



## **Group Award Specification for:**

**National Progression Award Social Software at  
SCQF level 4**

**Group Award Code: GT71 44**

**Validation date: July 2022**

**Date of original publication: July 2022**

**Version: 01**

## Contents

1	Introduction.....	1
2	Qualification structure .....	2
	2.1 Structure .....	2
3	Aims of the qualification.....	3
	3.1 General aims of the qualification.....	3
	3.2 Specific aims of the qualification .....	3
4	Recommended entry to the qualification .....	3
	4.1 Core Skills entry profile .....	4
5	Additional benefits of the qualification in meeting employer needs.....	4
	5.1 Mapping of qualification aims to units .....	5
	5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards .....	6
	5.3 Mapping of Core Skills development opportunities across the qualification.....	8
	5.4 Assessment strategy for the qualification.....	9
6	Guidance on approaches to delivery and assessment.....	10
	6.1 Sequencing/integration of units.....	10
	6.2 Recognition of prior learning .....	11
	6.3 Opportunities for e-assessment .....	12
	6.4 Support materials.....	13
	6.5 Resource requirements.....	13
7	General information for centres .....	14
8	Glossary of terms .....	15
9	General information for learners .....	17

# 1 Introduction

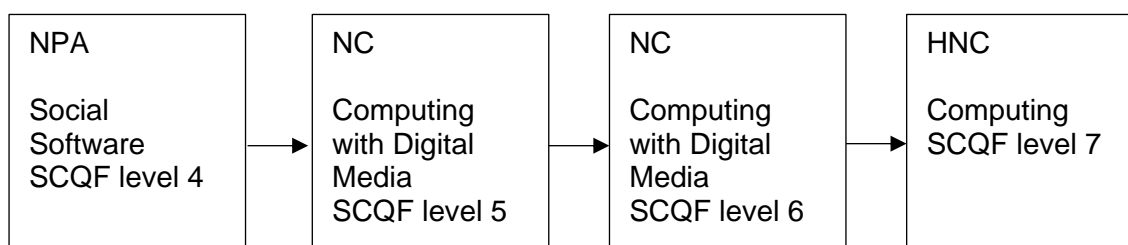
The purpose of this document is to:

- ♦ assist centres to implement, deliver and manage the qualification.
- ♦ provide a guide for new staff involved in offering the qualification.
- ♦ inform course managers teaching staff, assessors, learners, employers and higher education institutions (HEIs) of the aims and purpose of the qualification.
- ♦ provide details of the range of learners the qualification is suitable for and progression opportunities.

This qualification is a revision of the National Progression Award (NPA) G9J4 44 Social Software at SCQF level 4 and has retained the title. The award offers learners the opportunity to develop knowledge and skills in using the internet, social media, and weblogs safely and as effective tools for personal use, and in learning and work settings. It is one of several NPAs available in the suite of digital literacy qualifications originally devised from units in the National Certificate Digital Media Computing (now titled Computing with Digital Media).

The qualification is suitable for a wide range of learners from young people in education to adults wishing to use contemporary online software for personal and business use.

A possible progression route for learners through vocational qualifications in digital/computing is as follows:



This qualification will allow learners to progress to more advanced qualifications in the Computing/IT and Digital sector, or other areas. It may be possible for learners who gain this qualification to progress directly into employment in entry-level positions with a marketing and business focus.

## 2 Qualification structure

This group award is made up of 3 SQA unit credits. It comprises 18 SCQF credit points at SCQF level 4. A mapping of Core Skills development opportunities is available in section 5.3.

### 2.1 Structure

To achieve the qualification, learners need to complete all three units.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J5V4	44	Internet Safety	1	6	4
J6BA	44	Social Media Literacy	1	6	4
J5V6	45	Weblogs	1	6	5

## **3 Aims of the qualification**

The main purpose of the qualification is to give learners experience in using the internet and social software tools in a range of contexts.

### **3.1 General aims of the qualification**

As learners undertake the qualification, they will develop broad knowledge and skills in the following areas:

- ◆ Digital literacy.
- ◆ Information and Communication Technology (ICT).
- ◆ Current uses of social software for personal, learning and business purposes.

