



Group Award Specification for:

**National Progression Awards in Digital Passport at
SCQF levels 4, 5 and 6**

Group Award Codes: GJ7W 44, GJ7X 45, GJ7Y 46

Validation date: 23 January 2014

Date of original publication: August 2014

Version: 01

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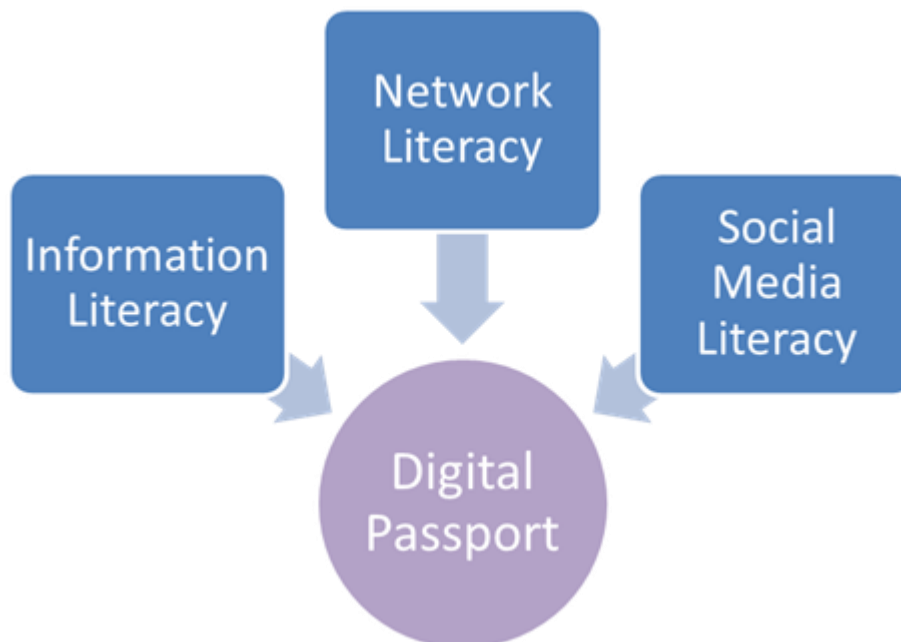
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1 Introduction

This document was previously known as the Arrangements document. 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 HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

The proposed awards stem from the process of reviewing the present National Progression Awards in PC Passport at SCQF levels 4, 5 and 6. The review process revealed the need to move beyond the provision of opportunities to develop competencies in the handling of standard applications and to provide qualifications which underpin digital literacy in contexts which are compatible with contemporary online computing technologies.



A comprehensive survey was carried out which demonstrated a clear demand for a new qualification. 90% of the respondents supported the development of the new qualification with 66% willing to introduce the new qualification as soon as it was available.

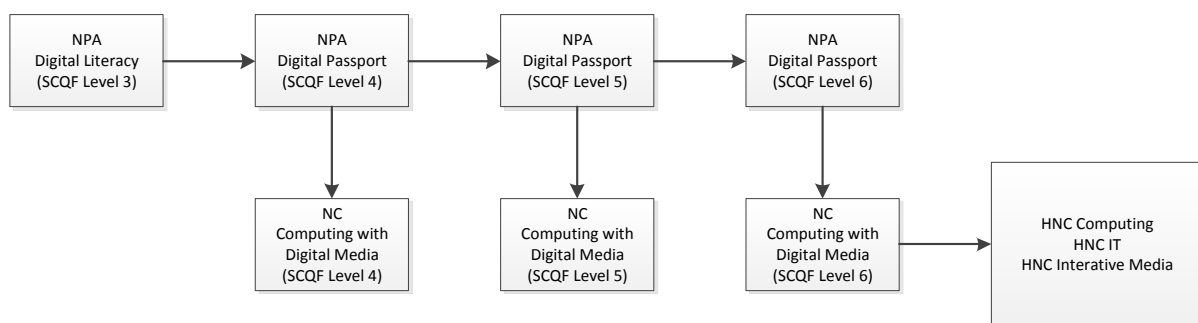
There was unanimous support for the proposed hierarchical structure with its embedded progression, for the focus on updating the content to include, eg social media and for the inclusion of Core Skills and skills related to employment.

