



National Unit Specification

General information

Unit title: Digital Literacy (SCQF level 6)

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Superclass: CC

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Unit purpose

The purpose of this unit is to advance learners' digital literacy for learning, life and work by evaluating and using a range of appropriate 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. To achieve this unit learners will require access to online networks and cloud-based technologies.

This unit will allow learners to extend their independent practical digital skills and acquire essential underpinning knowledge of cyber resilience, cyber security, ethics and responsible behaviours when operating in different educational, social or vocational online environments. They will achieve highly proficient skills in collaboration and communication, planning and working with others and take a critical approach to complete tasks and create solution-based digital content. Learners will also develop techniques in analysis and evaluation to enable a more critical approach to topical issues such as digital health and wellbeing, reliable information sources, and the risks, benefits and impacts of technology use on individuals, local, national and global communities.

Outcomes

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

- 1 Critically review cyber security skills that keep self and others safe and secure when working and communicating online.
- 2 Produce digital assets with others to solve a complex problem.
- 3 Interact responsibly with others when working and communicating online.
- 4 Critically review digital assets and the collaborative process.

National Unit Specification: General information (cont)

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Credit points and level

2 National Unit credits at SCQF level 6: (12 SCQF credit points at SCQF level 6)

Recommended entry to the unit

Entry is at the discretion of the centre, however, it would be beneficial for learners to have experience in using a range of digital devices to work with and store digital data, produce digital information, communicate via social media and email platforms, and knowledge of cyber security features or have completed the unit *Digital Literacy* at SCQF level 5, or equivalent.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	Problem Solving at SCQF Level 6
	Information & Communication Technology at SCQF Level 6
	Working with Others at SCQF Level 6

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

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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

Critically review cyber security skills that keep self and others safe and secure when working and communicating online.

Performance criteria

- (a) Evaluate cyber security features, tools and methods used to protect devices, data, networks and systems from risk and unauthorised exploitation.
- (b) Locate, refine, assess, organise, store, share and publish digital information with others using a range of appropriate digital devices and tools safely and securely.
- (c) Evaluate current international laws and regulations relating to cyber security and data privacy.
- (d) Evaluate digital footprints.

Outcome 2

Produce digital assets with others to solve a complex problem.

Performance criteria

- (a) Produce a collaborative project plan, taking responsibility for an identified task.
- (b) Review and collectively agree on digital devices, platforms, applications and other digital tools appropriate for the tasks.
- (c) Create and co-create digital assets using a range of appropriate technologies.
- (d) Comply with data privacy, protection, copyright and licensing regulations, referencing digital sources appropriately.

Outcome 3

Interact responsibly with others when working and communicating online.

Performance criteria

- (a) Engage with a range of digital communities using appropriate language and behaviours.
- (b) Contribute to social, community and professional networks complying with terms and conditions, codes of conduct and netiquette.
- (C) Analyse effects of digital technologies on social wellbeing, inclusion, physical and psychological health.

National Unit Specification: Statement of standards

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Outcome 4

Critically review digital assets and the collaborative process

Performance criteria

- (a) Evaluate created and co-created digital assets to solve the identified problem.
- (b) Evaluate choices of digital communication tools and software used in the process.
- (c) Evaluate digital systems and practices providing recommendations for future collaborations.

Evidence requirements for this unit

Evidence is required to demonstrate that learners have independently 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 four 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. Knowledge evidence should be obtained under controlled, supervised and timed conditions.

Each learner must provide evidence that they have:

- ◆ evaluated international laws relating to cyber security and data privacy
- ◆ complied with cyber security, copyright, licensing and data legislation
- ◆ evaluated cyber security features, tools and methods
- ◆ used devices and tools safely and appropriately to locate, refine, assess, organize, store, share and publish digital information
- ◆ referenced digital sources appropriately
- ◆ evaluated digital footprints
- ◆ evaluated digital assets, software, tools and practices
- ◆ evaluated the effects of digital technologies on social conditions

National Unit Specification: Statement of standards

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Product evidence as follows is required to show that learners have independently created and contributed to the creation of digital assets that provide a solution to a problem. The digital assets must be sufficiently complex for the level. Evidence will include:

- ◆ learner's participation in the product planning, which includes decisions regarding required resources, tools and timescales
- ◆ completion of an individual task
- ◆ details of the digital assets to be created and co-created including:
 - details of devices, platforms, applications and tools used
 - details of file formats and storage
- ◆ responsible participation in social and professional networks

Each learner must take responsibility for their own digital information, 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 behaviours and language when using networks to communicate with peers and others.