### **3.2 Specific aims of the qualification**

To be deemed competent in the use of social software for a range of purposes, learners must attain the following knowledge and skills:

- ◆ Safe and legal use of the internet.
- ◆ Accessing and reviewing online material.
- ◆ Using contemporary online tools for interaction and collaboration.
- ◆ Creating and maintaining effective weblogs.

## **4 Recommended entry to the qualification**

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience, or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team (QDT) as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ NPA Digital Skills at SCQF level 3.
- ◆ Accessing the internet and basic use of a digital device.

## 4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

<b>Core Skill</b>	<b>Recommended SCQF entry profile</b>	<b>Associated assessment activities</b>
Communication	3	Practical use of software for interaction and collaboration.
Numeracy	2	Not applicable.
Information and Communication Technology (ICT)	3	Practical use of digital devices to produce information.
Problem Solving	3	Finding and reviewing online information for specific purposes.
Working with Others	2	Reviewing collaborative contributions.

## 5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

## 5.1 Mapping of qualification aims to units

Code	Unit title	Aims						
		1	2	3	4	5	6	7
J5V4 44	Internet Safety	X	X		X	X		
J6BA 44	Social Media Literacy	X	X	X		X	X	
J5V6 45	Weblogs	X	X	X		X		X

## 5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

This is an entry-level/introductory award and therefore does not meet the full Performance Criteria of any Digital User National Occupational Standards (NOS). However, there are individual Performance Criteria achieved by completing level 3 NPA Digital Skills. These are listed in the table below.

Code	Unit title	National Occupational Standard	Performance criteria
J5V4 44	Internet Safety	Implement security for a digital device (TECHDUDS2).	3. Run antivirus security scans on digital device to identify security issues in line with organisational procedures.
		Maintain data security when using digital technology (TECHDUDS1).	1. Take appropriate security precautions when working online in line with organisational standards. 10. Comply with laws, regulations and organisational policies when using data in digital systems.
		Optimise digital technology systems (TECHDUDD3).	5. Configure web browser settings to improve online performance. 6. Use system administrative tools to improve system performance. 7. Implement power saving options on mobile digital devices to improve battery performance. 8. Take appropriate action to resolve routine IT and connectivity problems in line with organisational guidelines.
		Configure digital systems (TECHDUDD2).	2. Connect devices to Wi-Fi hotspots to provide online connectivity during roaming.
		Setup and use digital devices (TECHDUDD1).	3. Adjust the operating system user interface settings to meet user needs.



Code	Unit title	National Occupational Standard	Performance criteria
J5V4 44	Internet Safety (continued)	Recognise and resolve routine digital technology problems (TECHDUCO1).	<ol style="list-style-type: none"> <li>2. Troubleshoot slow running computers by checking processes and disk usage to identify sources of problems.</li> <li>3. Perform hard disk clean-up using software tools in line with organisational procedures.</li> </ol>
		Operate safely and securely when working online (TECHDUPP1).	<ol style="list-style-type: none"> <li>1. Follow organisational procedures to share information securely when working online.</li> <li>2. Review software application access privileges and password authentication requirements carefully prior to installation on digital devices.</li> <li>9. Use a password manager to implement, maintain and oversee the adoption of unique strong passwords for user authenticated websites.</li> </ol>
J6BA 44	Social Media Literacy	Configure digital systems (TECHDUDD2).	<ol style="list-style-type: none"> <li>6. Check for and implement operating system and software updates and patches to keep software updated.</li> </ol>
		Create and manage online digital accounts (TECHDUDT2).	<ol style="list-style-type: none"> <li>5. Complete new account registrations securely and in line with provider instructions.</li> </ol>
		Maintain data security when using digital technology (TECHDUDS1).	<ol style="list-style-type: none"> <li>1. Take appropriate security precautions when working online in line with organisational standards.</li> <li>10. Comply with laws, regulations and organisational policies when using data in digital systems.</li> </ol>
J5V6 45	Weblogs	Publish digital content online (TECHDUDC1).	<ol style="list-style-type: none"> <li>1. Plan digital web content needs to meet requirements.</li> <li>3. Select appropriate software to publish online digital content.</li> <li>4. Enter, edit, and format web text content to meet requirements.</li> <li>9. Edit online content using appropriate tools and techniques to meet customer requirements.</li> </ol>

