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Group Award Specification for:

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

Group Award Code: GV1K 44

Group Award Code: GV1K 45

Group Award Code: GV1K 46

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Contents

1   Introduction

The purpose of this document is to:

♦   Assist centres to implement, deliver and manage the qualification.
♦   Provide a guide for new staff involved in offering the qualification.
♦   Inform course managers teaching staff, assessors, learners, employers and higher education institutes (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 development of new National Progression Awards (NPAs) titled Digital Passport available at SCQF levels 4, 5 and 6 arose from a review of some of the vocational qualifications in the digital portfolio in 2021.
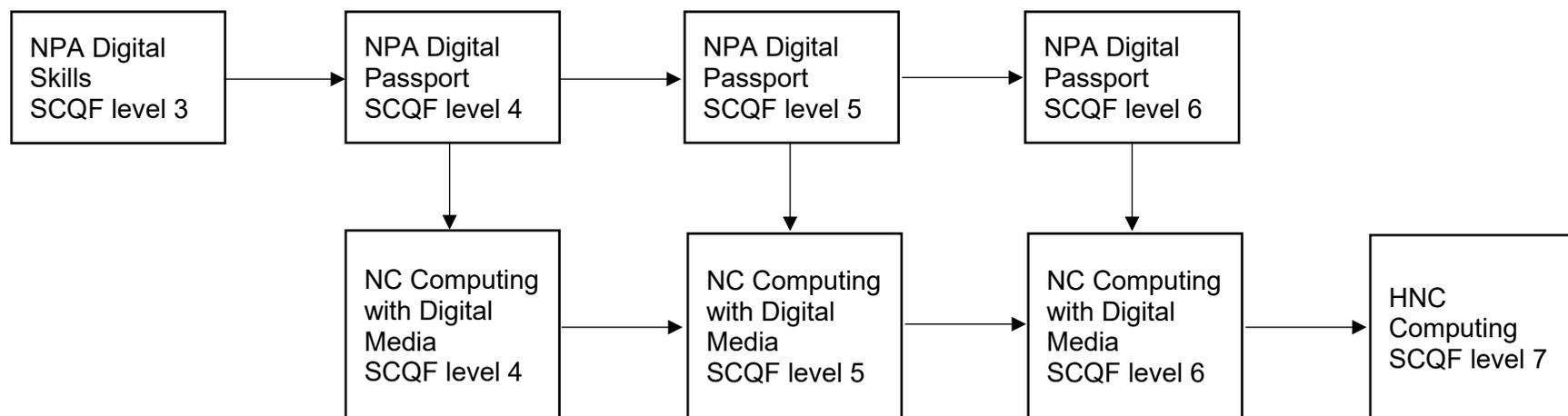
Practitioners advised that to meet the needs of their learners they often did not offer all the units specified in various NPAs, and instead followed a more 'pick and mix' approach, selecting units across a wider range of awards within the suite of vocational computing and digital qualifications, as well as standalone units. Whilst this meant that learners could achieve units more suitable to their needs, they were being denied the opportunity to receive a certificated qualification for their efforts.

The purpose of these awards is therefore to offer centres more flexibility in choice of units. The use of 'Passport' in the group award titles is suited to qualifications that include different options and pathways for individual learners. The frameworks at each level include units with computing, data, and digital content.

These awards complement existing provision and have been developed to add to the suite of National Progression Awards in the digital portfolio.

The National Progression Awards in Digital Passport at SCQF levels 4, 5 and 6 provide a clear progressive context and structure for the development of key contemporary knowledge and skills, with routes to and from relevant qualifications in the sectoral area as shown in the diagram on the next page.

Progression Routes

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┌─────────────┐     ┌─────────────┐     ┌─────────────┐     ┌─────────────┐
│ NPA Digital │     │ NPA Digital │     │ NPA Digital │     │ NPA Digital │
│ Skills      │ ──► │ Passport    │ ──► │ Passport    │ ──► │ Passport    │
│ SCQF level 3│     │ SCQF level 4│     │ SCQF level 5│     │ SCQF level 6│
└─────────────┘     └─────────────┘     └─────────────┘     └─────────────┘
                          │                   │                   │
                          ▼                   ▼                   ▼
                    ┌─────────────┐     ┌─────────────┐     ┌─────────────┐     ┌─────────────┐
                    │ NC Computing│     │ NC Computing│     │ NC Computing│     │ HNC         │
                    │ with Digital│ ──► │ with Digital│ ──► │ with Digital│ ──► │ Computing   │
                    │ Media       │     │ Media       │     │ Media       │     │ SCQF level 7│
                    │ SCQF level 4│     │ SCQF level 5│     │ SCQF level 6│     │             │
                    └─────────────┘     └─────────────┘     └─────────────┘     └─────────────┘
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The qualification is suitable for a wide range of learners including:

♦ those wishing to develop and enhance digital skills to support their learning across a wide range of curricular areas.
♦ school learners wishing to broaden the Computing Science curriculum.
♦ college learners using the NPAs within full or part-time college programmes, such as a National Certificate (NC) in Computing with Digital Media.
♦ adults returning to education with an interest in developing fundamental digital skills.
♦ those lacking in technology skills wishing to enter the workplace or increase employment opportunities.

2 Qualifications structure

These group awards are made up of 3 SQA unit credits. They comprise 18 SCQF credit points at each level: SCQF levels 4, 5 and 6.

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

2.1 Structure

To achieve the qualification at each level learners should complete a total of three units selected from the frameworks as shown in the tables below.

NPA Digital Passport SCQF level 4

Three units from the following options:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J5V2	44	Computer Basics	1	6	4
HY2C	44	Computer Programming	1	6	4
J2HN	44	Data Citizenship	1	6	4
H9E2	44	Data Security	1	6	4
J698	44	Data Skills	1	6	4
J3H6	44	Digital Literacy	1	6	4
J5V4	44	Internet Safety	1	6	4
J6B6	44	Information Literacy*	1	6	4
J6B7	44	Network Literacy*	1	6	4
J6BA	44	Social Media Literacy*	1	6	4
HA6J	44	Web Apps: Presentations**	1	6	4
HA6L	44	Web Apps: Spreadsheets**	1	6	4
HA6M	44	Web Apps: Word Processing**	1	6	4

*Maximum of two units from grouping.
**Maximum of two units from grouping.

NPA Digital Passport SCQF level 5

Three units from the following options:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HY2C	45	Computer Programming	1	6	5
J2HN	45	Data Citizenship	1	6	5
H9E2	45	Data Security	1	6	5
J698	45	Data Skills	1	6	5
J3H6	45	Digital Literacy	1	6	5
J5V6	45	Weblogs	1	6	5
J6B6	45	Information Literacy*	1	6	5
J6B7	45	Network Literacy*	1	6	5
J6BA	45	Social Media Literacy*	1	6	5
HA6J	45	Web Apps: Presentations**	1	6	5
HA6L	45	Web Apps: Spreadsheets**	1	6	5
HA6M	45	Web Apps: Word Processing**	1	6	5

*Maximum of two units from grouping.
**Maximum of two units from grouping.

