihirangi waitohu |** Indicative content

*Unfamiliar contexts* refers to situations, settings, or topics that are not well-known to an individual.

Skills in digital technology could involve, in unfamiliar contexts:

* Digital safety
  + online safety and security
  + Harmful Digital Communications Act 2015
  + other relevant legislation and regulations
  + understand own responsibilities
  + own data protection
  + reporting misuse
  + digital addiction.
* Accessing and sharing information
  + online and self-directed learning
  + file management
  + internet and web browsing
  + evaluating information
  + social media
  + digital etiquette
  + digital communication.
* Creating original content
  + data manipulation
  + digital collaboration
  + graphic and media skills.

**Rauemi |** Resources

* New Zealand Certificate in Foundation Skills (Level 2) [Ref: 2862]: [Foundation and Bridging qualifications » NZQA](https://www.nzqa.govt.nz/qualifications-standards/qualifications/foundation-and-bridging-qualifications/)
* New Zealand Certificates in Foundation and Bridging Supporting Document: [Foundation and Bridging qualifications » NZQA](https://www.nzqa.govt.nz/qualifications-standards/qualifications/foundation-and-bridging-qualifications/)
* Te Whare Tapa Whā: [Te whare tapa whā and wellbeing | Healthify](https://healthify.nz/hauora-wellbeing/t/te-whare-tapa-wha-and-wellbeing/)
* Fono Fale: [Fonofale – Mycare](https://help.mycare.co.nz/hc/en-us/articles/115003500074-Fonofale#:~:text=Fonofale%20was%20created%20as%20a%20Pacific%20model%20of,used%20to%20represent%20the%20constructs%20of%20holistic%20health.)
* [Employability skills (careers.govt.nz)](https://www.careers.govt.nz/resources/tools-and-activities/employability-skills/)

**Pārongo Whakaū Kounga |** Quality assurance information

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| **Ngā rōpū whakatau-paerewa |** Standard Setting Body | NZQA National Qualifications Services |
| **Whakaritenga Rārangi Paetae Aromatawai |** DASS classification | Core Generic > Core Generic > Foundation Skills - Te Ara Tupu |
| **Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga |** CMR | 0113 |

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| **Hātepe |** Process | **Putanga |** Version | **Rā whakaputa |** ReviewDate | **Rā whakamutunga mō te aromatawai |** Last date for assessment |
| **Rēhitatanga |** Registration | 1 |  | N/A |
| **Rā arotake |** Planned review date | 31 December 2028 | | |

Please contact NZQA National Qualifications Services at [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) to suggest changes to the content of this skill standard.