



## **Group Award Specification for:**

**National Progression Awards: Digital Literacies at  
SCQF levels 4, 5 and 6**

**Group Award Code: GT75 44**

**Group Award Code: GT76 45**

**Group Award Code: GT77 46**

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# 1 Introduction

The purpose of this document is to:

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

These qualifications are revisions of the National Progression Awards (NPAs) GJ7W 44, GJ7X 45 and GJ7Y 46 Digital Passport at SCQF levels 4, 5 and 6.

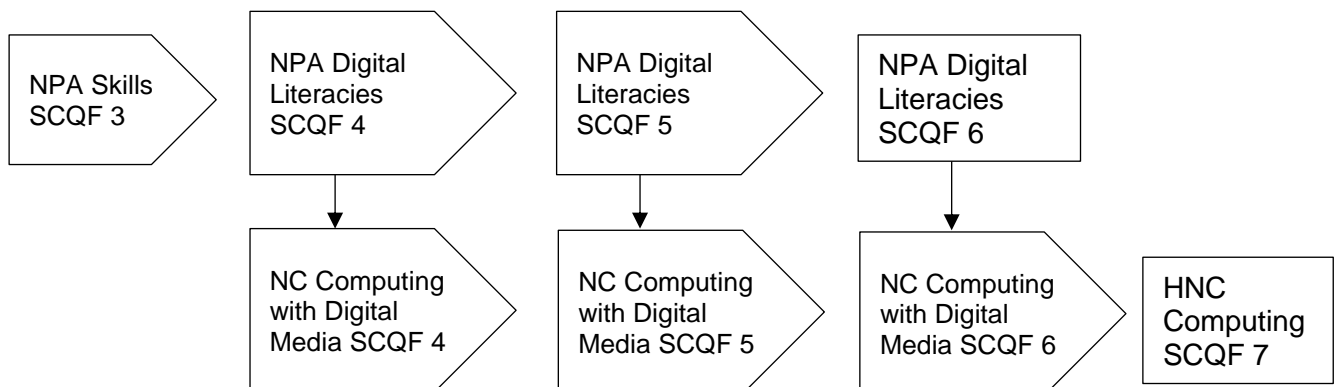
During the review process, practitioners agreed that the existing three-unit structures should be retained for qualifications at all levels and that the units should be updated. However, they did not agree that the awards were a 'passport' style qualification as this title suggested a more flexible structure with optional units offering learners' choice and different pathways. The recommendation was therefore to take the opportunity to give the revised awards a title that better reflected the underpinning digital literacy focus of the unit contents. The revised awards have therefore been retitled NPA Digital Literacies at SCQF levels 4, 5 and 6.

The qualifications are suitable for a wide range of people:

- ◆ Learners who wish to better understand underpinning digital literacy theories and practices.
- ◆ Learners wishing to develop and improve digital skills for educational, business, and personal purposes.
- ◆ Learners in senior phase of school and in further education settings.
- ◆ Learners who wish to progress to programmes of study in related areas of Computing, Digital, Media or Business.
- ◆ Learners returning to education to upskill and to improve their employability opportunities.

The qualifications will allow learners to develop a range of knowledge and skills that are fundamental to participating in a digital society, and relevant to most areas of business and employment in the current job market.

The diagram below shows progression pathways currently available in the vocational Computing / IT sector:



## 2 Qualifications structure

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

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

### 2.1 Structure

At each level all three units are mandatory.

#### GT75 44 Digital Literacies (SCQF level 4)

| 4 code | 2 code | Unit title            | SQA credit | SCQF credit points | SCQF level |
|--------|--------|-----------------------|------------|--------------------|------------|
| J6B6   | 44     | Information Literacy  | 1          | 6                  | 4          |
| J6B7   | 44     | Network Literacy      | 1          | 6                  | 4          |
| J6BA   | 44     | Social Media Literacy | 1          | 6                  | 4          |

#### GT76 45 Digital Literacies (SCQF level 5)

| 4 code | 2 code | Unit title            | SQA credit | SCQF credit points | SCQF level |
|--------|--------|-----------------------|------------|--------------------|------------|
| J6B6   | 45     | Information Literacy  | 1          | 6                  | 5          |
| J6B7   | 45     | Network Literacy      | 1          | 6                  | 5          |
| J6BA   | 45     | Social Media Literacy | 1          | 6                  | 5          |