NPA Digital Passport SCQF level 6

Three units from the following options:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HY2C	46	Computer Programming	1	6	6
J2HN	46	Data Citizenship	1	6	6
H9E2	46	Data Security	1	6	6
J3H6	46	Digital Literacy	1	6	6
J6B6	46	Information Literacy*	1	6	6
J6B7	46	Network Literacy*	1	6	6
J6BA	46	Social Media Literacy*	1	6	6
HA6J	46	Web Apps: Presentations**	1	6	6
HA6L	46	Web Apps: Spreadsheets**	1	6	6
HA6M	46	Web Apps: Word Processing**	1	6	6

*Maximum of two units from grouping.
**Maximum of two units from grouping.

3   Aims of the qualifications

The main purpose of these qualifications is to allow learners more flexibility in the units they choose to complete their digital pathway.

3.1   General aims of the qualifications

1. To provide underpinning knowledge and practical skills in using digital tools for a range of purposes.
2. To deepen knowledge and understanding of uses of computing, data, and digital concepts for personal, educational, and business purposes.
3. To provide opportunities to develop learners' meta skills.
4. To provide opportunities to develop learners' key cognitive and Core Skills.
5. To provide opportunities to develop digital user skills mapped to National Occupational Standards (NOS).

3.2   Specific aims of the qualifications

6. To allow flexibility in choice of units so that qualifications are tailored for individual learner needs.
7. To encourage uptake of taster units in different areas of digital.
8. To provide more routes from which learners may progress their digital pathways.
9. To provide more opportunities to certificate learners' achievements in computing/digital areas.
10. To develop learners' confidence and abilities to use computing, data, and digital skills in a range of contexts.
11. To prepare learners for further study by developing a broad base of digital knowledge and skills.
12. To develop digital skills necessary for a range of employment opportunities.

4 Recommended entry to the qualifications

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

Prior to undertaking the NPA at SCQF level 4, learners would benefit from having attained the skills, knowledge and understanding required in the following or equivalent qualifications and/or experience:

GT5Y 43: NPA Digital Skills SCQF level 3.

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 Digital Passport 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 behaviour.

NPA Digital Passport 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 (ICT)	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.
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 behaviour.

NPA Digital Passport 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 (ICT)	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.
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 qualifications in meeting employer needs

These qualifications were 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 qualifications. 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 these qualifications.

5.1   Mapping of qualification aims to units

NPA Digital Passport SCQF level 4 — General aims:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5
J5V2 44	Computer Basics	x	x	x	x	
HY2C 44	Computer Programming	x	x	x	x	x
J2HN 44	Data Citizenship	x	x	x	x	
H9E2 44	Data Security	x	x	x	x	
J698 44	Data Skills	x	x	x	x	
J3H6 44	Digital Literacy	x	x	x	x	
J5V4 44	Internet Safety	x	x	x	x	x
J6B6 44	Information Literacy	x	x	x	x	x
J6B7 44	Network Literacy	x	x	x	x	x
J6BA 44	Social Media Literacy	x	x	x	x	x
HA6J 44	Web Apps: Presentations	x	x	x	x	x
HA6L 44	Web Apps: Spreadsheets	x	x	x	x	x
HA6M 44	Web Apps: Word Processing	x	x	x	x	x

NPA Digital Passport SCQF level 4 — Specific aims:

Code	Unit title	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10	Aim 11	Aim 12
J5V2 44	Computer Basics	x	x	x	x	x	x	x
HY2C 44	Computer Programming	x	x	x	x	x	x	x
J2HN 44	Data Citizenship	x	x	x	x	x	x	x
H9E2 44	Data Security	x	x	x	x	x	x	x
J698 44	Data Skills	x	x	x	x	x	x	x
J3H6 44	Digital Literacy	x	x	x	x	x	x	x
J5V4 44	Internet Safety	x	x	x	x	x	x	x
J6B6 44	Information Literacy	x	x	x	x	x	x	x
J6B7 44	Network Literacy	x	x	x	x	x	x	x
J6BA 44	Social Media Literacy	x	x	x	x	x	x	x
HA6J 44	Web Apps: Presentations	x	x	x	x	x	x	x
HA6L 44	Web Apps: Spreadsheets	x	x	x	x	x	x	x
HA6M 44	Web Apps: Word Processing	x	x	x	x	x	x	x

NPA Digital Passport SCQF level 5 — General aims:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5
HY2C 45	Computer Programming	x	x	x	x	
J2HN 45	Data Citizenship	x	x	x	x	
H9E2 45	Data Security	x	x	x	x	x
J698 45	Data Skills	x	x	x	x	
J3H6 45	Digital Literacy	x	x	x	x	
J5V6 45	Weblogs	x	x	x	x	x
J6B6 45	Information Literacy	x	x	x	x	x
J6B7 45	Network Literacy	x	x	x	x	x
J6BA 45	Social Media Literacy	x	x	x	x	x
HA6J 45	Web Apps: Presentations	x	x	x	x	x
HA6L 45	Web Apps: Spreadsheets	x	x	x	x	x
HA6M 45	Web Apps: Word Processing	x	x	x	x	x

NPA Digital Passport SCQF level 5 — Specific aims:

Code	Unit title	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10	Aim 11	Aim 12
HY2C 45	Computer Programming	x	x	x	x	x	x	x
J2HN 45	Data Citizenship	x	x	x	x	x	x	x
H9E2 45	Data Security	x	x	x	x	x	x	x
J698 45	Data Skills	x	x	x	x	x	x	x
J3H6 45	Digital Literacy	x	x	x	x	x	x	x
J5V6 45	Weblogs	x	x	x	x	x	x	x
J6B6 45	Information Literacy	x	x	x	x	x	x	x
J6B7 45	Network Literacy	x	x	x	x	x	x	x
J6BA 45	Social Media Literacy	x	x	x	x	x	x	x
HA6J 45	Web Apps: Presentations	x	x	x	x	x	x	x
HA6L 45	Web Apps: Spreadsheets	x	x	x	x	x	x	x
HA6M 45	Web Apps: Word Processing	x	x	x	x	x	x	x

NPA Digital Passport SCQF level 6 — General aims:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5
HY2C 46	Computer Programming	x	x	x	x	
J2HN 46	Data Citizenship	x	x	x	x	
H9E2 46	Data Security	x	x	x	x	x
J3H6 46	Digital Literacy	x	x	x	x	
J6B6 46	Information Literacy	x	x	x	x	x
J6B7 46	Network Literacy	x	x	x	x	x
J6BA 46	Social Media Literacy	x	x	x	x	x
HA6J 46	Web Apps: Presentations	x	x	x	x	x
HA6L 46	Web Apps: Spreadsheets	x	x	x	x	x
HA6M 46	Web Apps: Word Processing	x	x	x	x	x

NPA Digital Passport SCQF level 6 — Specific aims:

Code	Unit title	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10	Aim 11	Aim 12
HY2C 46	Computer Programming	x	x	x	x	x	x	x
J2HN 46	Data Citizenship	x	x	x	x	x	x	x
H9E2 46	Data Security	x	x	x	x	x	x	x
J3H6 46	Digital Literacy	x	x	x	x	x	x	x
J6B6 46	Information Literacy	x	x	x	x	x	x	x
J6B7 46	Network Literacy	x	x	x	x	x	x	x
J6BA 46	Social Media Literacy	x	x	x	x	x	x	x
HA6J 46	Web Apps: Presentations	x	x	x	x	x	x	x
HA6L 46	Web Apps: Spreadsheets	x	x	x	x	x	x	x
HA6M 46	Web Apps: Word Processing	x	x	x	x	x	x	x

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

The relevant elements of the National Occupational Standards (NOS) are listed below:

Skillset NOS:

♦ IM7 Code Scripts to Provide Functionality for Interactive Media Products.
♦ IM21 Program Electronic Games to Develop Functionality.
♦ IM22 Test Electronic Games.