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.

The created and co-created digital assets must solve an identified problem and their production must adhere to the timeline, roles, agreed devices, applications and tools. They must be produced under mainly supervised, loosely controlled conditions over an extended period of time. 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 6)

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 80 hours.

Guidance on the content and context for this unit

This unit is intended for those who wish to explore digital literacies and develop complex digital skills useful for learning, life and work including appropriate online social behaviours and cyber resilience awareness to protect themselves, data and devices.

The unit increases learners' ability to make and evaluate decisions when selecting appropriate tools and materials to work safely and effectively; develop online habits that foster an ethical and positive digital presence; explore online etiquette (netiquette) and build personal resilience skills to deal with cyber security issues, and work with others to solve problems.

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 assets. Digital tasks could be based around a broad collaboratively produced project whereby learners co-create a number of different digital assets and communicate via digital networks in order to meet all of the performance criteria. The contexts could be based on learners' own learning, life and work experiences or one created specifically for producing assessment evidence. Learners would be expected at this level to co-produce an extended piece of work with a complete narrative, for example creation of a webinar presenting research evidence and addressing topical issues such as climate change, mental health, gender or exploring elements of youth culture. Learners should identify platforms on which to publish their completed assets, eg Flipgrid or Pindex.

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. Several approaches may be taken to deliver this unit, however, all practical activities should be underpinned with appropriate knowledge before learners commence them so that they are aware of, and adhere to, safety and netiquette guidelines. Video tutorials could be used as an alternative to traditional formats but should be provided for learners from reputable sources such as LinkedIn Learning. Other activities could include guest lectures and field trips. The approaches used should be varied and appropriate to the aims of the unit with tasks that encourage learner-centred, participative and practical approaches as much as possible. Learners will require access to mobile devices and computer hardware with adequate processing capabilities to allow editing of their digital assets.

National Unit Support Notes (cont)

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It is recommended that the outcomes are delivered in sequence, since each outcome requires the underpinning knowledge and skills of earlier outcomes. It may benefit learners to have **outcome 1** integrated throughout the combined practical tasks of **outcome 2** and **outcome 3**, This would allow learners to implement their understanding of cyber security issues and legal responsibilities regarding social interactions as they develop digital skills for learning, life and collaborative working.

Learners would benefit from theory and guidelines regarding safe and secure sharing of data, appropriate ways to interact in social networks, international copyright laws, data protection and GDPR. This knowledge will then underpin the practical tasks and will inform the evaluation of the tasks.

Throughout this unit, learners should be exposed to a variety of mobile devices, hardware devices, software packages and applications through practical demonstrations and exercises. It would be useful if this included the storage of digital assets in a variety of formats and the relationship between file size and quality. The digital assets may be stored either locally, on a network or cloud-based drive and the final digital product containing the digital assets may also be published locally or more widely.

Learners will require access to at least one device that allows them to each capture audio, images and moving images, and to use software applications for editing and enhancing digital assets. Ideally, learners should be able to try more than one kind of device to enable them to compare and contrast features and quality.

Learners will also require access to devices with sufficient processing power, memory, file storage and graphics capabilities to allow them to edit the audio, images and moving image products. Learners must have sufficient file storage space, locally and on a network or cloud-based system, to enable them to export the project in a suitable file format. It is recommended that learners are given an opportunity to watch and discuss, as a group, examples of co-created work and to recognise and review basic techniques that have been employed in the examples provided.

For the practical aspects of this unit, individual formative exercises using appropriate hardware and software should be used for some of the lessons. It is recommended that these are supported by demonstrations. Where lectures are used for some of the performance criteria in outcomes 1 and 3, these could be interspersed with class activities and group work to help reinforce learning.

