



## REGISTERED NATIONAL STANDARD

### UNIT OF COMPETENCY

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| <b>Title:</b>                               | Apply digital and artificial intelligence (AI) skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |                     |                 |   |
| <b>TQF Level:</b>                           | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Credits:</b> | 10                  | <b>Version:</b> | 1 |
| <b>National standard code:</b>              | NS127-04                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                 |                     |                 |   |
| <b>Associated qualification (and code):</b> | National Certificate in Vocational Training and Assessment Level 4<br>QR-04-NQ-027-01-0405-26-01                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                 |                     |                 |   |
| <b>Approval date:</b>                       | 21 August 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                 | <b>Review date:</b> | 21 August 2031  |   |
| <b>Purpose:</b>                             | <p>This unit describes the skills and knowledge required to apply basic digital and AI skills in a learner’s own practice. Learners will build on their existing digital literacy to support and improve their practice.</p> <p>Persons credited with this unit standard are able to:</p> <ol style="list-style-type: none"><li>1. Assess their own digital literacy.</li><li>2. Use basic digital applications and resources to complete standard tasks.</li><li>3. Evaluate and reference online resources for own practice.</li><li>4. Organise and use digital resources to support learning.</li><li>5. Use basic AI tools appropriately and ethically in own context.</li></ol> |                 |                     |                 |   |