#### GT77 46 Digital Literacies (SCQF level 6)

| 4 code | 2 code | Unit title            | SQA credit | SCQF credit points | SCQF level |
|--------|--------|-----------------------|------------|--------------------|------------|
| J6B6   | 46     | Information Literacy  | 1          | 6                  | 6          |
| J6B7   | 46     | Network Literacy      | 1          | 6                  | 6          |
| J6BA   | 46     | Social Media Literacy | 1          | 6                  | 6          |

## 3 Aims of the qualifications

The awards aim to provide a structured progression of learning contexts to develop skills and knowledge informing key aspects of digital literacy. These include technical, productivity and communication skills and the principles of digital literacies underpinning the use of digital information, networks, and social media.

### 3.1 General aims of the qualifications

Each qualification aims to provide:

1. Structured contexts where knowledge and skills relevant to the use of digital information, online networks and social media can be developed safely, legally, and ethically.
2. Opportunities to deepen knowledge and practical experiences in using digital tools for personal, educational, business and community purposes.
3. Opportunities to develop key cognitive skills such as problem solving, analysis and evaluation.
4. Opportunities to develop collaborative skills.
5. Opportunities to develop employment skills related to National Occupational Standards.

### 3.2 Specific aims of the qualifications

6. To deepen knowledge of digital literacy principles.
7. To enable learners to proactively contribute to the digital economy.
8. To increase awareness of digital citizenship and implications for society.
9. To enable learners to set up and use contemporary digital devices effectively, safely, and legally.
10. To prepare learners for progression opportunities in learning through increased digital skills.
11. To develop digital skills necessary to take advantage of employment opportunities.
12. To increase learners' confidence and participation in a digital world.

## 4 Recommended entry to the qualifications

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

Learners would benefit from having some experience of online access using a digital device before beginning the SCQF level 4 units. This may be evidenced by possession of NPA Digital Skills at SCQF level 3 or equivalent qualifications.

### 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 Literacies at SCQF level 4

| Core Skill                                     | Recommended SCQF entry profile | Associated assessment activities   |
|--|--------------------------------|--|
| Communication                                  | 3                              | <p>Read and understand a non-complex document.</p> <p>Produce a brief document that conveys several pieces of information.</p>   |
| Numeracy                                       | 3                              | <p>Carry out a variety of non-complex number tasks.</p> <p>Extract numerical information from a table.</p>   |
| Information and Communication Technology (ICT) | 3                              | <p>Carry out ICT activities involving basic operations.</p> <p>Use ICT to locate information using local or remote data sources.</p> <p>Demonstrate safe practices in using ICT to handle and secure information safely.</p> |
| Problem Solving                                | 3                              | <p>Plan, organise and carry out a non-complex activity.</p>  |
| Working with Others                            | 3                              | <p>Work co-operatively with another to identify and carry out an agreed role, adapting actions and behaviours.</p>   |

## NPA Digital Literacies SCQF level 5

| Core Skill                                     | Recommended SCQF entry profile | Associated assessment activities  |
|--|--------------------------------|---|
| Communication                                  | 4                              | <p>Read and understand a straightforward document.</p> <p>Produce a brief document that conveys several pieces of information.</p>  |
| Numeracy                                       | 4                              | <p>Carry out a variety of straightforward number tasks.</p> <p>Extract and interpret numerical information from a table.</p>  |
| Information and Communication Technology (ICT) | 4                              | <p>Carry out ICT activities involving straightforward operations.</p> <p>Use ICT to locate information in different formats from a range of local or remote data sources, using appropriate search techniques and selected for relevance.</p> <p>Demonstrate safe practices in using ICT to handle and secure information safely, recognising risks and acting accordingly.</p> |
| Problem Solving                                | 4                              | <p>Plan, organise and carry out a straightforward activity, select and obtain resources and implement actions.</p>  |
| Working with Others                            | 3                              | <p>Work co-operatively with another to identify and carry out an agreed role, adapting actions and behaviours.</p>  |