A suggested distribution of time across the outcomes is:

- ◆ Outcome 1: 20 hours
- ◆ Outcome 2: 32 hours
- ◆ Outcome 3: 20 hours
- ◆ Outcome 4: 8 hours

National Unit Support Notes (cont)

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

Cyber security

Get Safe Online

www.getsafeonline.org

Open University — Introduction to Cyber Security

https://www.open.edu/openlearn/search-results?as_q=cyber

Open University — Teacher Training Resources — Cyber Security Essentials

<https://spark.adobe.com/page/mH9dLTrL9iapm/>

Cisco Network Academy Lab — Introduction to Cyber

<https://www.netacad.com/courses/security/introduction-cybersecurity>

Khan Academy/Novo Labs — Cyber Security 101 (video resources and quizzes for learners)

https://www.khanacademy.org/partner-content/nova/cybersecurity/cyber/v/cybersecurity-101?ref=nova_staff_picks

UK Gov/ NCSC Cyber First (11-19 year olds)

<https://www.ncsc.gov.uk/section/education-skills/11-19-year-olds>

UK Gov / NCSC Cyber Discovery (13-18 year olds)

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

UK Gov NCSC — Reducing Your Exposure

<https://www.ncsc.gov.uk/information/reducing-your-exposure-to-cyber-attack>

Video production

<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 applications

CreativeBloq — Great Video Editing Apps 2019

<https://www.creativebloq.com/features/6-great-video-editing-apps-for-mobile>

Graphic design software

Creative Bloq — Free Graphic Design Software

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

Collaborative Platforms

<https://www.creativebloq.com/design/online-collaboration-tools-912855>

National Unit Support Notes (cont)

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Content creation applications

Global Treasure Trails
<https://www.globaltreasuretrails.com/>

Content Creation iBooks (Apple)
<https://www.apple.com/uk/ibooks-author/>

Kindle Kid's Book Creator
<https://www.amazon.com/gp/feature.html?ie=UTF8&docId=1002979921>

Book Creator App (iPad)
<https://bookcreator.com/>

Legal issues

International Copyright Law
https://en.wikipedia.org/wiki/International_copyright_treaties

UK Copyright Law
https://www.copyrightservice.co.uk/copyright/p01_uk_copyright_law

GDPR (UK GOV Information)
<https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>

UK Data Protection Act (UK Gov Information)
<https://www.gov.uk/data-protection>

Health and wellbeing

UNICEF Study
<https://www.unicef-irc.org/publications/pdf/Children-digital-technology-wellbeing.pdf>

Mental Health UK
<https://www.mentalhealth.org.uk/blog/screen-time-and-childrens-mental-health-what-does-evidence-say>

OECD Impacts of Technology
<http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP%282019%293&docLanguage=En>

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

National Unit Support Notes (cont)

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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. 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.

There are opportunities to carry out formative assessment at various stages of the unit but it is recommended that learners are assessed following delivery of all theory for the outcomes. Although learners may begin to generate evidence at earlier stages, summative assessment should be carried out towards the end of the unit when digital assets are complete and learners have carried out their evaluations.

A holistic approach to the assessment of all outcomes and performance criteria through mainly practical tasks is recommended.

Centres may produce a brief for learners, setting out 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 and accessibility of resources. A learner-centred, participative and practical approach is encouraged.

Product evidence may be captured, stored and presented in a range of digital media formats, for example personal digital portfolios; social media accounts; content creation apps; content creation e-books; a collaborative wiki with screenshots and photographs of individual contributions; a text blog with links, images and video; podcasts; video logs; presentation slides; collaborative wiki, a virtual learning environment (VLE).

Knowledge evidence may take the form of e-assessments (eg SQA SOLAR). The e-assessment questions can be delivered in various formats: quiz; true/false; multiple-choice; multiple response; drag and drop; matching. E-assessments can also include file uploads and extended responses to questions. Knowledge evidence assessment can also be in the form of discussions captured and assessed digitally.

Sampling of knowledge is permissible in certain contexts, such as when traditional testing is used to generate the evidence. When sampling is used, the sampling frame must be broad enough to ensure that every outcome is covered (but not every performance criterion in every outcome). In this circumstance, the test must be carried out under controlled, supervised and timed conditions, without access to reference materials.

National Unit Support Notes (cont)

Unit title: Digital Literacy (SCQF level 6)

Outcome 1 requires learners to evaluate cyber resilience and cyber security skills that keep self and others safe when working and communicating online. For performance criteria (a) and (c), reviewing cyber security features and tools, and comparing international security and data privacy laws, an open-book assessment carried out under controlled, supervised and timed conditions could ensure the learner has developed specific knowledge and understanding. For performance criterion (b) requiring evidence of practical cyber security skills, this could be oral or text-based evidence detailing the tools used to keep data secure. Learners should then apply this knowledge to refine their digital presence and improve their online privacy. Performance criterion (d) could be a practical assessment consisting of a portfolio that details online activity with screenshots of the learner's digital footprint, and the steps they have taken to refine it, presented individually to assessors.

For **Outcome 2** product evidence could consist of a digital portfolio of assets with evidence of participation in the product plan and in the co-creation of several digital assets. The digital portfolio of assets must be fit for identified purpose and audience; its production must satisfy the plan. It may be produced under supervised, loosely controlled conditions and conducted over an extended period of time. For example, some parts of it may be carried out without supervision from an assessor. In this scenario, authentication will be required to ensure that the product is the work of the learner. This could take the form of questioning. Alternatively, an assessor observation checklist could be used to ensure that the learner has completed the tasks together with the evidence. The assessor should endorse each learner checklist with their name, signature and date. Learners could also keep individual portfolios with screenshots as well as a web log (blog/vlog) to record learning over the life of the unit. The blog could record, on a regular basis, learner activities, which would include their planning, acquiring and final-product work.

The digital assets should be assessed against defined criteria and these criteria should be known to the learner before they submit their evidence. The criteria should be based on the performance criteria and the specified evidence requirements of the unit.

For the analysis of digital assets (performance criterion (e)) text based and/or oral recorded evidence could be provided showing that the learner has outlined steps that could improve the collaborative process.

For **Outcome 3**, performance criteria (a) and (b) require evidence of learners interacting responsibly online without tutor supervision. The digital communications between collaborators could be recorded (eg with screenshots), stored in a digital portfolio and then monitored, evaluated and assessed by the tutor. The assessment conditions for performance criteria (c) could be open-book, with text and/or oral recorded evidence produced showing that the learner has carried out a literature review of some of the latest research in the area of digital technologies and their effects on social wellbeing and inclusion, physical and psychological health.

National Unit Support Notes (cont)

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Outcome 4

Outcome 4 could take the form of open-book text-based and/or oral recorded evidence showing that the learner has carried out a critical review of the digital assets including:

- ◆ identification of problems and how these were resolved
- ◆ legal and copyright information applicable to acquired digital assets
- ◆ effectiveness of the production plan and schedule
- ◆ steps to improve the collaborative process and the digital assets produced.

For this outcome, learners should review the finished digital product against the original problem identified. This could include the following:

- ◆ a description of the quality of the finished product.
- ◆ an explanation of the fitness for purpose of the finished product and identification of both positive and negative aspects of the finished product.
- ◆ identification of any constraints that influenced the final product, eg file formats, software, applications, devices, hardware and legal or copyright permissions.
- ◆ reflection on undertaking of the project which includes:
 - How do learners know if they have met the requirements of the task/brief?
 - What were the key learning outcomes from undertaking this project?
 - What would they do differently next time if carrying out a similar project?
- ◆ recommendations for future digital assets and final product produced.

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 and Communication Technology (ICT) at SCQF level 6 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 Problem Solving at SCQF level 6 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 6 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this Core Skill.

History of changes to unit

Version	Description of change	Date
2	Core Skill Problem Solving embedded at SCQF Level 6 Core Skill Information & Communication Technology embedded at SCQF Level 6 Core Skill Working with Others embedded at SCQF Level 6	13/12/19
3	Amendments to Core Skills section	20/01/20

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General information for learners

Unit title: Digital Literacy (SCQF level 6)

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.

You will benefit from this unit if you want to find out more about using digital literacy safely in your working and personal life. You may also find this unit of benefit if you are considering a career involving complex digital literacy skills, for example in jobs such as Digital or Content Designer.

You will learn about co-creating and sharing digital information safely and securely. You will learn about working collaboratively and interacting responsibly in a digital environment and how to apply a range of cyber security features in order to protect yourself and others.

This unit will allow you to work with tools to create, edit, re-purpose and publish digital content in different formats. You will learn about legislation around keeping data secure. The unit should also allow you to identify gaps in your digital learning.

You may be assessed in a variety of ways including observations made by your tutor on your online practices, quality of your research and planning, responses to questions and a series of practical tasks. You may build up a digital portfolio of evidence as you progress through the unit.

In addition, you will have the opportunity to develop the following Core Skills:

The Core Skill of Information and Communication Technology (ICT) at SCQF level 6 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 Problem Solving at SCQF level 6 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 6 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this Core Skill.