Data Analytics NOS:

♦ ESKITP801301 Assist in Delivering the Data Management Infrastructure to Support Data Analysis and Reporting (RQF3/SCQF 6).
♦ ESKITP802301 Assist in Delivering Routine Data Analysis Studies (RQF3/SCQF 6).

Digital User NOS:

♦ TECHDUBI2 Produce data visualisations to support business insights:
 — .2 Identify the data required to produce visualisations.
♦ TECHDUCO1 Perform coding for simple business problems:
 — .1 Plan a software program to solve a well-defined business problem specification.
 — .2 Design algorithms to handle user inputs and process data for simple problems in line with organisational procedures.
 — .3 Produce code using basic programming constructs to a given design in line with organisational procedures.
 — .4 Apply stepwise refinement to solve problems iteratively to produce the required functionality.
 — .5 Debug and test software programs to identify and resolve programming defects.
 — .6 Apply notation to software programs to identify programming features and variables to improve maintainability in line with organisational standards.
 — .7 Document a program by producing release notes and guidance to assist users to operate the software correctly.
♦ TECHDUCW1 Carry out remote online working and collaboration:
 — .7 Use online communication and collaboration platforms to engage in virtual meetings and review digital documents, presentations and other digital media.

Digital User NOS: (continued)

- ♦ TECHDUDA2 Apply conditional formatting to visualise data:
  - — .1 Identify the dataset to be studied and formatting requirements to visualise data with stakeholders.
  - — .4 Format data using graduated colour scales or icons to visualise changes in data values and to indicate the trend of individual data values in line with requirements.
- ♦ TECHDUDA3 Show trends and patterns in data using graphs and charts:
  - — .1 Import file data into a spreadsheet.
  - — .3 Validate data to identify non-compliant data.
  - — .4 Remove duplicate, inaccurate, and null data.
  - — .5 Select the type of graphical output to apply in line with requirements.
  - — .6 Create graph or chart instance of the required data.
  - — .7 Identify the form of trend the data exhibits.
  - — .8 Select and fit a linear trend line to visualise time series data trend.
  - — .12 Save the graph output in the spreadsheet.
- ♦ TECHDUDB2 Create databases to store and retrieve data:
  - — .2 Create a single table database structure with the required fields correctly.
  - — .3 Populate a database table with required data accurately.
- ♦ TECHDUDC1 Publish digital content online:
  - — .1 Plan digital web content needs to meet requirements.
  - — .3 Select appropriate software to publish online digital content.
  - — .4 Enter, edit and format web text content to meet requirements.
  - — .9 Edit online content using appropriate tools and techniques to meet customer requirements.
- ♦ TECHDUDD1 Set up and use digital devices:
  - — .3 Adjust the operating system user interface settings to meet user needs.
  - — .5 Connect to an Internet Service Provider (ISP) through a router using Wi-Fi or cable connection to provide online services.
- ♦ TECHDUDD2 Configure digital systems:
  - — .2 Connect devices to Wi-Fi hotspots to provide online connectivity during roaming.
  - — .4 Install and configure software applications from cloud or digital media to meet new requirements.
  - — .5 Implement cloud data storage to provide improved data accessibility.
  - — .6 Check for and implement operating system and software updates and patches to keep software updated.

Digital User NOS: (continued)

- ♦ TECHDUDD3 Optimise digital technology solutions:
  - — .5 Configure web browser settings to improve online performance.
  - — .6 Use system administrative tools to improve system performance.
  - — .7 Implement power saving options on mobile digital devices to improve battery performance.
  - — .8 Take appropriate action to resolve routine IT and connectivity problems in line with organisational guidelines.
- ♦ TECHDUDI1 Find and store digital information:
  - — .2 Select a web browser to efficiently perform online information searches.
  - — .3 Formulate and refine search terms to interactively search for requested information securely.
  - — .4 Assess search results to verify the accuracy, currency and relevance.
  - — .5 Bookmark relevant online sources for future ease of access.
  - — .6 Download and save digital information and media files to meet requirements.
- ♦ TECHDUDI2 Enhance online information:
  - — .2 Identify online information sources to direct online searches.
  - — .7 Perform online searches in line with search strategies.
  - — .8 Review search results to assess suitability of information identified.
  - — .9 Select and download valid digital information from online sources.
  - — .10 Configure data repositories to store downloaded information.
  - — .11 Organise downloaded information to aid retrieval according to data types including images, documents, web links and audio playlists.
- ♦ TECHDUDI3 Evaluate digital information:
  - — .1 Evaluate information from online searches to determine the accuracy, validity, and currency.
  - — .2 Develop and refine search queries to deliver improved results.
  - — .3 Explore online information sources to maximise scope of online searches.
  - — .5 Use information tools to gather and share information efficiently.
- ♦ TECHDUDS1 Maintain data security when using digital technology:
  - — .1 Take appropriate security precautions when working online in line with organisational standards.
  - — .10 Comply with laws, regulations and organisational policies when using data in digital systems.
- ♦ TECHDUDS2 Implement security for a digital device:
  - — .2 Implement, configure and maintain antivirus security software to protect from threats to privacy and data on digital devices in line with organisational standards.
  - — .3 Run antivirus security scans on digital devices to identify security issues in line with organisational procedures.
- ♦ TECHDUDT2 Create and manage online digital accounts:
  - — .5 Complete new account registrations securely and in line with provider instructions.

Digital User NOS: (continued)

- TECHDUOC3 Assess the use of social media collaborations:
  — .1 Implement the organisation's social media collaboration strategy in line with organisational requirements.
  — .6 Collect and review online ratings, reviews, and recommendations to assist selection of IT tools and social networks.
- TECHDUOS1 Operate safely and securely when working online:
  — .1 Follow organisational procedures to share information securely when working online.
  — .2 Review software application access privileges and password authentication requirements carefully prior to installation on digital devices.
  — .3 Keep browser software updated to maintain online privacy and security resilience in line with organisational standards.
  — .9 Use a password manager to implement, maintain and oversee the adoption of unique strong passwords for user authenticated websites.
  — .10 Check that antivirus protection is up to date in line with organisational procedures.
- TECHDUPP1 Create digital presentations:
  — .1 Identify the purpose of the presentation and its key aims with stakeholders.
  — .2 Create a new digital presentation layout in line with requirements.
  — .3 Format presentation design, including title slide, background, headers, and footers in line with organisational standards.
  — .4 Add text and graphics content to meet requirements.
  — .5 Import digital images and other media into digital presentations in line with organisational procedures.
  — .6 Review and check digital presentations to identify and rectify errors.
  — .7 Review the presentation as a slide show to test that it meets delivery requirements.
  — .8 Edit and update digital presentations in line with requirements.
  — .9 Save digital media presentations for delivery and reuse in line with organisational standards.
  — .10 Share and upload digital presentations to online environments in line with organisational procedures.
- TECHDUPP2 Create enhanced digital presentations:
  — .1 Identify the target audience for a digital presentation to guide design requirements.
  — .2 Agree the purpose and specification of the presentation with stakeholders.
  — .3 Select appropriate organisational templates, themes, and layouts to display content in line with organisational standards.
  — .4 Insert media files into digital presentations in line with requirements.
  — .5 Add notes to slides to provide clear guidance to co-presenters.
  — .6 Add slide transition effects to digital presentation slides to enhance delivery in line with organisational standards.
  — .7 Create and import tables, charts, and graphs into digital presentations in line with requirements.
  — .8 Save presentations into appropriate shared or local repositories in line with organisational standards.