## NPA Digital Literacies SCQF level 6

| Core Skill                                     | Recommended SCQF entry profile | Associated assessment activities   |
|--|--------------------------------|--|
| Communication                                  | 5                              | <p>Read, understand and evaluate a factual document.</p> <p>Produce documents that convey several pieces of information, opinions, theories or aspects of a subject.</p>   |
| Numeracy                                       | 4                              | <p>Carry out a variety of straightforward number tasks.</p> <p>Extract and interpret numerical information from a table.</p>   |
| Information and Communication Technology (ICT) | 5                              | <p>Carry out ICT activities using hardware responsibly and presenting information appropriately.</p> <p>Carry out a range of non-routine ICT activities using application software.</p> <p>Use ICT to locate information in different formats from a range of local or remote data sources, applying search strategies and evaluating information found.</p> <p>Demonstrate safe practices in using ICT to handle and secure information safely, recognising risks and acting accordingly.</p> |
| Problem Solving                                | 5                              | <p>Plan, organise and carry out a problem-solving activity, select and obtain resources and implement actions. Evaluate the activity by gathering evidence to decide effectiveness of problem-solving techniques used.</p>   |
| Working with Others                            | 4                              | <p>Work co-operatively with another to identify and carry out agreed roles and tasks, seeking, and offering support throughout activities. Evaluate own and feedback on contributions from others.</p>   |



## **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

| Code    | Unit title            | Aim 1 | Aim 2 | Aim 3 | Aim 4 | Aim 5 | Aim 6 | Aim 7 | Aim 8 | Aim 9 | Aim 10 | Aim 11 | Aim 12 |
|---------|-----------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| J6B6 44 | Information Literacy  | X     |       |       |       |       |       |       |       | X     | X      | X      | X      |
| J6B7 44 | Network Literacy      | X     | X     | X     | X     | X     | X     | X     |       | X     | X      | X      | X      |
| J6BA 44 | Social Media Literacy | X     | X     | X     | X     | X     | X     | X     |       | X     | X      | X      | X      |
| J6B6 45 | Information Literacy  | X     | X     | X     | X     | X     | X     | X     |       | X     | X      | X      | X      |
| J6B7 45 | Network Literacy      | X     | X     | X     | X     | X     | X     | X     |       | X     | X      | X      | X      |
| J6BA 45 | Social Media Literacy | X     | X     | X     | X     | X     | X     | X     | X     | X     | X      | X      | X      |
| J6B6 46 | Information Literacy  | X     | X     | X     | X     | X     | X     | X     |       | X     | X      | X      | X      |
| J6B7 46 | Network Literacy      | X     | X     | X     | X     | X     | X     | X     |       | X     | X      | X      | X      |
| J6BA 46 | Social Media Literacy | X     | X     | X     | X     | X     | X     | X     | X     | X     | X      | X      | X      |

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

There are opportunities to incorporate the following NOS, or specific performance criteria from a NOS, into the delivery of the following units from this group award.

### Level 4

| Cod     | Unit title           | National Occupational Standard  | Performance criteria  |
|---------|----------------------|---|---|
| J6B6 44 | Information Literacy | Produce data visualisations to support business insights (TECHDUBI2). | 2. Identify the data required to produce visualisations.  |
|         |                      | Show trends and patterns in data using graphs and charts (TECHDUDA3). | 5. Select the type of graphical output to apply in line with requirements.<br>6. Create graph or chart instance of the required data.   |
|         |                      | Create formulae and charts in spreadsheets (TECHDUSS2).               | 2. Enter, import and edit spreadsheet data accurately.<br>6. Select chart and graph styles to display spreadsheet in line with requirements.<br>7. Produce and label charts and graphs to provide required data visualisations.               |
|         |                      | Evaluate digital information (TECHDUDI3).                             | 1. Evaluate information from online searches to determine the accuracy, validity, and currency.<br>2. Develop and refine search queries to deliver improved results.<br>5. Use information tools to gather and share information efficiently. |
|         |                      | Find and store digital information (TECHDUDI1).                       | 5. Bookmark relevant online sources for future ease of access.  |

