

Digital Fluency – PSEQ Self-Assessment Rubric

“Digitally fluent graduates think critically and make balanced judgements about the information they find and use. They are able to effectively utilise digital platforms to connect, collaborate and communicate in academic and professional contexts and as citizens. Whilst maintaining a critical perspective, digitally fluent graduates are open to continuously developing digital practices and artefacts in their specialist subject areas and in organisational settings. They skilfully manage their digital identity across multiple platforms in a professional and responsible manner.”

Emergent (Em)	Developed (De)	Extended (Ex)
<p>5.1a Students digital skills are mainly utilised through engagement with basic tasks on the VLE (administration requirements, accessing resources and submitting work), there are few opportunities (e.g. within a few modules or programme components dependent on pedagogic choices of the module/ programme component lead) for students to demonstrate their subject specific digital fluency through learning and assessment activities.</p>	<p>5.1b Within the context of the programme there are frequent opportunities (e.g. within at least 50% of compulsory programme credits) for students to demonstrate their subject specific digital fluency through learning and assessment activities.</p>	<p>5.1c The progressive development of students’ digital fluency throughout the duration of the programme has been considered as a design principle so there are numerous opportunities for students to demonstrate their digital fluency through learning and assessment activities. Digital capabilities form part of their summatively assessed activity.</p>
<p>5.2a Students are required to demonstrate their ability to search and critique information from digital sources in a few modules/ programme components within the course.</p>	<p>5.2b Students are frequently (e.g. within at least 50% of compulsory programme credits) required to demonstrate their ability to search and critique information from digital sources and use digital tools for subject related goals and/or research and enquiry.</p>	<p>5.2c Students are required to demonstrate their ability to search and critique information from digital sources and use digital tools for, subject related goals and/or research and enquiry in the majority (at least 75%) of the compulsory programme credits and in each year of study.</p>
<p>5.3a Students are required to demonstrate their ability to use digital resources and manage data in a way that demonstrates their understanding of ethical, legal and security requirements.</p>	<p>5.3b Students are required to demonstrate their ability to use digital resources and manage data in a way that demonstrates their understanding of ethical, legal and security requirements and critically review their approach to this.</p>	<p>5.3c Students are required to demonstrate their ability to use digital resources and manage data in a way that demonstrates their understanding of ethical, legal and security requirements, critically review their approach to this and consider how this might apply in varying contexts.</p>
<p>5.4a Students are encouraged to utilise a variety of digital tools to support their learning and development needs such as organisational, academic and study skills throughout the duration of their studies.</p>	<p>5.4b Students are encouraged to use a variety of digital tools to support their learning and development needs such as organisational, academic and study skills throughout the duration of their studies in</p>	<p>5.4c Students use a variety of digital tools to support their learning and development needs such as organisational, academic and study skills throughout the duration of their studies in timetabled study/ academic development skills</p>

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<p>5.5a Students can access guidance on how to develop and manage their digital identity across multiple platforms in a professional manner.</p> <p>5.6a Students digital capabilities are developed in specialist modules/programme components within the duration of the programme.</p> <p>There is no criteria 5.7a or 5.8a within this document</p>	<p>optional timetabled study support sessions.</p> <p>5.5b Students are specifically provided with guidance on how to develop and manage their digital identity across multiple platforms in a professional manner during timetabled contact time.</p> <p>5.6b Students digital capabilities are developed in compulsory modules/programme credits, increasing in complexity throughout the duration of the programme.</p> <p>5.7b Students have the opportunity to utilise digital platforms to connect, collaborate and communicate with fellow learners.</p> <p>5.8b Students have the opportunity in one or more compulsory modules or programme components per year to present their findings or submit their assessed work in a range of digital formats as appropriate to the task.</p>	<p>sessions or modules and opportunities to share these experiences with their peers are provided.</p> <p>5.5c Students are specifically provided with guidance on how to develop and manage their digital identity across multiple platforms in a professional manner during timetabled contact time and in the later years of the programme are supported to develop a professional profile.</p> <p>5.6c <u>Students' digital capabilities are developed progressively through the programme, with each task increasing in complexity and building on previous assessment requirements over the duration of the programme.</u></p> <p>5.7c Students have the opportunity to utilise digital platforms to connect, collaborate and communicate with fellow learners, and to develop a professional profile through engagement with professional networks.</p> <p>5.8c Students have the opportunity in several compulsory modules or programme components per year to present their findings or submit their assessed work in a range of digital formats as appropriate to the task using the digital tools of their choice.</p>