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| <b>Learning Outcome 1 (LO1)</b> | Use basic digital tools to complete standard tasks for own practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Performance standards</b>    | <p>1.1 Complete a digital self-assessment to identify strengths and priority areas;</p> <p>1.2 Identify at least two actions to improve own digital literacy based on the self-assessment in 1.1;</p> <p>1.3 Create or adapt digital resources with supervision where required, to include at least;<br/> <i>(Range for the resources created or adapted must demonstrate basic formatting and layout that may include, but is not limited to the appropriate use of headings, bullet points, tables, graphics, font size, spacing and plain language suitable for the intended audience.)</i></p> <p>1.3.1 One document using word processing;<br/> <i>(Range may include, but is not limited to, a session outline, handout, marking template, workplace checklist or cover sheet.)</i></p> <p>1.3.2 One simple presentation or visual resource;<br/> <i>(Range may include, but is not limited to, a short slide presentation, projected visual prompts or other digital visual resource to support an activity.)</i></p> <p>1.3.3 One spreadsheet or equivalent resource.<br/> <i>(Range may include, but is not limited to, attendance register, assessment results sheet, checklist or simple calculation tool.)</i></p> <p>1.4 Explain how the resources created or adapted in 1.3 will support practice in own context.</p> |
| <b>Learning Outcome 2 (LO2)</b> | Use digital technologies to support own practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Performance Standards</b>    | <p>2.1 Access and organise digital learning resources;<br/> <i>(Range may include, but is not limited to, locating, opening and saving documents, videos, images or web links needed for an activity; storing them using simple folder structures, clear file names (naming conventions) and version control.)</i></p> <p>2.2 Demonstrate the use of a simple digital tool or technology that supports learning;<br/> <i>(Range may include, but is not limited to, projectors; printed visuals from digital files; learning management system (LMS)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|                                 | <p>tools; educational apps, tools or videos; software (such as talk to text), interactive surveys or questions.)</p> <p>2.3 Explain the benefits of the tool and technology in 2.2 for learners;</p> <p><i>(Range may include, but is not limited to, how the tools/technology supports learner participation; understanding; practice; feedback; achievement; or identified learner needs.)</i></p> <p>2.4 Explain at least one benefit and one challenge of online learning.</p> <p><i>(Range should include reference to the provider's learning management system (LMS), where applicable.)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Learning Outcome 3 (LO3)</b> | Evaluate and reference online resources for own practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Performance standards</b>    | <p>3.1 Apply simple search strategies to locate at least three resources for a topic in own context;</p> <p><i>(Range may include, but is not limited to, search terms; keywords, filters, and search platforms.)</i></p> <p>3.2 Assess each resource in 3.1 for quality and suitability;</p> <p><i>(Range may include, but is not limited to, author or organisation; date; accuracy; relevance to topic; cultural/contextual fit; level; language; currency; free access or permissions.)</i></p> <p>3.3 Prepare a short list of reliable and relevant sources of information and resources;</p> <p><i>(Range may include, but is not limited to, government, industry, professional, academic and reputable educational websites.)</i></p> <p>3.4 Reference the resources listed in 3.3 including at least one in-text or internal citation.</p> <p><i>(Range may include, but is not limited to American Psychological Association (APA), Harvard, Vancouver or other approved referencing style used in own context.)</i></p> |
| <b>Learning Outcome 4 (LO4)</b> | Use basic artificial intelligence (AI) tools appropriately and ethically in own context                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                 | 4.1 Explain generative AI in simple terms and give examples                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|                       | <p>of common tools used;</p> <p><i>(Range may include, but is not limited to, tools such as chatbots, translation tools, image generators or common AI features.)</i></p> <p>4.2 Describe at least one opportunity and one challenge of using AI;</p> <p><i>(Range may include, but is not limited to, saving time; research; analysis; adapting resources; generating examples; and bias; accuracy; over-reliance; privacy or access issues.)</i></p> <p>4.3 Explain at least two ways AI could affect assessment validity, fairness, integrity and/or authenticity;</p> <p><i>(Range may include, but is not limited to, learners submitting AI-generated work as their own, unequal access to AI tools; errors in AI output; need for clearer assessment instructions, authentic tasks or AI use guidelines.)</i></p> <p>4.4 Identify issues and required changes of an AI generated resource;</p> <p><i>(Range may include, but is not limited to, accuracy; cultural relevance; language; bias; alignment to outcomes. The resource should be provided.)</i></p> <p>4.5 Use at least one AI tool to generate or adapt a small resource, with support as needed;</p> <p><i>(Range may include, but is not limited to, lesson outlines; short activities; question banks; marking templates; handouts or visual prompts.)</i></p> <p>4.6 Check and edit the output in 4.5;</p> <p><i>(Range may include, but is not limited to, accuracy; cultural relevance; language level; alignment with unit outcomes.)</i></p> <p>4.7 Explain a simple strategy to promote academic integrity when learners use AI.</p> <p><i>(Range may include, but is not limited to, class rules; assessment Instructions; AI edit checklist; AI prompt guide; authentic evidence guidelines; ethical use guidelines.)</i></p> |
| <b>Pre-requisites</b> | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <b>Co-requisites</b>                    | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Underpinning skill and knowledge</b> | <p>The following knowledge and skill underpin this unit standard:</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Digital literacy and purpose of self-assessment</li> <li>• Safe and responsible use of common digital technologies</li> <li>• Main functions of applications for simple tasks</li> <li>• Basic search terms and referencing styles</li> <li>• Basic principles of formatting, layout and language</li> <li>• Simple file storage, backups and version control</li> <li>• How digital tools support participation and feedback</li> <li>• Awareness of generative AI and inputs/outputs</li> <li>• Ethical use of digital and AI tools including assessment</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Complete simple digital tasks</li> <li>• Check information accurately</li> <li>• Navigate common applications and devices</li> <li>• Create and manage folders and files</li> <li>• Use basic digital tools with limited guidance</li> <li>• Seek help when needed</li> <li>• Identify strengths and gaps in own digital practice</li> <li>• Judge tools and resources for suitability</li> </ul> |
| <b>Assessment requirements</b>          | <p><b><u>Methods of assessment:</u></b></p> <p>The candidate must complete integrated assessment activities that together provide evidence of all learning outcomes and performance standards.</p> <p>These may include, but are not restricted to the following:</p> <p><b>1. Digital self-assessment and improvement plan</b></p> <ul style="list-style-type: none"> <li>• Complete a digital literacy self-assessment</li> <li>• Identify at least two priority areas for improving own practice.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|  | <ul style="list-style-type: none"> <li>• Provide a brief written or oral improvement plan linking each priority to specific actions.</li> </ul> <p><b>2. Digital resource development</b> (group/pair/individual)</p> <ul style="list-style-type: none"> <li>• Develop/adapt a set of learning resources to include: <ul style="list-style-type: none"> <li>○ one word-processed document, and</li> <li>○ one simple presentation or visual resource, and</li> <li>○ one simple spreadsheet or equivalent digital tool.</li> </ul> </li> <li>• Create a reference list of online resources</li> </ul> <p>For pair or group activity, evidence must show the candidate's own contribution to each resource. This activity may be used to develop shared resources (such as templates) for the program and/or workplace.</p> <p><b>3. Demonstration of a digital technology</b> (pair/individual)</p> <ul style="list-style-type: none"> <li>• Deliver or simulate a short activity (e.g. 10-15 minutes) using at least one digital technology, that explains: <ul style="list-style-type: none"> <li>• At least two benefits to learner need or outcomes of the chosen technology, and</li> <li>• At least one benefit and one challenge of online learning, and</li> <li>• At least one action to improve digital practice.</li> </ul> </li> </ul> <p>For pair activity, evidence must show the candidate's own contribution to meet the above at an individual level.</p> <p><b>4. Create a resource list for own context to include:</b></p> <ul style="list-style-type: none"> <li>• at least three online resources in approved referencing format, and</li> <li>• brief rationale of resource quality and suitability, and</li> <li>• example citation for one of the resources.</li> </ul> <p><b>5. AI review and use activity</b> (group/pair/individual)</p> <ul style="list-style-type: none"> <li>• Review a provided AI-generated resource and identify issues and required changes, and</li> <li>• Use at least one AI tool to create/adapt a small resource, and</li> <li>• Submit the original output and an edited version showing how the output was checked and changed.</li> </ul> |
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For pair or group activity, evidence must show the candidate's own contributions.