#### Level 4 (continued)

| Cod     | Unit title       | National Occupational Standard   | Performance criteria   |
|---------|------------------|--|--|
| J6B7 44 | Network Literacy | Implement security for a digital device (TECHDUDS2).                   | 2. Implement, configure and maintain antivirus security software to protect from threats to privacy and data on digital devices in line with organisational standards.   |
|         |                  | Configure digital systems (TECHDUDD2).                                 | 2. Connect devices to Wi-Fi hotspots to provide online connectivity during roaming.<br>5. Implement cloud data storage to provide improved data accessibility.   |
|         |                  | Setup and use digital devices (TECHDUDD1).                             | 5. Connect to an Internet Service Provider (ISP) through a router using Wi-Fi or cable connection to provide online services.  |
|         |                  | Recognise and resolve routine digital technology problems (TECHDUCO1). | 8. Explore internet connections and network availability to identify network and internet availability and performance issues.   |
|         |                  | Operate safely and securely when working online (TECHDUPP1).           | 1. Follow organisational procedures to share information securely when working online.<br>2. Review software application access privileges and password authentication requirements carefully prior to installation on digital devices.<br>3. Keep browser software updated to maintain online privacy and security resilience in line with organisational standards.<br>10. Check that antivirus protection is up to date in line with organisational procedures. |

#### Level 4 (continued)

| <b>Cod</b> | <b>Unit title</b>     | <b>National Occupational Standard</b>                             | <b>Performance criteria</b>  |
|------------|-----------------------|---|--|
| J6BA 44    | Social Media Literacy | Configure digital systems (TECHDUDD2).                            | 6. Check for and implement operating system and software updates and patches to keep software updated.   |
|            |                       | Create and manage online digital accounts (TECHDUDT2).            | 5. Complete new account registrations securely and in line with provider instructions.   |
|            |                       | Maintain data security when using digital technology (TECHDUDS1). | 1. Take appropriate security precautions when working online in line with organisational standards.<br>10. Comply with laws, regulations and organisational policies when using data in digital systems. |

## Level 5

| Code    | Unit title            | National Occupational Standard  | Performance criteria  |
|---------|-----------------------|---|---|
| J6B6 45 | Information Literacy  | Produce data visualisations to support business insights (TECHDUBI2). | 2. Identify the data required to produce visualisations.  |
|         |                       | Show trends and patterns in data using graphs and charts (TECHDUDA3). | 7. Identify the form of trend the data exhibits.<br>8. Select and fit a linear trend line to visualise time series data trend.<br>12. Save the graph output in the spreadsheet. |
|         |                       | Create databases to store and retrieve data (TECHDUDB2).              | 2. Create a single table database structure with the required fields correctly.<br>3. Populate a database table with required data accurately.                                  |
|         |                       | Evaluate digital information (TECHDUDI3).                             | 1. Evaluate information from online searches to determine the accuracy, validity, and currency.<br>5. Use information tools to gather and share information efficiently.        |
|         |                       | Enhance online information searches (TECHDUDI2).                      | 8. Review search results to assess suitability of information identified.   |
|         |                       | Find and store digital information (TECHDUDI1).                       | 5. Bookmark relevant online sources for future ease of access.  |
| J6B7 45 | Network Literacy      | Maintain data security when using digital technology (TECHDUDS1).     | 10. Comply with laws, regulations and organisational policies when using data in digital systems.   |
| J6BA 45 | Social Media Literacy | Maintain data security when using digital technology (TECHDUDS1)      | 1. Take appropriate security precautions when working online in line with organisational standards.   |
|         |                       | Assess the use of social media collaborations (TECHDUOC3).            | 6. Collect and review online ratings, reviews and recommendations to assist selection of It tools and social networks.  |

## Level 6

| Code    | Unit title           | National Occupational Standard  | Performance criteria  |
|---------|----------------------|---|---|
| J6B6 46 | Information Literacy | Show trends and patterns in data using graphs and charts (TECHDUDA3). | <ol style="list-style-type: none"> <li>1. Import file data into a spreadsheet.</li> <li>3. Validate data to identify non-compliant data.</li> <li>4. Remove duplicate, inaccurate and null data.</li> </ol>   |
|         |                      | Apply conditional formatting to visualise data (TECHDUDA2).           | <ol style="list-style-type: none"> <li>1. Identify the dataset to be studied and formatting requirements to visualise data with stakeholders.</li> <li>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.</li> </ol>  |
|         |                      | Automate digital presentations (TECHDUPP3).                           | <ol style="list-style-type: none"> <li>3. Manage slide formatting using slide masters to implement organisational house style in presentations.</li> <li>7. Create a custom slide show to automate a presentation for automated playback.</li> <li>8. Add audio narrations to digital presentations in line with organisational requirements.</li> <li>9. Save presentations into appropriate shared or local repositories in line with organisational standards.</li> <li>10. Present digital presentations using automated playback features in line with organisational requirements.</li> </ol> |
|         |                      | Create enhanced digital presentations (TECHDUPP2).                    | <ol style="list-style-type: none"> <li>1. Identify the target audience for a digital presentation to guide design requirements.</li> <li>2. Agree the purpose and specification of the presentation with stakeholders.</li> <li>3. Select appropriate organisational templates, themes and layouts to display content in line with organisational standards</li> <li>4. Insert media files into digital presentations in line with requirements.</li> </ol>   |