The survey also demonstrated a clear call for an approach to assessment which avoided the need for the over use of checklists. There was an overwhelming support for the use of an e-portfolio as the main assessment instrument.

A key factor in the development process was the need to take into account the increasing focus at national and European level on the development of Digital Literacy. This focus emphasised the need to include in the design of the qualification: technical skills, productivity skills, communication skills, information literacy, network literacy, social literacy and cognitive development.

This focus stems from the recognition that digital literacy is essential for success in the digital economy, education, and social life and acknowledges the fact that developing the capability to understand the fundamentals of digital participation, information handling, online collaboration and an awareness of networks is essential for learners preparing to contribute to and engage in contemporary society.

The National Progression Awards in Digital Passport at SCQF levels 4, 5 and 6 represent an additional, essential, vocational qualification at each level providing a clear progressive context and structure for the development of key contemporary knowledge and skills.



The range of learners the qualification is suitable for

The qualification is suitable for a wide range of learners:

- ◆ for candidates lacking in technology skills wishing to enter the workplace
- ◆ for learners wishing to develop and enhance digital skills to support their learning across a wide range of curricular areas
- ◆ for S3 to S6 school pupils who will undertake the qualification as a broadening of the Computing Science curriculum.
- ◆ for students at colleges who will be using the NPAs within full or part-time college programmes such as part of a NC in Computing with Digital Media¹
- ◆ for adults returning to education with an interest in developing fundamental skills relevant to accessing Internet based resources effectively and efficiently.

Relevance for Employment Opportunities

The qualifications will enable learners to develop a range of knowledge and skills which are fundamental to the development of digital literacy. That knowledge and those skills are directly relevant to the world of business and employment and as such are important elements in the portfolio of skills and knowledge which a learner takes to the job market.

¹ Revised (2014) NC in Digital Media Computing awards

2 Qualification(s) structure

At each of the SCQF levels 4, 5 and 6 the Group Award is made up of 3 SQA Unit credits.

At each level of the award there are three mandatory Units comprising 18 SCQF credit points.

A mapping of Core Skills development opportunities is available in Section 5.3.

2.1 Structure

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|--------|--------|-----------------------|------------|--------------------|------------|
| H7E9 | 44 | Information Literacy | 1 | 6 | 4 |
| H7EA | 44 | Network Literacy | 1 | 6 | 4 |
| H7EB | 44 | Social Media Literacy | 1 | 6 | 4 |
| H7E9 | 45 | Information Literacy | 1 | 6 | 5 |
| H7EA | 45 | Network Literacy | 1 | 6 | 5 |
| H7EB | 45 | Social Media Literacy | 1 | 6 | 5 |
| H7E9 | 46 | Information Literacy | 1 | 6 | 6 |
| H7EA | 46 | Network Literacy | 1 | 6 | 6 |
| H7EB | 46 | Social Media Literacy | 1 | 6 | 6 |

The awards at SCQF levels 4, 5 and 6 have simple hierarchical structures. At each level:

- ◆ all three Units are mandatory
- ◆ all three Units at each level at have three Outcomes.

The progression through SCQF levels 4, 5 and 6 is accomplished by embedding increasing:

- ◆ complexity of content, eg from the personal to the community then to the business and political uses of social media
- ◆ levels of opportunity to develop cognitive skills, eg from description, to explanation, to evaluation
- ◆ levels of opportunities to develop practical skills, eg from presenting to remixing to creating information

3 Aims of the qualification(s)

The award aims to provide a structured progression of learning contexts in which to develop a range of skills and knowledge designed to underpin key aspects of digital literacy: technical skills, productivity skills, communication skills, information literacy, network literacy and social literacies.

3.1 General aims of the qualification(s)

Each qualification aims to provide:

- 1 Structured contexts in which to develop knowledge and skills relevant to the use of digital information, computer networks and social media, safely, legally and ethically.
- 2 Opportunities to deepen knowledge and practical experience of use in personal, educational, business and community contexts.
- 3 Opportunities in which to develop key cognitive skills such as problem solving, analysis and evaluation.
- 4 Opportunities to develop collaborative skills.
- 5 Opportunities to develop employment skills related to National Occupational Standards.

3.2 Specific aims of the qualification(s)

- 6 To address current gaps in digital literacy competencies.
- 7 To enable learners to contribute to the digital economy.
- 8 To develop digital citizenship.
- 9 To enable learners to set up and use contemporary computing devices effectively safely and legally.
- 10 To prepare learners for further study by developing digital skills.
- 11 To develop digital skills to underpin employment.
- 12 To encourage new learners to develop basic online skills.

4 Recommended entry to the qualification(s)

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 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:

Basic IT Skills before beginning the SCQF level 4 Units. This may be evidenced by possession of:

- ◆ H3LJ 09 *Computer Basics* (SCQF level 3) or equivalent qualifications or experience.

As for SCQF level 5 and 6 Units it would be an advantage for learners to have completed the Units at levels 4 and 5 respectively.

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.

NPA in Digital Passport at SCQF level 4

| Core Skill | Recommended SCQF entry profile | Associated assessment activities |
|--|--------------------------------|--|
| Communication | 3 | Read and understand a simple document. Produce a brief document which conveys several pieces of information |
| Numeracy | 3 | Carry out a variety of simple number tasks. Extract information from a table. |
| Information and Communication Technology (ICT) | 3 | Carry out ICT activities which involve simple operations. Use ICT to locate information, using local or remote data sources. Demonstrate safe practice in using ICT to handle information, keeping information safe by observing common ICT security measures. |
| Problem Solving | 3 | Plan, organise and carry out a simple activity to deal with a problem. |
| Working with Others | 3 | Work co-operatively with at least one other person to identify a role. Carry out a role, adapting actions and behavior. |

NPA in Digital Passport at SCQF level 5

| Core Skill | Recommended SCQF entry profile | Associated assessment activities |
|--|--------------------------------|--|
| Communication | 4 | Read and understand a straightforward document. Produce a document which conveys several pieces of information. |
| Numeracy | 4 | Carry out a variety of straightforward number tasks. Extract and interpret information from a table. |
| Information and Communication Technology | 4 | Carry out ICT activities which involve straightforward operations and application software. Use ICT to locate information in different formats from a range of local or remote data sources, using appropriate search techniques, and selecting relevant information. Demonstrate safe practice in using ICT to handle information by recognising security risks and acting accordingly. |

| Core Skill | Recommended SCQF entry profile | Associated assessment activities |
|---------------------|---------------------------------------|--|
| Problem Solving | 4 | Plan and carry out a straightforward activity to deal with a problem; work out an action plan; choose and obtain resources needed; carry out an action plan. |
| Working with Others | 3 | Work co-operatively with at least one other person to identify a role. Carry out a role, adapting actions and behavior. |

NPA in Digital Passport at SCQF level 6

| Core Skill | Recommended SCQF entry profile | Associated assessment activities |
|--|---------------------------------------|---|
| Communication | 5 | Read, understand and evaluate a document which presents and analyses factual content. Produce a document, or related documents, which convey several items of information, opinions, ideas or aspects of a subject. |
| Numeracy | 4 | Carry out a variety of straightforward number tasks. Extract and interpret information from a table. |
| Information and Communication Technology | 5 | Carry out ICT activities including using hardware responsibly and presenting information in an appropriate mode. Carry out a range of non-routine ICT activities which involve application software. Use ICT to locate information in different formats from a range of local or remote data sources, applying a search strategy, evaluating information found. Demonstrate safe practice in using ICT to handle information by keeping data secure. |

| Core Skill | Recommended SCQF entry profile | Associated assessment activities |
|---------------------|--------------------------------|---|
| Problem Solving | 5 | Plan, organise and carry out an activity to deal with the problem, working out an action plan, choosing and obtaining the resources needed, and carrying out the action plan. Check how well the problem solving activity worked in practice. Gather evidence to decide how well the problem solving activity worked, evaluating how effective each stage has been. |
| Working with Others | 4 | Work co-operatively with at least one other person to identify the main roles within the activity, own role and tasks and how these relate to others. Organise and carry out role, pro-actively seek and offer support to and from others. Evaluate own and others' contribution, asking for feedback. |

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 | 8 | 9 | 10 | 11 | 12 |
| H7E9 44 | Information Literacy SCQF level 4 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| H7EA 44 | Network Literacy SCQF level 4 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| H7EB 44 | Social Media Literacy SCQF level 4 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| H7E9 45 | Information Literacy SCQF level 5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| H7EA 45 | Network Literacy SCQF level 5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| H7EB 45 | Social Media Literacy SCQF level 5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| H7E9 46 | Information Literacy SCQF level 6 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| H7EA 46 | Network Literacy SCQF level 6 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| H7EB 46 | Social Media Literacy SCQF level 6 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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

| Code | Unit title | National Occupational Standard | | | | | | | | | | | | | | | | | | | |
|---------|------------------------------------|--------------------------------|--------|--------|--------|---------|-----------|--------|-----------|--------------|--------|--------------|---------------|--------|--------|--------|----------------|--------|-----------|-----------|-----------|
| | | IPU:A1 | IPU:A2 | IPU:B1 | IPU:B2 | IPU: C2 | IUF:A1–A4 | IUF:B2 | SIS:A2–A4 | SISB2 and B3 | SIS:C2 | OSP: A2 – A4 | OSP:B2 and B3 | OSP:C1 | ITS:A1 | ITS:B1 | ICF: A1 and A2 | ICF:B2 | INT:A1–A5 | INT:B1–B4 | INT:C1–C5 |
| H7E9 44 | Information Literacy SCQF level 4 | ✓ | ✓ | | | | ✓ | | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | | |
| H7EA 44 | Network Literacy SCQF level 4 | ✓ | ✓ | | | | | | ✓ | | | | | ✓ | | | | | ✓ | ✓ | |
| H7EB 44 | Social Media Literacy SCQF level 4 | ✓ | ✓ | | | | | | | | | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | ✓ |
| H7E9 45 | Information Literacy SCQF level 5 | | | ✓ | ✓ | | | | | ✓ | | | ✓ | | | ✓ | | ✓ | | | |
| H7EA 45 | Network Literacy SCQF level 5 | | | | | | | | | | ✓ | | | | ✓ | | | | | ✓ | |
| H7EB 45 | Social Media Literacy SCQF level 5 | | | | | | | | | | | | ✓ | | ✓ | | | | | | ✓ |
| H7E9 46 | Information Literacy SCQF level 6 | | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | ✓ |
| H7EA 46 | Network Literacy SCQF level 6 | | | | | ✓ | | | | | ✓ | | | | | | | | | | |
| H7EB 46 | Social Media Literacy SCQF level 6 | | | | | ✓ | | | | | | | | ✓ | | | | | | | ✓ |

| National Occupational Standard | |
|---------------------------------------|--|
| IPU:A1 | Plan the use of appropriate IT systems and software to meet requirements |
| IPU:A2 | Use IT systems and software efficiently to complete planned tasks |
| IPU:A3 | Review the selection and use of IT tools to make sure that tasks are successful |
| IPU:B1 | Plan, select and use appropriate IT systems and software for different purposes |
| IPU:B2 | Review and adapt the ongoing use of IT tools and systems to make sure that activities are successful |
| IPU:C2 | Evaluate the selection and use of IT tools to make sure that activities are successful |
| IUF:A1 | Use IT systems to meet needs |
| IUF:A2 | Organise, store and retrieve information |
| IUF:A3 | Follow and understand the need for safety and security practices |
| IUF:A4 | Carry out routine maintenance of IT systems and respond to routine IT system problems |
| IUF:B2 | Manage information storage and retrieval appropriately |
| SIS:A2 | Connect to an IT communication service |
| SIS:A3 | Set up software for use |
| SIS:A4 | Check that the IT system and communication service are working successfully |
| SIS:B2 | Select and connect an IT system to a communication service to meet needs |
| SIS:B3 | Install and configure software for use |
| SIS:C2 | Select and connect IT system to a communication service successfully to meet needs |
| OSP:A2 | Manage files to maintain system Performance |
| OSP:A3 | Respond to common IT system problems and errors |
| OSP:A4 | Customise the working environment to meet needs |
| OSP:B1 | Keep computer hardware and software operating efficiently |
| OSP:B2 | Manage files and disks to optimise performance |
| OSP:C1 | Keep computer hardware and software operating efficiently |
| ITS:A1 | Use appropriate methods to minimise security risks to IT systems and data |
| ITS:B1 | Select and use appropriate methods to minimise security risk to IT systems and data |
| ICF:A1 | Use a variety of sources of information to meet needs |
| CF:A2 | Access, search for, select and use Internet based information and assess its fitness for purpose |
| ICF:B2 | Access, search for, select and use Internet based information and evaluate its fitness for purpose |
| INT:A1 | Connect to the internet |
| INT:A2 | Use browser software to navigate web pages |
| INT:A3 | Use browser tools to search for information from the internet |
| INT:A4 | Use browser software to communicate information online |
| INT:A5 | Follow and understand the need for safety and security practices when working online |
| INT:B1 | Connect to the Internet |
| INT:B2 | Use browser software to navigate webpages effectively |
| INT:B3 | Use browser tools to search for information from the Internet |
| INT:B4 | Use browser software to communicate information online |
| INT:C1 | Select and set up an appropriate connection to access the Internet |
| INT:C2 | Set up and use browser software to navigate webpages |
| INT:C3 | Use browser tools to search effectively and efficiently for information from the Internet |
| INT:C4 | Use browser software to communicate information online |
| INT:C5 | Develop and apply appropriate safety and security practices and procedures when working online |

5.3 Mapping of Core Skills development opportunities across the qualification(s)

| Unit code | Unit title | Communication | | Numeracy | | ICT | | Problem Solving | | | Working with Others | |
|-----------|-----------------------|---------------|------|--------------|-----------------------------|-----------------------|--------------------------------|-------------------|-------------------------|--------------------------|------------------------------------|-------------------------------------|
| | | Written | Oral | Using Number | Using Graphical Information | Accessing Information | Providing/Creating Information | Critical Thinking | Planning and Organising | Reviewing and Evaluating | Working Co-operatively with Others | Reviewing Co-operative Contribution |
| H7E9 44 | Information Literacy | | | S 4 | | E4 | E4 | E4 | E4 | E4 | | |
| H7EA 44 | Network Literacy | | | | | E4 | | | | | | |
| H7EB 44 | Social Media Literacy | S 4 | | | | S 4 | S 4 | | | | S 4 | |
| H7E9 45 | Information Literacy | | | S 5 | S 5 | E5 | E5 | E5 | E5 | E5 | | |
| H7EA 45 | Network Literacy | | | | | E5 | S 5 | | | | | |
| H7EB 45 | Social Media Literacy | S 5 | | | | S 5 | S 5 | | | | S 5 | S 5 |
| H7E9 46 | Information Literacy | | | S 6 | S 6 | E6 | E6 | E6 | E6 | E6 | | |
| H7EA 46 | Network Literacy | | | | | E6 | S 6 | | | | | |
| H7EB 46 | Social Media Literacy | S 6 | | | | S 6 | S 6 | | | | S 6 | S 6 |

5.4 Assessment Strategy for the qualification(s)

| Assessment |
|---|
| Outcomes 1, 2 and 3 at SCQF level 4, level 5 and level 6 |
| <p>The main instrument of assessment applicable <i>to all Outcomes in each of the three Units at each level of the award</i> is the production of an <i>e-portfolio</i> containing a robust sample of evidence generated as the learner progresses through the Units.</p> <p>The evidence of both cognitive and practical competencies may take a variety of digital forms including text, graphic, videos, audio or other suitable media over an extended period of time at varying locations. The evidence may also be embedded and or linked to a blog.</p> <p>Within a school, college or training organisation there may be restrictions on access to various social media which might limit the learner's choice but it is within the scope of these Units to enable and encourage learners to use social media out-with their educational institution. In that case, learners should retain evidence of their work using eg screenshots, URLs, photos, which can then be authenticated by their assessor and added to their e-portfolio.</p> <p>Authentication</p> <p>Authentication may take various forms including, but not limited to, oral questioning and plagiarism checks.</p> <p>The authentication process could take the form of a structured discussion between the learner and the assessor in which the assessor poses a series of questions about the social media involved, including, eg its structure, user interface and relevant techniques in order to ascertain that the learner has personally gathered the evidence, that it is relevant to the Outcome, that the evidence has been gathered in a safe and responsible manner and is free from plagiarism.</p> <p>Where evidence is not generated under closely controlled conditions, the Outcome of a successful authentication process should be a formal statement of authentication produced by the learner which attests its authenticity, indicates any relevant sources and permissions and is signed by both the learner and the assessor.</p> <p>Some forms of evidence generation (such as video recordings) have intrinsic authentication and would require no further means of verification.</p> |

| Units | Assessment |
|--------------------------------------|-------------|
| Information Literacy at SCQF level 4 | e-portfolio |
| Information Literacy at SCQF level 5 | e-portfolio |
| Information Literacy at SCQF level 6 | e-portfolio |
| Network Literacy at SCQF level 4 | e-portfolio |
| Network Literacy at SCQF level 5 | e-portfolio |
| Network Literacy at SCQF level 6 | e-portfolio |
| Social Media at SCQF level 4 | e-portfolio |
| Social Media at SCQF level 5 | e-portfolio |
| Social Media at SCQF level 6 | e-portfolio |

6 Guidance on approaches to delivery and assessment

A practical hands-on approach to learning should be adopted to engage learners and exemplify key concepts. However, all practical activities should be underpinned with appropriate knowledge before learners commence these activities.

It is recommended that, as learners progress through the Units at SCQF levels 4, 5 and 6, they are encouraged to increasingly develop responsibility for their own learning and are given opportunities to gain practical experience wherever possible.

Where there are institutional based restrictions on access to online resources such as social media, learners should be encouraged to gain experience of their use out-with their formal learning environment while, at all times, adhering to appropriate safety, legal and etiquette guidelines.

Where learning takes place out-with the educational institution then it is necessary for the assessor to authenticate any evidence thereby produced and added to the learner's e-portfolio. Guidance on authentication procedures are given above in Section 5.4.

While Units may have a focus on specific areas, eg the business, educational or community uses of online resources such as social media, in order to engage learners and stimulate their interests learner activities should reflect, as far as possible, the personal preferences of the learners.

For example, when progressing through the Social Media Literacy Units learners should use, and teaching be exemplified using, social media relating to, eg business activities which they are already engaged in or which present themselves in the context of their learning environment such as a school or college charity fundraising event; issues relating to their political interests; the questions and issues that surround the impact of social media and personal privacy.

When progressing through the Information Literacy Units learners should use and teaching be exemplified using operating systems with which learners are familiar and which they regularly use, eg on their mobile devices. They should search for, organise and remix information on subjects in which they have a personal or educational interest.

Learners could also use built-in Help and Support features, websites and forums to gather data, and produce information relating to their academic work, hobbies and pastimes, recreational and entertainment preferences or other topics that may stimulate their interest.

When progressing through the Network Literacy Units learners should use and teaching be exemplified, eg using network devices and technologies with which learners are familiar; referring to social networks they use for their personal communications, personal learning networks which they use for educational purposes and the security implications for businesses they may be involved in or familiar with.

In general, teaching should be exemplified in terms of features and technologies that are appropriate for the learner, that they can relate to and recognise the benefits in their use.

6.1 Sequencing/integration of Units

The recommended sequence of delivery of the Units is as follows: Information Literacy, Network Literacy, Social Media Literacy. This will provide the learner with opportunities to develop their skills in a progressive manner.

Each Unit is designed to be allocated 40 hours for both delivery and assessment. Assessment takes the form of e-portfolios in which the learners collate evidence as they progress through each Unit.

It is anticipated that assessors will take a holistic view of the learner's collated evidence and that the process of assessment will necessitate the use of the assessor's professional judgement in determining the extent to which evidence meets the various Performance Criteria.

It is possible for evidence of to be gathered simultaneously to meet more than one performance criterion. For example, if a learner uses social media to locate information required to meet a performance criterion in the Information Literacy Unit then, provided it has been recorded accurately and meets the demand of a specific performance criterion, this can be used as part of the portfolio of evidence for the relevant Social Media Literacy Unit.

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.

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.

NPAs in Digital Passport at SCQF levels 4, 5 and 6 are new qualifications. There are, therefore, no direct matches with Units of previous qualifications. However, if, in the course of progressing through another award, a learner has produced evidence which matches Digital Passport Performance Criteria then that evidence is acceptable and may be added to the learner's portfolio.

6.2.1 Articulation and/or progression

NPAs in Digital Passport have clear hierarchical structures composed of three Units at each of the levels: SCQF 4, SCQF 5 and SCQF 6. This provides a clear and pathway for learners to progress through the Units and the three levels of the hierarchical structures.