## 6. Talanoa/group discussion activities.

Participate in structured Talanoa or group discussion/s on key topics, such as explaining:

- What generative AI is.
- Opportunities and challenges of AI
- Effects of AI on assessment.
- Strategies for ethical AI use and academic integrity.
- Benefits and challenges of online learning.

For group activity, evidence must show the candidate's own contribution.

Assessment should be holistic, so that the same activities provide evidence across multiple learning outcomes rather than assessing each performance standard separately.

### Indicative assessment matrix:

| Assessment activity                          | LO1                    | LO2               | LO3                  | LO4                   |
|----------------------------------------------|------------------------|-------------------|----------------------|-----------------------|
| Digital self-assessment and improvement plan | 1.1, 1.2               |                   |                      |                       |
| Digital resource development                 | 1.3<br>(1.3.1 - 1.3.3) | 2.1               |                      |                       |
| Demonstration of a digital technology        | 1.3, 1.4               | 2.2, 2.3<br>(2.4) |                      |                       |
| Create a resource list                       |                        |                   | 3.1, 3.2<br>3.3, 3.4 |                       |
| AI review and use activity                   |                        |                   |                      | 4.4, 4.5<br>4.6       |
| Talanoa/discussion                           |                        | (2.4)             |                      | 4.1, 4.2,<br>4.3, 4.7 |

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|                                | <p>e.g. AI integrity, challenges, opportunities; online learning</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |  |  |  |
| <b>Moderation arrangements</b> | <p>1. Training providers must have their own moderation system approved by TNQAB before accreditation is granted:</p> <ul style="list-style-type: none"> <li>a) Relevant internal moderation processes are documented;</li> <li>b) Assessment is planned for each unit, and moderation processes integrated into such plan</li> </ul> <p>2. Unless specified elsewhere, external moderation is conducted by the National qualifications unit of TNQAB for all unit components of a National qualifications:</p> <ul style="list-style-type: none"> <li>a) Samples of assessed activities are submitted for moderation;</li> <li>b) Moderation (external) forms are available on request.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |  |  |  |
| <b>Resource requirements</b>   | <p>Access to</p> <ul style="list-style-type: none"> <li>• Basic classroom resources</li> <li>• Computers or suitable digital devices, basic classroom technology and software, such as projector, Microsoft applications and, where possible, a learning management system (LMS) such as <i>Moodle</i>.</li> <li>• Academic integrity software such as <i>Turnitin</i></li> <li>• Reliable internet, where available, or appropriate offline alternatives.</li> <li>• At least one AI tool or AI-enabled application</li> <li>• Digital literacy self-assessment tool/s.</li> </ul> <p>Examples of free digital literacy self-assessments include:</p> <ul style="list-style-type: none"> <li>• Northstar Digital Literacy Assessment:<br/>Available at: <a href="https://www.digitalliteracyassessment.org">https://www.digitalliteracyassessment.org</a></li> <li>• EU Digital Skills Assessment Tool:<br/>Available at: <a href="https://europa.eu/europass/digitalskills">https://europa.eu/europass/digitalskills</a></li> </ul> <p>Examples of free digital literacy tools and resources:</p> |  |  |  |  |  |  |