Digital User NOS: (continued)

♦ TECHDUPP3 Automate digital presentations:
  — .3 Manage slide formatting using slide masters to implement organisational house style in presentations.
  — .7 Create a custom slide show to automate a presentation for automated playback.
  — .8 Add audio narrations to digital presentations in line with organisational requirements.
  — .9 Save presentations into appropriate shared or local repositories in line with organisational standards.
  — .10 Present digital presentations using automated playback features in line with organisational requirements.
♦ TECHDUPS1 Recognise and resolve routine digital technology problems:
  — .2 Troubleshoot slow running computers by checking processes and disk usage to identify sources of problems.
  — .3 Perform hard disk clean-up using software tools in line with organisational procedures.
  — .8 Explore internet connections and network availability to identify network and internet availability and performance issues.
♦ TECHDUSS2 Create formulae and charts in spreadsheets:
  — .2. Enter, import, and edit spreadsheet data accurately.
  — .6 Select chart and graph styles to display spreadsheet in line with requirements.
  — .7 Produce and label charts and graphs to provide required data visualisations.
♦ TECHDUWP1 Create and edit digital documents:
  — .1 Access and configure digital document production software to produce documents with the required page setup, format, style and language.
  — .5 Use editing tools to modify and improve document content.
  — .9 Store and retrieve document files in line with requirements.

Information Security NOS:

♦ 6013.01 Contribute to information management.
♦ 6023.01 Follow information security governance under supervision.
♦ 6033.01 Contribute to risk assessment activities under supervision.
♦ 6033.02 Assist risk management under direction.
♦ 6043.01 Assist secure development under supervision.
♦ 6043.02 Assist design of security architecture under supervision.
♦ 6063.01 Assist secure operations management activities under supervision.
♦ 6073.02 Assist with incident management activities under supervision.
♦ 6083.01 Assist in information security audit activities under supervision.
♦ 6092.02 Carry out specified IT disaster recovery activities.

Information Security NOS: (continued)

♦ 6093.01 Contribute to IT disaster recovery management.
♦ 6093.02 Assist with IT disaster recovery activities.

IT User NOS:

♦ IPU:A2 Use IT systems and software efficiently to complete planned tasks.
♦ IUF:A3 Follow and understand the need for safety and security practices.
♦ UCT:A4 Contribute to tasks using collaborative technologies.
♦ SF:A4 Make effective use of IT tools and facilities to present information.
♦ ICF:A3 Select and use IT to communicate and exchange information.
♦ PS:A1 Input and combine text and other information within presentation slides.
♦ PS:A2 Use presentation software tools to structure, edit and format slides.
♦ SS:A1 Use a spreadsheet to enter, edit and organise numerical and other data.
♦ SS:A2 Use appropriate formulas and tools to summarise and display spreadsheet information.
♦ SS:B2 Select and use appropriate formulas and data analysis tools to meet requirements.
♦ WP:A1 Enter, edit, and combine text and other information accurately within word processing documents.
♦ WP:A2 Structure information within word processing documents.
♦ WP:A3 Use word processing software tools to format and present documents.
♦ WP:C2 Create and modify appropriate layouts, structures, and styles for word processing documents.

NPA Digital Passport SCQF level 4

Code	Unit title	NOS Reference
J5V2 44	Computer Basics	TECHDUCO1.2/3/5, TECHDUCW1.7, TECHDUDI1.2-4/6, TECHDUDI3.1-3/5, TECHDUDS1.1, TECHDUOS1.1, TECHDUWP1.1/5/9
HY2C 44	Computer Programming	IM7, IM21, IM22, TECHDUCO1.1-7
J5V4 44	Internet Safety	TECHDUDD1.3, TECHDUDD2.2, TECHDUDD3.5-8, TECHDUDS1.1/10, TECHDUDS2.3, TECHDUOS1.1/2/9, TECHDUPS1.2/3
J6B6 44	Information Literacy	TECHDUBI2.2, TECHDUDA3.5/6, TECHDUDI1.5, TECHDUDI3.1/2/5, TECHDUSS2.2/6/7
J6B7 44	Network Literacy	TECHDUDD1.5, TECHDUDD2.2/5, TECHDUDS2.2, TECHDUOS1.1-3/10, TECHDUPS1.8
J6BA 44	Social Media Literacy	TECHDUDD2.6, TECHDUDS1.1/10, TECHDUDT2.5
HA6J 44	Web Apps: Presentations	ICFA3, IPUA2, PSA1, PSA2, SFA4
HA6L 44	Web Apps: Spreadsheets	ICFA3, IPUA2, SFA4, SSA1, SSA2, SSB2, UCTA4
HA6M 44	Web Apps: Word Processing	ICFA3, IPUA2, SFA4, UCTA4, WPA1, WPA2, WPA3, WPC2

NPA Digital Passport SCQF level 5

Code	Unit title	NOS Reference
HY2C 45	Computer Programming	IM7, IM21, IM22
J2HN 45	Data Citizenship	ESKITP802301
H9E2 45	Data Security	6073.02, 6092.02
J5V6 45	Weblogs	TECHDUDC1.1/3/4/9
J6B6 45	Information Literacy	TECHDUBI2.2, TECHDUDA3.7/8/12, TECHDUDB2.2/3, TECHDUDI1.5, TECHDUDI2.8, TECHDUDI3.1/5
J6B7 45	Network Literacy	TECHDUDS1.10
J6BA 45	Social Media Literacy	TECHDUDS1.1, TECHDUOC3.6
HA6J 45	Web Apps: Presentations	ICFA3, IPUA2, PSA1, PSA2, SFA4, UCTA4
HA6L 45	Web Apps: Spreadsheets	ICFA3, IPUA2, IUFA3, SFA4, SSA1, SSA2, SSB2, UCTA4
HA6M 45	Web Apps: Word Processing	ICFA3, IPUA2, IUFA3, SFA4, UCTA4, WPA1, WPA2, WPA3, WPC2

NPA Digital Passport SCQF level 6

Code	Unit title	NOS Reference
HY2C 46	Computer Programming	IM7, IM21, IM22
J2HN 46	Data Citizenship	ESKITP801301, ESKITP80231
H9E2 46	Data Security	6013.01, 6023.01, 6033.01, 6033.02, 6043.01, 6043.02, 6063.01, 6083.01, 6093.01, 6093.02
J6B6 46	Information Literacy	TECHDUDA2.1/4, TECHDUDA3.1/3/4, TECHDUDI2.2/7/9-11, TECHDUDI3.1, TECHDUPP1.1-10, TECHDUPP2.1-8, TECHDUPP3.3/7-10
J6B7 46	Network Literacy	TECHDUDD2.4/5
J6BA 46	Social Media Literacy	TECHDUOC3.1
HA6J 46	Web Apps: Presentations	ICFA3, IPUA2, PSA1, PSA2, SFA4, UCTA4
HA6L 46	Web Apps: Spreadsheets	ICFA3, IPUA2, IUFA3, SFA4, SSA1, SSA2, SSB2, UCTA4
HA6M 46	Web Apps: Word Processing	ICFA3, IUFA3, SFA4, UCTA4, WPA1, WPA2, WPA3, WPC2

5.3 Mapping of Core Skills development opportunities across the qualification

E= embedded within the unit (at SCQF level), which means learners who achieve the unit will automatically have their Core Skills profile updated on their certificate.

S = signposted, which means learners will be developing aspects of Core Skills through teaching and learning approaches but not enough to attract automatic certification.

NPA Digital Passport SCQF level 4 — Communication

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
J5V2 44	Computer Basics		Signposted	
HY2C 44	Computer Programming			
J2HN 44	Data Citizenship		Signposted	Signposted
H9E2 44	Data Security			Signposted
J698 44	Data Skills			
J3H6 44	Digital Literacy		Signposted	Signposted
J5V4 44	Internet Safety			
J6B6 44	Information Literacy			
J6B7 44	Network Literacy			
J6BA 44	Social Media Literacy	Signposted	Signposted	
HA6J 44	Web Apps: Presentations			
HA6L 44	Web Apps: Spreadsheets			
HA6M 44	Web Apps: Word Processing			

NPA Digital Passport SCQF level 4 — Numeracy

Unit code	Unit title	Using Number	Using Graphical Information
J5V2 44	Computer Basics		
HY2C 44	Computer Programming		
J2HN 44	Data Citizenship	Signposted	Signposted
H9E2 44	Data Security		
J698 44	Data Skills	Signposted	Signposted
J3H6 44	Digital Literacy		
J5V4 44	Internet Safety		
J6B6 44	Information Literacy		Embedded (level 4)
J6B7 44	Network Literacy		
J6BA 44	Social Media Literacy		
HA6J 44	Web Apps: Presentations		
HA6L 44	Web Apps: Spreadsheets		
HA6M 44	Web Apps: Word Processing		

NPA Digital Passport SCQF level 4 — Information and Communication Technology (ICT)

Unit code	Unit title	Accessing Information	Providing/Creating Information
J5V2 44	Computer Basics	Signposted	Signposted
HY2C 44	Computer Programming		Signposted
J2HN 44	Data Citizenship	Signposted	Signposted
H9E2 44	Data Security	Signposted	
J698 44	Data Skills	Signposted	Signposted
J3H6 44	Digital Literacy	Embedded (level 4)	Embedded (level 4)
J5V4 44	Internet Safety	Embedded (level 4)	
J6B6 44	Information Literacy	Embedded (level 4)	Embedded (level 4)
J6B7 44	Network Literacy	Embedded (level 4)	Signposted
J6BA 44	Social Media Literacy	Signposted	Signposted
HA6J 44	Web Apps: Presentations	Signposted	Embedded (level 4)
HA6L 44	Web Apps: Spreadsheets	Signposted	Embedded (level 4)
HA6M 44	Web Apps: Word Processing	Signposted	Embedded (level 4)

NPA Digital Passport SCQF level 4 — Problem Solving

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
J5V2 44	Computer Basics	Signposted		
HY2C 44	Computer Programming	Embedded (level 3)	Embedded (level 3)	
J2HN 44	Data Citizenship	Embedded (level 4)	Signposted	Signposted
H9E2 44	Data Security			
J698 44	Data Skills			
J3H6 44	Digital Literacy	Signposted	Signposted	Signposted
J5V4 44	Internet Safety	Signposted		
J6B6 44	Information Literacy	Embedded (level 4)	Embedded (level 4)	Embedded (level 4)
J6B7 44	Network Literacy	Signposted		
J6BA 44	Social Media Literacy			
HA6J 44	Web Apps: Presentations	Embedded (level 4)	Embedded (level 4)	Embedded (level 4)
HA6L 44	Web Apps: Spreadsheets	Embedded (level 4)	Embedded (level 4)	Embedded (level 4)
HA6M 44	Web Apps: Word Processing	Embedded (level 4)	Embedded (level 4)	Embedded (level 4)

NPA Digital Passport SCQF level 4 — Working with Others

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J5V2 44	Computer Basics	Signposted	
HY2C 44	Computer Programming		
J2HN 44	Data Citizenship		
H9E2 44	Data Security	Signposted	
J698 44	Data Skills		
J3H6 44	Digital Literacy	Embedded (level 4)	Embedded (level 4)
J5V4 44	Internet Safety		
J6B6 44	Information Literacy		
J6B7 44	Network Literacy		
J6BA 44	Social Media Literacy	Embedded (level 4)	Embedded (level 4)
HA6J 44	Web Apps: Presentations	Signposted	
HA6L 44	Web Apps: Spreadsheets	Signposted	
HA6M 44	Web Apps: Word Processing	Signposted	

NPA Digital Passport SCQF level 5 — Communication

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
HY2C 45	Computer Programming			
J2HN 45	Data Citizenship		Signposted	Signposted
H9E2 45	Data Security			
J698 45	Data Skills			
J3H6 45	Digital Literacy		Signposted	Signposted
J5V6 45	Weblogs	Signposted	Signposted	
J6B6 45	Information Literacy			
J6B7 45	Network Literacy		Signposted	
J6BA 45	Social Media Literacy	Signposted	Signposted	
HA6J 45	Web Apps: Presentations			
HA6L 45	Web Apps: Spreadsheets			
HA6M 45	Web Apps: Word Processing			

NPA Digital Passport SCQF level 5 — Numeracy

Unit code	Unit title	Using Number	Using Graphical Information
HY2C 45	Computer Programming		
J2HN 45	Data Citizenship	Signposted	Signposted
H9E2 45	Data Security		
J698 45	Data Skills	Signposted	Signposted
J3H6 45	Digital Literacy		
J5V6 45	Weblogs		
J6B6 45	Information Literacy	Signposted	Embedded (level 5)
J6B7 45	Network Literacy		
J6BA 45	Social Media Literacy		
HA6J 45	Web Apps: Presentations		
HA6L 45	Web Apps: Spreadsheets		
HA6M 45	Web Apps: Word Processing		

NPA Digital Passport SCQF level 5 — Information and Communication Technology (ICT)

Unit code	Unit title	Accessing Information	Providing/Creating Information
HY2C 45	Computer Programming		Signposted
J2HN 45	Data Citizenship	Signposted	Signposted
H9E2 45	Data Security	Signposted	
J698 45	Data Skills	Signposted	Signposted
J3H6 45	Digital Literacy	Embedded (level 5)	Embedded (level 5)
J5V6 45	Weblogs	Embedded (level 5)	Embedded (level 5)
J6B6 45	Information Literacy	Embedded (level 5)	Embedded (level 5)
J6B7 45	Network Literacy	Embedded (level 5)	Signposted
J6BA 45	Social Media Literacy	Signposted	Signposted
HA6J 45	Web Apps: Presentations	Signposted	Embedded (level 5)
HA6L 45	Web Apps: Spreadsheets	Signposted	Embedded (level 5)
HA6M 45	Web Apps: Word Processing	Signposted	Embedded (level 5)

NPA Digital Passport SCQF level 5 — Problem Solving

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
HY2C 45	Computer Programming	Embedded (level 5)	Embedded (level 5)	Signposted
J2HN 45	Data Citizenship	Embedded (level 5)	Signposted	Signposted
H9E2 45	Data Security			
J698 45	Data Skills			
J3H6 45	Digital Literacy	Signposted	Signposted	Signposted
J5V6 45	Weblogs			
J6B6 45	Information Literacy	Embedded (level 5)	Embedded (level 5)	Embedded (level 5)
J6B7 45	Network Literacy	Signposted	Signposted	
J6BA 45	Social Media Literacy			
HA6J 45	Web Apps: Presentations	Embedded (level 5)	Embedded (level 5)	Embedded (level 5)
HA6L 45	Web Apps: Spreadsheets	Embedded (level 5)	Embedded (level 5)	Embedded (level 5)
HA6M 45	Web Apps: Word Processing	Embedded (level 5)	Embedded (level 5)	Embedded (level 5)

NPA Digital Passport SCQF level 5 — Working with Others

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
HY2C 45	Computer Programming		
J2HN 45	Data Citizenship		
H9E2 45	Data Security		
J698 45	Data Skills		
J3H6 45	Digital Literacy	Embedded (level 5)	Embedded (level 5)
J5V6 45	Weblogs		Signposted
J6B6 45	Information Literacy		
J6B7 45	Network Literacy		
J6BA 45	Social Media Literacy	Embedded (level 5)	Embedded (level 5)
HA6J 45	Web Apps: Presentations	Signposted	
HA6L 45	Web Apps: Spreadsheets	Signposted	
HA6M 45	Web Apps: Word Processing	Signposted	

NPA Digital Passport SCQF level 6 — Communication

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
HY2C 46	Computer Programming			
J2HN 46	Data Citizenship		Signposted	
H9E2 46	Data Security		Signposted	Signposted
J3H6 46	Digital Literacy		Signposted	Signposted
J6B6 46	Information Literacy	Signposted	Signposted	Signposted
J6B7 46	Network Literacy		Signposted	Signposted
J6BA 46	Social Media Literacy	Signposted	Signposted	
HA6J 46	Web Apps: Presentations			
HA6L 46	Web Apps: Spreadsheets			
HA6M 46	Web Apps: Word Processing			

NPA Digital Passport SCQF level 6 — Numeracy

Unit code	Unit title	Using Number	Using Graphical Information
HY2C 46	Computer Programming		
J2HN 46	Data Citizenship		
H9E2 46	Data Security		
J3H6 46	Digital Literacy		
J6B6 46	Information Literacy	Signposted	Embedded (level 6)
J6B7 46	Network Literacy		
J6BA 46	Social Media Literacy		
HA6J 46	Web Apps: Presentations		
HA6L 46	Web Apps: Spreadsheets	Signposted	
HA6M 46	Web Apps: Word Processing		

NPA Digital Passport SCQF level 6 — Information and Communication Technology (ICT)

Unit code	Unit title	Accessing Information	Providing/Creating Information
HY2C 46	Computer Programming		Signposted
J2HN 46	Data Citizenship		
H9E2 46	Data Security	Signposted	
J3H6 46	Digital Literacy	Embedded (level 6)	Embedded (level 6)
J6B6 46	Information Literacy	Embedded (level 6)	Embedded (level 6)
J6B7 46	Network Literacy	Embedded (level 6)	Signposted
J6BA 46	Social Media Literacy	Signposted	Signposted
HA6J 46	Web Apps: Presentations	Signposted	Embedded (level 6)
HA6L 46	Web Apps: Spreadsheets	Signposted	Embedded (level 6)
HA6M 46	Web Apps: Word Processing	Signposted	Embedded (level 6)

NPA Digital Passport SCQF level 6 — Problem Solving

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
HY2C 46	Computer Programming	Embedded (level 6)	Embedded (level 6)	Signposted
J2HN 46	Data Citizenship	Embedded (level 6)		
H9E2 46	Data Security	Embedded (level 6)	Embedded (level 6)	
J3H6 46	Digital Literacy	Embedded (level 6)	Embedded (level 6)	Embedded (level 6)
J6B6 46	Information Literacy	Embedded (level 6)	Embedded (level 6)	Embedded (level 6)
J6B7 46	Network Literacy	Signposted	Signposted	Signposted
J6BA 46	Social Media Literacy			
HA6J 46	Web Apps: Presentations	Embedded (level 6)	Embedded (level 6)	Embedded (level 6)
HA6L 46	Web Apps: Spreadsheets	Embedded (level 6)	Embedded (level 6)	Embedded (level 6)
HA6M 46	Web Apps: Word Processing	Embedded (level 6)	Embedded (level 6)	Embedded (level 6)

NPA Digital Passport SCQF level 5 — Working with Others

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
HY2C 46	Computer Programming		
J2HN 46	Data Citizenship		
H9E2 46	Data Security	Signposted	
J3H6 46	Digital Literacy	Embedded (level 6)	Embedded (level 6)
J6B6 46	Information Literacy		
J6B7 46	Network Literacy		
J6BA 46	Social Media Literacy	Embedded (level 6)	Embedded (level 6)
HA6J 46	Web Apps: Presentations	Signposted	
HA6L 46	Web Apps: Spreadsheets	Signposted	
HA6M 46	Web Apps: Word Processing	Signposted	

5.4 Assessment strategy for the qualification

The evidence requirements in each unit specification define the types, quantity, and quality of evidence that learners must produce to achieve it. The support notes provide guidance on some of the ways this evidence may be generated by suggesting instruments of assessment that could be used to assess learners. While the following table briefly summarises the main assessment methods learners may encounter, and if specified the conditions in which it should be produced, the individual unit specifications should be referred to for more detailed information on assessment.

SCQF level 4

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Computer Basics	Sample knowledge test.	Practical tasks.	Practical tasks.	Practical tasks.
Computer Programming	Open-book practical.	Closed-book questions.	Open-book practical.	Not applicable.
Data Citizenship	Supervised sample knowledge testing.	Supervised sample knowledge testing.	Dataset interpretation.	Not applicable.
Data Security	Sampled knowledge testing.	Sampled knowledge testing.	Extended practical.	Not applicable.
Data Skills	Sample knowledge test.	Analysis of a dataset over time under loosely controlled conditions.	Analysis of a dataset over time under loosely controlled conditions.	Analysis of a dataset over time under loosely controlled conditions
Digital Literacy	Open-book knowledge-based and practical activities.	Open-book knowledge-based and practical activities.	Open-book knowledge-based and practical activities.	Not applicable.

SCQF level 4 (continued)

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Internet Safety	Sample knowledge test.	Practical tasks.	Sample knowledge test.	Not applicable.
Information Literacy	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	Not applicable.
Network Literacy	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	Not applicable.

SCQF level 4 (continued)

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Social Media Literacy	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	Not applicable.
Web Apps: Presentations	Closed-book sample knowledge test.	Practical task.	Practical task.	Not applicable.
Web Apps: Spreadsheets	Closed-book sample knowledge test.	Practical task.	Practical task.	Not applicable.
Web Apps: Word Processing	Practical tasks.	Practical tasks.	Practical tasks.	Not applicable.

SCQF level 5

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Computer Programming	Open-book practical.	Closed-book questions.	Open-book practical.	Not applicable.
Data Citizenship	Supervised sample knowledge testing.	Supervised sample knowledge testing.	Dataset interpretation.	Not applicable.
Data Security	Sampled knowledge testing.	Sampled knowledge testing.	Extended practical data security solution.	Not applicable.
Data Skills	Sampled knowledge.	Product evidence: Analysis of dataset.	Product evidence: Analysis of dataset. Presentation under controlled conditions.	Product evidence: Analysis of dataset.
Digital Literacy	Open-book knowledge-based and practical activities.	Open-book knowledge-based and practical activities.	Open-book knowledge-based and practical activities.	Not applicable.
Weblogs	Holistic digital product without assistance.	Holistic digital product without assistance.	Holistic digital product without assistance.	Not applicable.

SCQF level 5 (continued)

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Information Literacy	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	Not applicable.
Network Literacy	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	Not applicable.
Social Media Literacy	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	Not applicable.

SCQF level 5 (continued)

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Web Apps: Presentations	Closed-book sample knowledge test.	Practical task	Practical task	Not applicable.
Web Apps: Spreadsheets	Closed-book sample knowledge test.	Practical task.	Practical task.	Not applicable.
Web Apps: Word Processing	Practical tasks.	Practical tasks.	Practical tasks.	Not applicable.

SCQF level 6

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Computer Programming	Controlled supervised and timed knowledge test. Open-book product: algorithm.	Controlled supervised and timed knowledge test.	Open-book product: complex algorithm.	Not applicable.
Data Citizenship	Supervised sample knowledge testing.	Supervised sample knowledge testing.	Dataset interpretation.	Not applicable.
Data Security	Sampled knowledge.	Sampled knowledge.	Practical project.	Not applicable.
Digital Literacy	Open-book knowledge-based and practical activities.	Open-book knowledge-based and practical activities.	Open-book knowledge-based and practical activities.	Not applicable.
Information Literacy	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	Not applicable.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Network Literacy	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	Not applicable.
Social Media Literacy	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	E-portfolio containing samples of digital evidence assessing cognitive and practical competences as learners progress through the units. All units have digital assessments available on SOLAR.	Not applicable.
Web Apps: Presentations	Closed-book sample knowledge test.	Practical task.	Practical task.	Not applicable.
Web Apps: Spreadsheets	Closed-book sample knowledge test.	Practical task.	Practical task.	Not applicable.
Web Apps: Word Processing	Practical tasks.	Practical tasks.	Practical tasks.	Not applicable.

6 Guidance on approaches to delivery and assessment

These awards aim to offer flexibility to both learners and centres, and reward learners for their learning across a range of digital skills, rather than having a specific focus on one small aspect of digital literacy. As such, learners can study a breadth of topics in the field from the framework.

A practical, hands-on approach to learning should be taken, particularly when delivering units at SCQF level 4. However, all practical tasks undertaken should be underpinned by appropriate knowledge before learners undertake these activities.

All the units from the framework can be delivered using face-to-face, direct teaching. However, many units would fit naturally into e-learning and hybrid models of delivery. Centres may choose to specifically offer those units, within the framework, that would fit best with remote online learning to best meet the needs of their learners.

One major advantage of offering this award is that centres can offer learners a choice of what they learn and how they learn. Not every learner in the class needs to engage with the same three units from the framework. Centres have the scope to offer learners a choice, within the boundaries of the framework, of which three units that they would like to undertake.

Another advantage of this, and many other NPAs, is that learners do not need to complete all three units at the same level in order to successfully achieve an award. This gives flexibility, allows for multi-level teaching and allows learners to undertake each unit at the level most appropriate to their needs and abilities. In this case, the NPA Digital Passport would be awarded at the level of the lowest successfully completed unit. For example:

Example 1	Units achieved	NPA awarded
A learner is working at SCQF level 4 but already has prior skills/knowledge in a particular unit and they undertake that unit at SCQF level 5.	Two units at SCQF level 4. One unit at SCQF level 5.	SCQF level 4.

Example 2	Units achieved	NPA awarded
A learner achieves success at SCQF level 6 in two of their three units but finds the third more challenging and completes it at SCQF level 5.	Two units at SCQF level 6. One unit at SCQF level 5.	SCQF level 5.

Example 3	Units achieved	NPA awarded
A learner is working on three units, each at a different level.	One unit at SCQF level 4. One unit at SCQF level 5. One unit at SCQF level 6.	SCQF level 4.

If learners have already achieved a unit at a level higher than the award, and they wish to progress to the next level of the NPA, then they only need to complete a further two units to achieve the group award.

Below is a summary of each unit that can contribute to the award. Full details of the unit can be found in the individual unit specification and/or the unit's associated group award specification (if part of a separate award).

Code	Unit Name	SCQF level	Content Summary	Link(s)
J5V2	Computer Basics	4	This unit focuses on the safe and responsible use of computers.	Unit Specification
J5V4	Internet Safety	4	This unit focuses on the safe and responsible use of the internet.	Unit Specification
HY2C	Computer Programming	4, 5, 6	This unit focuses on providing the practical skills and underlying principles of computer programming.	Unit Specification L4 Unit Specification L5 Unit Specification L6
J2HN	Data Citizenship	4, 5, 6	Part of the NPA Data Science Group Award, this unit focuses on how data can be used/misused and the impact of data on society.	Group Award Specification Unit Specification L4 Unit Specification L5 Unit Specification L6
H9E2	Data Security	4, 5, 6	This unit focuses on how data can be stored and shared safely.	Unit Specification L4 Unit Specification L5 Unit Specification L6
J698	Data Skills	4, 5	This unit focuses on working with data and statistics.	Unit Specification L4 Unit Specification L5
J3H6	Digital Literacy	4, 5, 6	This unit focuses on learners using a range of digital devices, software applications and tools safely.	Unit Specification L4 Unit Specification L5 Unit Specification L6
J5V6	Weblogs	5	This unit focuses on following and posting to online blogs.	Unit Specification

Code	Unit Name	SCQF level	Content Summary	Link(s)
J6B6	Information Literacy	4, 5 ,6	Part of the NPA Digital Literacies Group Award, this unit focuses on the knowledge and skills needed to use and understand information.	Group Award Specification Unit Specification L4 Unit Specification L5 Unit Specification L6
J6B7	Network Literacy	4, 5 ,6	Part of the NPA Digital Literacies Group Award, this unit focuses on learners acquiring the knowledge and skills in using networks.	Group Award Specification Unit Specification L4 Unit Specification L5 Unit Specification L6
J6BA	Social Media Literacy	4, 5 ,6	Part of the NPA Digital Literacies Group Award, this unit focuses on the skills needed to use and understand social media.	Group Award Specification Unit Specification L4 Unit Specification L5 Unit Specification L6
HA6J	Web Apps: Presentations	4, 5, 6	Part of the NPA PC Passport Group Award, this unit focuses on developing skills using presentation software.	Group Award Specification Unit Specification L4 Unit Specification L5 Unit Specification L6
HA6L	Web Apps: Spreadsheets	4, 5, 6	Part of the NPA PC Passport Group Award, this unit focuses on developing skills using spreadsheet software.	Group Award Specification Unit Specification L4 Unit Specification L5 Unit Specification L6
HA6M	Web Apps: Word Processing	4, 5, 6	Part of the NPA PC Passport Group Award, this unit focuses on developing skills using word processing software.	Group Award Specification Unit Specification L4 Unit Specification L5 Unit Specification L6

6.1 Sequencing/integration of units

The sequencing of the units will largely depend on the units chosen as part of this award. The skills, knowledge and experience of centre staff may also influence which units are delivered.