## Level 6 (continued)

| Code    | Unit title                       | National Occupational Standard                                 | Performance criteria  |
|---------|----------------------------------|--|---|
| J6B6 46 | Information Literacy (continued) | Create enhanced digital presentations (TECHDUPP2) (continued). | <ol style="list-style-type: none"> <li>5. Add notes to slides to provide clear guidance to co-presenters.</li> <li>6. Add slide transition effects to digital presentation slides to enhance delivery in line with organisational standards.</li> <li>7. Create and import tables, charts and graphs into digital presentations in line with requirements.</li> <li>8. Save presentations into appropriate shared or local repositories in line with organisational standards.</li> </ol>   |
|         |                                  | Create digital presentations (TECHDUPP1).                      | <ol style="list-style-type: none"> <li>1. Identify the purpose of the presentation and its key aims with stakeholders.</li> <li>2. Create a new digital presentation layout in line with requirements.</li> <li>3. Format presentation design, including title slide, background, headers and footers in line with organisational standards.</li> <li>4. Add text and graphics content to meet requirements.</li> <li>5. Import digital images and other media into digital presentations in line with organisational procedures.</li> <li>6. Review and check digital presentations to identify and rectify errors.</li> <li>7. Review the presentation as a slide show to test that it meets delivery requirements.</li> <li>8. Edit and update digital presentations in line with requirements.</li> <li>9. Save digital media presentations for delivery and reuse in line with organisational standards.</li> <li>10. Share and upload digital presentations to online environments in line with organisational procedures.</li> </ol> |



## Level 6 (continued)

| Code    | Unit title                       | National Occupational Standard                            | Performance criteria   |
|---------|----------------------------------|---|--|
| J6B6 46 | Information Literacy (continued) | Evaluate digital information (TECHDUDI3)                  | 1. Evaluate information from online searches to determine the accuracy, validity, and currency.  |
|         |                                  | Enhance online information searches (TECHDUDI2)           | 2. Identify online information sources to direct online searches.<br>7. Perform online searches in line with search strategies.<br>9. Select and download valid digital information from online sources.<br>10. Configure data repositories to store downloaded information.<br>11. Organise downloaded information to aid retrieval according to data types including images, documents, web links and audio playlists. |
| J6B7 46 | Network Literacy                 | Configure digital systems (TECHDUDD2)                     | 4. Install and configure software applications from cloud or digital media to meet new requirements.<br>5. Implement cloud data storage to provide improved data accessibility.  |
| J6BA 46 | Social Media Literacy            | Assess the use of social media collaborations (TECHDUOC3) | 1. Implement the organisations social media collaboration strategy in line with organisational requirements.   |

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

| Unit code | Unit title            | Communication |       |   | Numeracy |     | ICT |     | Problem Solving |    |    | Working with Others |     |
|-----------|-----------------------|---------------|-------|---|----------|-----|-----|-----|-----------------|----|----|---------------------|-----|
|           |                       | W (R)         | W (W) | O | UN       | UGI | AI  | PCI | CT              | PO | RE | WCO                 | RCC |
| J6B6 44   | Information Literacy  |               |       |   |          | E   | E   | E   | E               | E  | E  |                     |     |
| J6B7 44   | Network Literacy      |               |       |   |          |     | E   | S   | S               |    |    |                     |     |
| J6BA 44   | Social Media Literacy | S             | S     |   |          |     | S   | S   |                 |    |    | E                   | E   |
| J6B6 45   | Information Literacy  |               |       |   | S        | E   | E   | E   | E               | E  | E  |                     |     |
| J6B7 45   | Network Literacy      |               | S     |   |          |     | E   | S   | S               | S  |    |                     |     |
| J6BA 45   | Social Media Literacy | S             | S     |   |          |     | S   | S   |                 |    |    | E                   | E   |
| J6B6 46   | Information Literacy  | S             | S     | S | S        | E   | E   | E   | E               | E  | E  |                     |     |
| J6B7 46   | Network Literacy      |               | S     | S |          |     | E   | S   | S               | S  | S  |                     |     |
| J6BA 46   | Social Media Literacy | S             | S     |   |          |     | S   | S   |                 |    |    | E                   | E   |

(E = Embedded; S = Signposted).

#### Key:

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

## 5.4 Assessment strategy for the qualification

| Unit  | Assessment — covering all outcomes  |
|---|---|
| Information Literacy<br>Network Literacy<br>Social Media Literacy | <p>An instrument of assessment applicable to all outcomes at each level is the production of an e-portfolio containing robust samples of evidence generated as learners progress through the units.</p> <p>The evidence of both cognitive and practical competences may take a variety of digital forms including text, graphics, video, audio and other suitable media over an extended period of time and at varying locations. The evidence may also be embedded in or linked to blogposts.</p> <p>Within educational settings there may be restrictions on access to various social media that limit learners' choices. It is within the scope of these units to enable and encourage learners to use social media outwith their centres. Learners should retain evidence of their work, for example using screenshots, URLs, photos, etcetera. that can be authenticated by their assessors before adding to their e-portfolios. Authentication is required where evidence is not generated under controlled conditions and may take various forms. For example, a discussion would allow the assessor to pose a series of questions about the evidence provided, for example social media involved, its structure, user interface and relevant techniques to ascertain that it is the personal work of the learner, its relevance to the outcome, that it has been collated in a safe and responsible manner and with any copyright permissions. Some forms of evidence (such as video recordings) have intrinsic authentication requiring no further means of verification. In other cases, a formal statement may be signed by both the learner and assessor that attests to authenticity of evidence provided.</p> |

## 6 Guidance on approaches to delivery and assessment

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

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

Where there are institutional restrictions on access to online resources such as social media, learners should be encouraged to gain experience outwith their formal learning environments, while always adhering to appropriate safety and legal guidelines and online etiquette.

Where learning takes place outside the educational institution it is necessary for the assessor to authenticate any evidence produced for the learner's e-portfolio. Guidance on authentication procedures is given in section 5.4 of this document.

While units may have a focus on specific areas, for example business, educational or community uses of online resources and social media, to engage learners and stimulate interest, activities should reflect as far as possible the personal preferences of learners. For example, when working on the Social Media Literacy units, learners could use social media relating to activities they are already engaged in either in other school / college subjects, in business or their community such as a charity fundraising event, or personal engagement in local politics. Generic issues may also be exemplified through teaching such as the questions that surround the impact of social media use in society and issues regarding personal privacy of individuals using online platforms.

For Information Literacy units learners should use, and teaching exemplified through, operating systems they are familiar with, for example on mobile devices to search for, organise and repurpose information on subjects in which they have a personal or educational interest, or business need. It is expected that learners will be introduced to in-built help and support features of their devices, on websites and forums to gather data and produce information relating to their academic work, hobbies, leisure activities or other topics that stimulate interest and increase levels of engagement.

Network Literacy units will allow learners to use set up and use devices and technologies for personal communications, learning networks and business uses, and increase their awareness of security implications of such activities.

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

## 6.1 Sequencing / integration of units

There are opportunities to integrate learning outcomes of the units and take a holistic approach to delivery. If units are delivered individually then the recommended sequence is Information Literacy, Network Literacy and Social Media Literacy. This will provide learners opportunities to progress through learning activities that will develop their digital user and literacy skills. It is recommended that assessment takes the form of e-portfolios in which learners collate evidence for each unit outcome. Assessors should take a holistic approach to assessment, using professional judgement to determine the extent to which the unit outcomes and performance criteria have been met. In addition, knowledge elements of each unit may be assessed by short tests under more controlled conditions, for example quizzes, multiple choice questions, surveys, etcetera.

Evidence may be used to meet more than one performance criterion across units. For example, learners may use social media to locate information required for Information Literacy units which appropriately meets the evidence requirements of a specific criterion in the Social Media Literacy units.

## 6.2 Recognition of prior learning

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

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

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

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

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

The following sub-sections outline how existing SQA 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 degree programmes. The NPAs Digital Literacies have clear hierarchical structures across the component units at each level providing pathways for learners to progress through the levels. There are also opportunities to progress from the NPAs to further qualifications such as National Certificates and Higher National Certificates in Computing / Digital and other sectors.