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|                                           | <ul style="list-style-type: none"> <li>Adult Learning Resource Centre (ALRC) digital skills toolkits, short courses and practice tasks.</li> <li><a href="https://alrc.thecenterweb.org/our-programs/digital-literacy/">https://alrc.thecenterweb.org/our-programs/digital-literacy/</a></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Requirements to complete this unit</b> | <p>There are four (4) Learning outcomes and nineteen (19) Performance standards to measure competence.</p> <p>To demonstrate competence, the person studying this unit is:</p> <ol style="list-style-type: none"> <li>Required to demonstrate all LOs to the expected performance standards</li> <li>Required to attain an <i>Achieved</i> Grade (Competent) to fulfil the Unit Standard requirements.</li> <li>Eligible to three (3) attempts to achieve the required competency within 14 days of the first attempts.</li> </ol> <p>Failure to achieve the required competency after three (3) attempts on the specific part of the assessment will require the person studying this Unit to re-enrol for the same unit.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Important notes and definitions</b>    | <p><b><u>Notes:</u></b></p> <p>Authentic evidence is original and genuine work that can be confidently attributed to the learner. Commonly, this requires learner to contribute at least 80-85% of the assessable work themselves and may also require disclosure of AI use including how it has been used (such as minor structuring or checking). Determination of authenticity should be in line with provider assessment policies and guidelines.</p> <p><b><u>Definitions:</u></b></p> <ol style="list-style-type: none"> <li><i>Adult learner</i> is a person who has reached legal adulthood (18 years and over) and takes primary responsibility for their own learning.</li> <li><i>Digital literacy</i> is the ability to use digital technologies to find, create, communicate and store information in safe, effective and responsible ways that support training, learning and assessment in TVET contexts.</li> <li><i>Digital literacy framework</i> is a simple description of the main areas of digital capability needed in a role or context, such as using devices and applications, managing information, communicating online and keeping information safe.</li> </ol> |

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|                                       | <ol style="list-style-type: none"> <li>4. <i>Digital literacy self-assessment</i> is a checklist or tool based on a digital literacy framework that helps trainers identify their current strengths and gaps so they can plan realistic next steps for improving digital practice.</li> <li>5. <i>Digital technologies</i> refer to digital devices, applications (apps) and systems used to handle information (for training and assessment), such as computers, laptops, tablets, smartphones, projectors, office applications, learning management systems, online platforms and educational apps.</li> <li>6. <i>Learning Management System (LMS)</i> refers to a digital platform used by education and training providers to organise and deliver learning and assessment, store resources, record learner progress and communicate with learners and staff.</li> <li>7. <i>Version control</i> refers to a simple system for keeping track of different versions of a document so that people know which is the current version, often by using dates or version numbers in the file name and following provider conventions.</li> <li>8. <i>Young adult learner</i> is a person typically 16-17 years old and in the transition from schooling to adulthood. Ongoing personal and cognitive development overlaps with emerging adult learner traits.</li> </ol> |
| <p><b>Public comments on unit</b></p> | <p>Please contact TNQAB National Qualifications Unit (email <a href="mailto:EnquireNQ@tnqab.to">EnquireNQ@tnqab.to</a> or Telephone 28136) if you like to discuss or suggest changes to the details of this unit.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |