



National Unit Specification

General information

Unit title: Digital Literacy (SCQF level 4)

Unit code: J3H6 44

Superclass: CC

Publication date: January 2020

Source: Scottish Qualifications Authority

Version: 03

Unit purpose

The purpose of this unit is to develop learners' digital literacy for learning, life and work by exploring and using a range of digital devices, software applications and tools safely and securely. The unit also encourages learners to develop self-management skills, social intelligence and innovation.

This is a non-technical unit, suitable for all learners and in a range of contexts. No specialist hardware or software is required for delivery, although it would be an advantage if learners had access to cloud-based technologies.

This unit will increase learners' confidence in their digital practices by allowing them to consider best approaches when deciding which devices and tools to use for tasks and understand their and others' rights and responsibilities in different educational, social or vocational online environments. When working online they will adhere to cyber resilient behaviours and processes to protect themselves, their data and devices. They will be able to collaborate and communicate with others in a safe, responsible and legal manner, and produce information in digital formats for a range of purposes and audiences. Learners will be introduced to techniques that help develop their evaluation skills.

On completion of this unit, learners may further develop their knowledge and skills in this area by undertaking the unit *Digital Literacy* at SCQF level 5 or equivalent units.

National Unit Specification: General information (cont)

Unit title: Digital Literacy (SCQF level 4)

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Apply cyber resilient behaviours and skills that keep self and others safe and secure when working and communicating online.
- 2 Produce digital information with others for a range of purposes.
- 3 Interact responsibly with others when connecting and communicating online.

Credit points and level

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4)

Recommended entry to the unit

Entry is at the discretion of the centre, however, it would be beneficial for learners to have some experience in using a range of digital devices and knowledge of internet safety, email and data storage processes, or have completed the unit *Digital Literacy* at SCQF level 3, or an equivalent.

In terms of prior learning for school learners, Curriculum for Excellence: Technologies experiences and outcomes for Digital Literacy at fourth level (TCH 4-01a, TCH 4-02a, TCH 4-03a) would provide an appropriate basis for doing this unit.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	Information & Communication Technology at SCQF Level 4 Working with Others at SCQF Level 4
---------------------	---

Any opportunities to develop further aspects of Core Skills are highlighted in the Support Notes section of this Unit specification

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should 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.

National Unit Specification: Statement of standards

Unit title: Digital Literacy (SCQF level 4)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Apply cyber resilient behaviours and skills that keep self and others safe and secure when working and communicating online.

Performance criteria

- (a) Protect devices, data, networks and systems from unauthorised exploitation using cyber security features and tools.
- (b) Locate, organise, store and share digital information with others using a range of digital devices and tools safely and securely.
- (c) Comply with current national laws and regulations relating to using, storing and sharing data.
- (d) Manage a personal digital footprint.

Outcome 2

Produce digital information with others for a range of purposes.

Performance criteria

- (a) Agree timelines and roles in the production of collaborative information.
- (b) Complete the collaborative tasks, selecting and agreeing on digital devices, applications and tools.
- (c) Co-create, modify and enhance digital information using a range of appropriate technologies.
- (d) Reference digital sources when publishing information online.
- (e) Justify digital information produced suggesting improvements to future collaborations.

Outcome 3

Interact responsibly with others when connecting and communicating online.

Performance criteria

- (a) Engage with a digital community using appropriate language and behaviours.
- (b) Contribute to a social network, complying with terms and conditions, codes of conduct and netiquette.
- (c) Reflect on changes digital technologies have made to communication and collaboration methods.

National Unit Specification: Statement of standards (cont)

Unit title: Digital Literacy (SCQF level 4)

Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

A series of knowledge-based and practical digital activities will provide the evidence for all three outcomes in this unit generated separately or holistically. If the latter approach is used, it must be clear how the evidence covers each outcome/performance criterion. Application of knowledge from outcome 1 should be evident throughout all activities used to achieve the unit.

Assessments should be open book with evidence obtained through natural occurrence or in response to set tasks. Assessment should take place under loosely controlled, supervised conditions over an extended period of time.

Each learner must produce evidence showing that they understand:

- ◆ cyber, copyright and data legislation applicable in the UK
- ◆ security features and tools and their uses
- ◆ how to protect their personal online identity
- ◆ processes to safely and appropriately search, share and store digital information
- ◆ trusted online information sources

Product evidence is required to show that learners have contributed to the production of digital information that is appropriate for the tasks set for outcome 2.

At this level learners are expected to produce the following evidence with minimal support:

- ◆ an agreed timeline with roles
- ◆ an agreed list of devices, applications and tools for collaborative tasks
- ◆ collaboratively produced digital information
- ◆ referenced list of digital sources

Each learner must store their digital contributions appropriately, demonstrating their involvement in the collaborative tasks, their reasons for selection of tools and applications, and the agreed processes for group decisions. They must display personal responsible behaviour and language when using networks to communicate with peers.

Knowledge and product evidence should be captured, stored and presented in a range of digital media formats. The contribution of each learner to the collaborative products required for outcome 2 must be clear, worthwhile and significant.

National Unit Specification: Statement of standards (cont)

Unit title: Digital Literacy (SCQF level 4)

The co-created digital information must be fit for purpose and its production must adhere to the timeline, roles, agreed devices, applications and tools. Where production of evidence takes place outside a controlled environment authentication of the learner's work is necessary. The *Guide to Assessment* provides further advice on methods of authentication.

The *Guidance on approaches to assessment of this unit* section provides examples of suitable instruments of assessment.



National Unit Support Notes

Unit title: Digital Literacy (SCQF level 4)

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this unit

This unit is intended for those who wish to further develop digital literacy for learning, life and work. Learners should have opportunities to explore online tools and applications available in order to develop skills, knowledge and understanding in different aspects of digital. They should be able to practise operating safely and securely and become more aware of advanced cyber security requirements as they navigate and connect online. They should also learn about appropriate behaviours required for social and business interactions in a range of digital environments.

The unit should nurture a curiosity in the use of digital devices and services and allow learners to discuss ethical online behaviour, netiquette, online risks, and cyber threats especially to personal and organisational data. Digital practices that promote health, including mental health, and wellbeing should be a central focus of the unit's themes to allow learners to recognise the benefits of positive digital engagement on citizenship values.

Learners should be given the opportunity to work on projects with content meaningful for their needs and tasks that enable them to work together to make decisions regarding the production of digital information.

On completion of this unit learners may undertake *Digital Literacy* at SCQF level 5 or similar units.

Guidance on approaches to delivery of this unit

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. This could include guest speakers and field trips. Approaches used should be varied and appropriate to the aims of the unit and encourage learner-centred, participative and hands-on learning. Learners should adhere to appropriate safety and etiquette guidelines whilst carrying out activities. The final products may be stored either locally, on a network or cloud-based. It is recommended that learners are given an opportunity to view and discuss, as a group, examples of co-created work and to recognise basic techniques that have been employed in the examples viewed.

National Unit Support Notes (cont)

Unit title: Digital Literacy (SCQF level 4)

It may benefit learners to cover the outcomes in the natural linear order. This would allow them to develop their understanding of cyber security issues and maintaining a positive digital presence prior to working collaboratively online. Learners will ideally have access to a variety of computer hardware devices with internet capabilities and adequate software packages and/or applications for producing digital information. They will each require, as a minimum, access to at least one device that allows them to create and capture text, still and moving images, and use software applications to enhance digital information, for example, with visual effects.

Digital tasks could be holistic with learners performing a number of different tasks to meet all of the performance criteria. Learning, life and work experiences relevant to the learner cohort could provide the context for tasks or a scenario context could be created specifically for them. For example, learners could be asked to produce advice on getting a puppy, research this topic and co-produce digital information that covers selecting a breed of dog including size, exercise and grooming required, groomers and training classes in the local area, online forums for owners, etc. Tasks could also incorporate maintaining appropriate social skills, wellbeing and/or cyber resilient behaviour.

Alternatively, the unit could be delivered in distinct outcomes with corresponding theory and discrete practical tasks to reinforce the learning, followed by learners' collaborative information produced for a specified brief. For outcome 2, learners should produce the timeline, list of devices, co-created digital information and references on their own. Where required, however, assessors may provide some assistance in order to allow learners to progress to the next stage.

Elements of knowledge and skills may require to be taught, for example generic security features of devices, current national legislation and how to reference digital sources.

Typical theory should include the following:

- ◆ cyber security risks
- ◆ generic security features/tools for common devices, networks and systems
- ◆ current national laws and regulations relating to using, storing and sharing of data
- ◆ creating a personal digital footprint
- ◆ current applications/tools and their uses
- ◆ correct terminology for digital materials, hardware and software applications
- ◆ digital etiquette
- ◆ generic social networking guidelines/terms of conditions
- ◆ changes to digital communications and collaboration due to technological advancements

A suggested distribution of time across the outcomes is:

- ◆ Outcome 1: 12 hours
- ◆ Outcome 2: 16 hours
- ◆ Outcome 3: 12 hours

National Unit Support Notes (cont)

Unit title: Digital Literacy (SCQF level 4)

The following websites may provide useful learning and teaching resources for this unit:

Digital hygiene

<https://www.literacyworldwide.org/blog/literacy-daily/2017/03/22/a-quick-guide-to-good-digital-hygiene>

Digital footprint

<http://www.kidsmart.org.uk/digitalfootprints/>

<https://uk.norton.com/internetsecurity-privacy-clean-up-online-digital-footprint.html>

<https://www.internetsociety.org/tutorials/your-digital-footprint-matters/>

<https://www.teachthought.com/the-future-of-learning/11-tips-for-students-to-manage-their-digital-footprints/>

Creating a safe, secure password

<https://www.getsafeonline.org/protecting-yourself/passwords>

<https://www.lastpass.com/password-generator>

<https://howsecureismypassword.net/>

<https://www.my1login.com/resources/password-strength-test/>

Cyber security

www.ncsc.gov.uk

<https://www.khanacademy.org/computing/computer-science/internet-intro/internet-works-intro/v/the-internet-cybersecurity-and-crime>

<https://us.norton.com/internetsecurity-malware-what-is-cybersecurity-what-you-need-to-know.html>

<https://www.cisco.com/c/en/us/products/security/what-is-cybersecurity.html>

<https://www.kaspersky.co.uk/resource-center/definitions/what-is-cyber-security>

<https://digitalguardian.com/blog/what-cyber-security>

Online learning, life and work

<https://edu.gcfglobal.org/en/>

<http://mooc.org/>

<https://www.futurelearn.com/>

<https://www.khanacademy.org/>

<http://www.open.ac.uk/library/library-videos/being-digital-developing-essential-skills-for-study-work-and-life-online>

https://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_193296

File sharing and collaboration

<https://support.microsoft.com/en-us/help/4027674/windows-10-share-files-in-file-explorer>

<https://www.techopedia.com/definition/16256/file-sharing>

Internet of Things (IoT)

<https://internetofthingsagenda.techtarget.com/definition/Internet-of-Things-IoT>

<https://www.ibm.com/internet-of-things>

National Unit Support Notes (cont)

Unit title: Digital Literacy (SCQF level 4)

Using apps safely

<https://www.getsafeonline.org/protecting-yourself/mobile-apps/7y6uh6uk>

Fake news

<https://www.bbc.co.uk/newsround/>
<https://www.webwise.ie/teachers/what-is-fake-news/>

Behaving online (netiquette)

<https://elearningindustry.com/10-netiquette-tips-online-discussions>
<http://www.bbc.co.uk/webwise/guides/about-netiquette>

National legislation

https://www.copyrightservice.co.uk/copyright/p01_uk_copyright_law
<https://www.gov.uk/intellectual-property-an-overview>
<https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>

Video production resources

<https://www.sqaacademy.org.uk/mod/resource/view.php?id=14821>
<https://www.techsmith.com/blog/video-pre-production/>
<https://www.bfi.org.uk/education-research/teaching-film-tv-media-studies>

Video editing apps

<https://www.creativebloq.com/features/6-great-video-editing-apps-for-mobile>
<https://www.kizoa.com/Video-Editor>
<https://spark.adobe.com/make/video-maker/>

Graphic design software

<https://www.creativebloq.com/graphic-design/free-graphic-design-software-8134039>
<https://www.canva.com/>
<https://vectr.com/>

Collaborative platforms

<https://www.google.com/docs/about/>
<https://www.office.com/>
<https://slack.com/intl/en-nl/>
<https://asana.com/>
<https://www.google.com/keep/>

Content creation apps

<https://bookcreator.com/>
<https://products.office.com/en/onenote/digital-note-taking-app>
<https://wordpress.com/>
<https://www.wiki.com/>
<https://www.openoffice.org/>

National Unit Support Notes (cont)

Unit title: Digital Literacy (SCQF level 4)

Please note links live at time of publishing but may be subject to changes outwith the control of SQA.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable for learners and the type of learner assessment activities will vary depending on the resources available. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met.

Centres may produce a brief for learners, stating the activities to be undertaken and the resources available to them in terms of network, online communities, etc. It is at the centre's discretion how prescriptive the brief should be in terms of the activities to be undertaken by learners and the resources they can access and make use of. A learner-centred, participative and practical approach is encouraged.

If a project brief is provided for learners, there should be minimal assistance from assessors so that learners are able to work together to come to decisions regarding the production of a digital solution, interpreting the needs of the 'client' or scenario set. They should then plan a set or group-devised project based upon time, resources and a list of activities to be undertaken.

A traditional approach to assessment would comprise a test (for knowledge evidence) and a practical assignment (for the product evidence).

The product evidence should be generated in mainly supervised conditions with access to learning materials and obtained either through natural occurrence or in response to set assessment tasks. Where evidence is produced in unsupervised conditions, it must be authenticated.

Product evidence may be captured, stored and presented in a range of digital media formats, for example: screenshots; personal digital portfolios; online survey tools; social media accounts; content creation apps; content creation e-book systems; a text blog with links, images and videos; podcasts; video logs; PowerPoint; centre's virtual learning environment (VLE); collaborative wiki with screen shots and photographs.

Knowledge evidence may take the form of assessment questions delivered in various formats: quiz, true/false questions, multiple-choice, multiple response, drag and drop, matching. E-assessments could also include file uploads and extended responses to questions. Discussions could be used provided they are evidenced appropriately, eg captured on video and uploaded for assessment.

National Unit Support Notes (cont)

Unit title: Digital Literacy (SCQF level 4)

Outcome 1 gathers knowledge evidence from learners implementing security features and tools to protect devices, data, networks and systems. Product evidence is generated by learners using a variety of digital devices to locate, organise, store and share data and files with others in a secure manner complying with relevant legislation and regulations. Assessment evidence could comprise of a tutor's observation checklist or learner's reflective diary with screenshots demonstrating that they can apply cyber security skills to keep themselves and others safe when working and communicating online and manage their personal digital footprint.

Outcome 2 generates knowledge evidence from learners explaining their choice of digital media when selecting apps, devices and tools. Product evidence is generated by learners collaborating to co-create digital information and referencing any sources when publishing online. Assessment evidence could comprise of text-based responses for performance criteria 2(a) and 2(b) and the co-created digital information for performance criteria 2(c) and 2(d). This should include:

- ◆ an agreed timelines and roles for the collaboration process
- ◆ an agreed list of devices, tools, applications for the collaborative task
- ◆ a production sequence showing modifications/enhancements to digital information
- ◆ a referenced list of digital sources used in the collaborative tasks

In addition, assessors should be satisfied that when producing digital information with others all learners have:

- ◆ made contributions to communication networks used
- ◆ applied appropriate cyber security skills throughout

The final performance criterion introduces learners to evaluation techniques, asking them to think about the information produced, justification of the group's decisions regarding the software used, communication tools, etc. They should consider how methods, applications, collaborative working could be improved in future, perhaps by more innovative or accessible technologies.

Outcome 3 generates knowledge evidence where learners are asked to reflect on changes digital technologies have made to methods of communication and collaboration. Product evidence is generated by learners following netiquette guidelines when engaging with social networks and demonstrating appropriate language and behaviours when engaging with networked digital communities. Assessment evidence could comprise of an observation checklist or learner reflective diary with screenshots demonstrating that they can interact responsibly with others when communicating online and comply with network guidelines. This evidence could comprise of text-based and/or oral recorded responses.

National Unit Support Notes (cont)

Unit title: Digital Literacy (SCQF level 4)

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

The Core Skill of Information & Communication Technology at SCQF Level 4 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this Core Skill.

The Core Skill of Working with Others at SCQF Level 4 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this Core Skill

There may be opportunities to gather evidence towards aspects of Core Skills in *Problem Solving* and *Communication* throughout the teaching and assessment of this unit.

Broader skills in the areas of enterprise, employability, sustainable development and citizenship could be developed depending on the nature of the activities undertaken by learners.

History of changes to unit

Version	Description of change	Date
2	Core Skill Information & Communication Technology embedded at SCQF Level 4 Core Skill Working with Others embedded at SCQF Level 4	13/12/19
3	Amendments to Core Skills section	20/01/20

© Scottish Qualifications Authority 2020

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for learners

Unit title: Digital Literacy (SCQF level 4)

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

This unit will provide you with further knowledge of digital literacy and help you become more familiar with some of the digital tools and applications used for learning, life and work. It is suitable for all learners but it would be beneficial to have completed *Digital Literacy* at SCQF level 3 or equivalent and have some experience in using a range of digital devices.

You will develop the cyber security skills needed to work safely, protect data and maintain your digital identity. You will learn about current legislation and the impact of digital technologies in society.

You will collaborate with others to produce digital information, developing the practical skills needed to locate, organise, store, and share it online, and gain knowledge of the responsible, ethical and legal behaviours and practices required when working with data and communicating in a range of digital environments.

You will also have the opportunity to develop your skills of evaluation by considering the success of collaborative projects where you have worked with others to produce digital information for specific purposes: how you communicated your plans individually and as a group; agreed timelines; chose appropriate tools and applications and justified your decisions.

You may be assessed in a variety of ways including observations by your assessor, the quality of your research and the digital information produced. You may need to provide responses to questions or carry out a series of set practical tasks. You may build up a digital portfolio of evidence as you progress through the unit.

The Core Skill of Information & Communication Technology at SCQF Level 4 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this Core Skill.

The Core Skill of Working with Others at SCQF Level 4 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this Core Skill

Broader skills in the areas of enterprise, employability, sustainable development and citizenship could be developed depending on the tasks you are asked to carry out.