### 5.3 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		W (R)	W (W)	O	UN	UGI	AI	PCI	CT	PO	RE	WCO	RCC
J5V4 44	Internet Safety						S		S				
J6BA 44	Social Media Literacy	S	S				S	S				E	E
J5V6 45	Weblogs	S	S				E	E					S

#### Key:

<b>Communication:</b>	W (R) = Written (Reading)	W (W) = Written (Writing)	O = Oral
<b>Numeracy:</b>	UN = Using Number	UGI = Using Graphical Information	
<b>ICT:</b>	AI = Accessing Information	PCI = Providing/Creating Information	
<b>Problem Solving:</b>	CT = Critical Thinking	PO = Planning and Organising	RE = Reviewing and Evaluating
<b>Working with Others</b>	WCO = Working Co-operatively with Others	RCC = Reviewing Co-operative Contribution	

## 5.4 Assessment strategy for the qualification

A holistic approach to assessment in open-book conditions is recommended.

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
Internet Safety	Cognitive competence.	Cognitive/practical competence.	Cognitive competence.
Social Media Literacy	Observation of practical activities.		
Weblogs	Production of a weblog.		

## 6 Guidance on approaches to delivery and assessment

The National Progression Award (NPA) in Social Software consists of three units. It provides progression for learners who wish to develop their knowledge and skills in safe and effective use of the internet as a resource and make effective use of social media and weblogs.

Learners will undertake three units which will allow them to:

- ◆ make safe and legal use of the internet.
- ◆ use social media for interaction and collaboration.
- ◆ find, review, and create weblogs.

The internet is a fundamental resource for personal, learning and business purposes. Most employers expect their staff to have basic digital skills that include the ability to use the internet to find and extract online information in a wide range of contexts. Although accessing and using online platforms and tools has become commonplace in society, there are still risks that all young people, individuals, and businesses need to be aware of and the ability to protect themselves from potentially harmful online activity.

This NPA will offer learners a foundation in making safe and legal use of the internet in carrying out research and handling information. The award will also introduce learners to a range of internet tools to access, retrieve and exchange information from the internet and use social software to support interaction and collaboration with other individuals or groups. This award is suitable for a wide range of learners — from young people in educational settings to adults wishing to become more digitally proficient, or to enhance their employment capabilities. As such, it is a qualification suitable for learners already in work wishing to upskill as well as those looking for entry level roles in the workplace.

The award offers learners a wide range of progression opportunities to qualifications in the Digital/IT and other sectors.

### 6.1 Sequencing/integration of units

A holistic approach to delivery and assessment of these units is recommended, with internet safety providing underpinning knowledge applicable throughout. If it is preferable or required that units are delivered sequentially then the following order is recommended:

- 1 Internet Safety.
- 2 Social Media Literacy.
- 3 Weblogs.

The social media account to be set up could be the blogging platform. This would give more opportunity to integrate learning outcomes of Social Media Literacy and Weblog units.

## 6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units.
- ◆ Course and/or external assessments.
- ◆ Other integrative assessment units (which may or not be graded).
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit.
- ◆ Where there is an existing requirement for a licence to practice.
- ◆ Where there are specific health and safety requirements.
- ◆ Where there are regulatory, professional, or other statutory requirements.
- ◆ Where otherwise specified in an assessment strategy.

More information and guidance on the Recognition of Prior Learning (RPL) may be found on our website **[www.sqa.org.uk](http://www.sqa.org.uk)**.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

### 6.2.1 Articulation and/or progression

The qualification is not designed to articulate with any degree programmes.

### 6.2.2 Professional recognition

The qualification is not designed to gain any professional recognition.

### 6.2.3 Transitional arrangements

The revised units will replace the existing units from August 2022. The following transitional framework will be used for learners who possess units in NPA Social Software G9J4 44.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J5V4	44	Internet Safety	1	6	4
H1F6	10	Internet Safety			
J6BA	44	Social Media Literacy	1	6	4
F81P	10	Digital Culture: Social Software			
J5V6	45	Weblogs	1	6	5
H60D	45	Computing: Weblogs			

This transitional framework is based on the credit transfer arrangements detailed in the following section.

### 6.2.4 Credit transfer

The following table defines the credit transfer arrangements between the 'old' and 'new' units.

Original units		Revised by	
H1F6 10	Internet Safety	J5V4 44	Internet Safety
F18P 10	Digital Culture: Social Software	J6BA 44	Social Media Literacy
H60D 45	Computing: Weblogs	J5V6 45	Weblogs

The credit transfer is full and two-way. Learners who possess either existing or revised units can use them (in combination) to contribute to the group award.

## 6.3 Opportunities for e-assessment

Given the digital aspects of this award, there may be opportunities for elements to be delivered by e-learning and e-assessment. Practitioners may choose to use the functions of traditional Virtual Learning Environments (VLEs) for the delivery of class resources and for collaborative engagement. Similarly, there may be opportunities for practitioners to engage with learners using social media.

E-assessment opportunities may arise for units using, for example, multiple-choice quizzes to assess learners' knowledge and associated skills (or cognitive abilities). Assessors wishing to follow a more holistic assessment process may have learners use ePortfolios to capture evidence as they progress through the units.

## 6.4 Support materials

SOLAR assessments for some of the units in the award may be available. Please check the [website](#) for details.

## 6.5 Resource requirements

Centres offering this award are advised to have assessors that are knowledgeable and competent users of digital devices, awareness of contemporary application software for social media, blogging platforms and online safety.

Assessors delivering the social media aspects of this award are advised to have good awareness of how social media can be used safely and responsibly, as well as the issues that can arise with using social media in the classroom.

There are technical resource implications for centres in that PCs, laptops, tablets, mobile/handheld digital technology and identified software will have to be made available to learners to complete unit outcomes in the award.

When using local and cloud storage, there is recognition that not all centres will have access to cloud storage, for example, due to firewall restrictions. In this case, centres may wish to simulate cloud storage by using, for example, shared network drives. Local storage may refer to storage already attached to devices, for example, internal storage, memory cards, USB sticks and so on.

## 7 General information for centres

### Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

### Internal and external verification

All assessments used within these qualifications should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in SQA's Guide to Assessment ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).



## 8 Glossary of terms

**Embedded Core Skills:** is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

**Finish date:** The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ candidates may not be entered for the group award.
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS).

**Lapsing date:** When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue.
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived.
- ◆ no new centres may be approved to offer the group award.
- ◆ centres should only enter candidates whom they expect to complete the group award during the defined lapsing period.

**SQA credit value:** The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Subject unit:** Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Signposted Core Skills:** refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

## History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up-to-date qualification structure.

**NOTE:** Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date

## Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

Template version: July 2020

## 9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The National Progression Award in Social Software at SCQF level 4 will introduce you to the fundamental knowledge and skills required to use the internet and social software for business, learning or personal purposes safely and appropriately.

You do not need to have prior experience in Computing or IT related subjects, but it would be useful if you have previously used a digital device, accessed the internet and an awareness of contemporary social media platforms for communication and collaboration.

During the qualification you should receive guidance and support to use social media and blogging platforms as well as theory related to internet safety, however your learning should consist mainly of practical activities. You should have the opportunity to develop independent learning through undertaking online research, finding and reviewing online material and creating your own resources in a range of contexts.

Assessment of the units in the qualification may require online tests to establish that you have understood the principles of using the internet and social media appropriately, however your evidence should largely consist of your blogs and social media posts that are able to demonstrate this.

On achieving this qualification, you may be able to progress to more advanced awards in the Computing/Digital sector or other areas. If you are looking for employment opportunities, or are already in employment, the skills gained will enhance your ability to work effectively using social software tools for a wide range of businesses and markets.

In addition, you will achieve the Accessing Information component of the Core Skill in Information and Communication Technology (ICT) as well as opportunities to develop aspects of Communication and Problem Solving.