Several units will integrate well and have natural links. Examples include:

♦ Some practical tasks in the Data Skills unit (J698), involving calculations using data. These could be carried out using spreadsheet skills from the Web Apps: Spreadsheets unit (HA6L).

♦ There are links between outcomes in the Data Security unit (H9E2), Digital Literacy unit (J3H6) and the Internet Safety (J5V4 44) unit.

♦ Several units from the framework include tasks/outcomes that encourage learners to carry out research and present their findings. Such tasks could be used to consolidate/deliver practical skills in both Web Apps: Presentations (HA6J) and Web Apps: Word Processing (HA6M) or Weblogs (J5V6).

Possible unit combinations could include:

Example 1 (SCQF level 4)	Comments
J5V2 44: Computer Basics J5V4 44: Internet Safety HA6J 44: Web Apps: Presentations	These three units offer a basic introduction to each area to learners with an interest in computers/digital technology.

Example 2 (SCQF level 4/5)	Comments
J698 44/45: Data Skills J6B6 44/45: Information Literacy HA6L 44/45: Web Apps: Spreadsheets	This combination would suit those with an interest in the use of data and could be run as an alternative to NPA Data Science.

Example 3 (SCQF level 4/5/6)	Comments
HY2C 44/45/46: Computer Programming H9E2 44/45/46: Data Security J6B7 44/45/46: Network Literacy	This combination would suit those with a Computing background and interest in computer hardware.

Example 4 (SCQF level 4/5/6)	Comments
HY2C 44/45/46: Computer Programming J2HN 44/45/46: Data Citizenship HA6L 44/45/46: Web Apps: Spreadsheets	This combination could be aimed at learners with mathematical and problem-solving skills.

Example 5 (SCQF level 4/5/6)	Comments
J3H6 44/45/46: Digital Literacy Any two from: 1. HA6J 44/45/46: Web Apps: Presentations 2. HA6L 44/45/46): Web Apps: Spreadsheets 3. HA6M 44/45/46: Web Apps: Word Processing	This combination would suit learners with digital literacy skills without a Computing background and could be run in combination with the NPA PC Passport.

If time permitted, it would be possible to undertake a combination of four different units to allow learners to achieve an additional National Progression Award as well as the NPA Digital Passport. For example:

Three units from NPA Digital Passport	+	Additional unit	=	Additional NPA
HY2C: Computer Programming J2HN: Data Citizenship H9E2: Data Security		Data Science (J2G2 45/46)		NPA Data Science (Level 5/6)
J3H6: Digital Literacy Any two from: 1. HA6J: Web Apps: Presentations 2. HA6L: Web Apps: Spreadsheets 3. HA6M: Web Apps: Word Processing		The third unit from the Web Apps grouping.		NPA PC Passport
J3H6: Digital Literacy J6B6: Information Literacy J6BA: Social Media Literacy		Network Literacy (J6B7)		NPA Digital Literacies

Most units within this award have the notional timescale of 40 hours. However, the exact time allocated to each unit will be at the discretion of the centre.

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 units may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

These qualifications are not designed to articulate with particular degree programmes; however, they do provide opportunities to progress to National and Higher National Certificates in the Computing/Digital sector.

6.2.2 Professional recognition

These qualifications are not designed to gain professional recognition.

6.3 Opportunities for e-assessment

Many of the units could be delivered by e-learning/assessment. Some of the units have been created with e-learning in mind, while others could be easily adapted for e-learning or a hybrid model.

A list of online unit assessments is available to view on SOLAR (www.sqasolar.org.uk)

6.4   Support materials

A list of existing Assessment Support Packs (ASPs) is available to view on SQA's website.

6.5   Resource requirements

The unit specification for each unit within the framework provides details of any specific hardware/software resources required. Learners may benefit from making use of a range of different devices such as PC, laptop, tablet, or smartphone. Many of the units can be offered with access to common general purpose package software such as Microsoft Word, Microsoft Excel and Microsoft PowerPoint and suitable web browsing software. For those who are working remotely or using a mobile device, these packages can be easily substituted for online versions of similar software, such as Google Docs and Google Sheets.

Specialist software may be required for centres offering the Computer Programming unit (HY2C). However, the choice of programming language/development environment is up to each centre. There are an increasing number of online development environments that could be utilised for learners working remotely.

Where collaboration is required between learners, this can be carried out either face-to-face in person or remotely using online workspaces such as Microsoft Teams or Google Classroom.

Centres should think carefully about the units they offer to learners, within the scope of this framework, and whether access and/or resource limitations are likely to cause significant barriers to learners achieving the outcomes and performance criteria required. For example, it may be problematic to deliver Social Media Literacy (J6BA) if the centre has restricted website access, or Network Literacy (J6B7) with limited access to networks/devices. In these scenarios centres should consider what workarounds might be possible to allow learners to achieve the unit outcomes.

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

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

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

8 Glossary of terms

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

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

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

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

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

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

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

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

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

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

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

History of changes

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

NOTE: Where a unit is revised by another unit:

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

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's schools and colleges have made to the development of these qualifications.

9 General information for learners

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

The NPA Digital Passport (SCQF levels 4, 5 and 6) allows a breadth of learning across a range of units covering both digital literacy and computing skills, by allowing you/your centre to select any three of the units from the table below. This 'pick and mix' approach allows far greater flexibility for you to learn and develop digital skills from across different areas of interest. The award would suit anyone wishing to develop their knowledge of and skills in digital technologies.

Below is a summary of the units that can form part of this award. The award can be achieved by successfully completing any three of these units.

Unit Name	This unit focuses on …
Computer Basics (J5V2 44)	the safe and responsible use of computers.
Internet Safety (J5V4 44)	the safe and responsible use of the internet.
Data Skills (J698 44/45)	working with data and statistics.
Weblogs (J5V6 45)	following and posting to online blogs.
Computer Programming (HY2C 44/45/46)	the practical skills and underlying principles of computer programming.
Data Citizenship (J2HN 44/45/46)	how data can be used/misused and the impact of data on society.
Data Security (H9E2 44/45/46)	how data can be stored and shared safely.
Digital Literacy (J3H6 44/45/46)	using a range of digital devices, software applications and tools safely.

Maximum of two units from the NPA Digital Literacies grouping below:

Unit Name	This unit focuses on …
Information Literacy (J6B6 44/45/46)	the knowledge and skills needed to use and understand information.
Network Literacy (J6B7 44/45/46)	gaining knowledge and skills in using networks.
Social Media Literacy (J6BA 44/45/46)	the skills needed to use and understand social media.

Maximum of two units from the NPA PC Passport grouping below:

Unit Name	This unit focuses on …
Web Apps: Presentations (HA6J 44/45/46)	developing skills using presentation software.
Web Apps: Spreadsheets (HA6L 44/45/46)	developing skills using spreadsheet software.
Web Apps: Word Processing (HA6M 44/45/46)	developing skills using word processing software.

The choice of units above will depend on which units your centre is offering and what your areas of interest might be. There are a range of different combinations that can be delivered from the units above to suit your and your centre's needs.

Each unit will combine practical skills with theory knowledge. Different units will be assessed in different ways, depending on the knowledge/skills gained throughout the unit. A range of Core Skills and work-based competences based on National Occupational Standards in areas of Digital and IT will also be developed.

Having successfully completed this award you will be well placed to further your studies in digital technologies. With the breadth of learning on offer within this course, you might find that you want to focus your further study on one of the areas that you particularly enjoyed during the award.