6.2.2 Transitional Arrangements

Since NPAs in Digital Passport are new qualifications there is no requirement for specific transitional arrangements. NPAs in Digital Passport can be viewed as taking their place within a family of IT based awards, offering a distinct series of structured learning opportunities designed to develop digital literacy in a contemporary IT context.

6.2.3 Credit transfer

NPAs in Digital Passport are new qualifications composed of entirely new Units. There is therefore no credit transfer from other Units applicable.

6.3 Opportunities for e-assessment

Digital Passport Units are assessed by means of an e-portfolio. Learners are required to collate a portfolio of evidence which may take a variety of digital forms eg text, graphics, webpages, video clips, audio clips. This may be stored in an appropriate online platform.

6.4 Support materials

A **list of existing ASPs** is available to view on SQA's website.

Assessment Support Packs will be produced, one for each of the nine Units in the award. The support packs will provide detailed assessment guidelines and advice as well as exemplars of valid evidence.

6.5 Resource requirements

Centres offering this qualification will be required to provide access to a range of computing devices including mobile devices, computing networks, the internet and relevant online resources, including social media.

Some centres may operate under restrictions of access to some internet based services such as social media. Safe online environments such as GLOW, TeacherTube, Twiducate Edmodo (blogs), are available and may well be useful in such circumstances. However, it is not possible to complete the Units successfully by simply accessing a simulated environment.

Where network restrictions are in place preventing access to specific relevant online resources it is acceptable for learners to access those resources out-with the school, college or training organisation. Any evidence that may be generated out-with the school, college or training organisation must be authenticated. See additional information on authentication procedures in relevant Unit specifications.

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.

Internal and external verification

All assessments used within this/these qualification(s) 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).

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)

Graded Unit: Graded Units assess learners' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge. (**Note to writer:** delete if not applicable to product type)

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.

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.

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Acknowledgement

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

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.

This qualification will give you the opportunity to develop your knowledge and skills in handling information, in understanding and using computer networks as well as social media. If you want to be more confident and skillful in using your smartphone, tablet or laptop, to understand more about how to use computer networks, to find out more about social media such as Facebook, Instagram and Twitter, then this is the qualification for you.

If you want to gain experience of using the Internet based services like Facebook, Twitter, Tumblr, Skype, to contact family and friends, to help you with educational projects, to join in community projects, to support and market a business enterprise. Then the National Progression Award: Digital Passport is for you.

Whether you are a complete beginner, an older learner, or someone who would like to build on the knowledge and skills they already have, Digital Passport will offer you lots of opportunities to make progress and become successful and participate in the digital world.

The qualification will develop your knowledge of and give you practical experience in, eg customising the display, the hardware, sound, accessibility and security settings of a computer device, organising information, using contemporary operating systems, structuring files and folders, remixing and creating information.

It will give you the opportunity to develop your knowledge of networks and network devices and give you practical experience in, eg connecting to networks, using networks to work with other people and implementing security.

The qualification will help you develop your knowledge of social media and its use in community projects, education, business and politics. You will be given practical experience in the use of social media, eg to develop personal interests, to get involved with your local community, to develop an educational project, to promote an enterprise activity.

If you are a beginner you can start with the Units at SCQF level 4. These Units will give you some basic skills and knowledge and build up your confidence enabling you to progress to the more challenging Units in levels 4 and 5.

You will be asked to produce evidence of your progress through the qualification. You may be asked to produce a series of e-portfolios which contain evidence in the form of presentations, web pages, digital photos, video or audio clips you have produced. The evidence could include screenshots of, eg your use of social media or your use of application software to remix or create information.

If you create and maintain a blog then that could be the main source of your evidence.

Your NPA in Digital Passport qualification will give you opportunities to:

- ◆ develop the knowledge and skills to enable you to store, organise, manage, remix and create information
- ◆ develop your understanding of and skills in using computer networks
- ◆ develop your knowledge and skills to make use of social media safely, legally and ethically, to deepen your knowledge of the use of social media for personal, educational, community, political and business uses and to develop your powers of critical analysis.

The knowledge and skills which you develop as you progress through your NPA in Digital Passport will be useful as you progress through your education and will also be very useful to you both personally as you develop your hobbies and leisure interests and keep in touch with family and friends.

The knowledge and skills you develop are highly valued by employers and will help you progress your career in whatever path you take.