## 6.2.2 Professional recognition

The qualifications are not designed to gain any professional recognition.

## 6.2.3 Transitional arrangements

The revised units will replace the previous versions in August 2022. Learners who possess or have partially completed H7E units will have until July 2025 to complete NPA Digital Passport (G7JW 44; G7JX 45; G7JY 46).

| 4 code | 2 code | Unit title            | SQA credit | SCQF credit points | SCQF level |
|--------|--------|-----------------------|------------|--------------------|------------|
| H7E9   | 44     | Information Literacy  | 1          | 6                  | 4          |
| H7E9   | 45     | Information Literacy  | 1          | 6                  | 5          |
| H7E9   | 46     | Information Literacy  | 1          | 6                  | 6          |
|        |        | <b>or</b>             |            |                    |            |
| J6B6   | 44     | Information Literacy  | 1          | 6                  | 4          |
| J6B6   | 45     | Information Literacy  | 1          | 6                  | 5          |
| J6B6   | 46     | Information Literacy  | 1          | 6                  | 6          |
| H7EA   | 44     | Network Literacy      | 1          | 6                  | 4          |
| H7EA   | 45     | Network Literacy      | 1          | 6                  | 5          |
| H7EA   | 46     | Network Literacy      | 1          | 6                  | 6          |
|        |        | <b>or</b>             |            |                    |            |
| J6B7   | 44     | Network Literacy      | 1          | 6                  | 4          |
| J6B7   | 45     | Network Literacy      | 1          | 6                  | 5          |
| J6B7   | 46     | Network Literacy      | 1          | 6                  | 6          |
| H7EB   | 44     | Social Media Literacy | 1          | 6                  | 4          |
| H7EB   | 45     | Social Media Literacy | 1          | 6                  | 5          |
| H7EB   | 46     | Social Media Literacy | 1          | 6                  | 6          |
|        |        | <b>or</b>             |            |                    |            |
| J6BA   | 44     | Social Media Literacy | 1          | 6                  | 4          |
| J6BA   | 45     | Social Media Literacy | 1          | 6                  | 5          |
| J6BA   | 46     | Social Media Literacy | 1          | 6                  | 6          |

### **6.3 Opportunities for e-assessment**

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

E-assessment opportunities may arise for the units using, for example, multiple choice quizzes that can be used to capture knowledge and skills (or cognitive abilities) that are associated with each of the units. Assessors wishing to employ a more holistic assessment process may do so using ePortfolios to capture evidence as learners progress through the units.

### **6.4 Support materials**

SOLAR assessments are being developed for all units.

### **6.5 Resource requirements**

Centres offering these qualifications will be required to provide access to a range of internet resources and support the use of digital devices, computing networks and social media.

Centres with restricted access to some internet-based services should consider a 'flipped classroom' approach to learning and teaching. Consideration should also be given to safe online environments such as Edmodo, GLOW, TeacherTube, Teams, Twiducate, etcetera. However, it will not be possible to complete the units successfully by simply accessing a simulated environment. Evidence generated outwith schools, colleges or training organisations must be authenticated. Information on authentication procedures is detailed in each unit specification.

## 7 General information for centres

### Equality and inclusion

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

### Internal and external verification

All assessments used within this / these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

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

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



## 8 Glossary of terms

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

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

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

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

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

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

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

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

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

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

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

## History of changes

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

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

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

| Version Number | Description | Date |
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## Acknowledgement

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

Template version: July 2020

## 9 General information for learners

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

The NPA Digital Literacies at SCQF levels 4, 5 and 6 will give you the opportunity to develop your knowledge and skills in handling information, understanding of, and using, computer networks and social media. It will give you more confidence when using digital devices, better understand how networks work and increase your awareness of social media practices for a range of purposes — in education, for community projects, to support and market a business enterprise or for personal and recreational use.

The qualifications are suitable for a range of learners and the levels span from those with limited experience of online services and digital technologies to more advanced users who wish to increase the knowledge and skills they have. They will provide opportunities for you to successfully participate in the digital world. The qualifications focus on practical experiences as well as underpinning theory that will enable you to understand how digital devices, systems and networks operate, and the online resources that support them. You will learn about hardware, customisations, audio, and video software, and how to keep your devices and accounts secure. You will also learn how to access and store information and create online resources. You will develop your knowledge of networked devices and how to connect to, use, and set up networks and collaborate with others safely.

You will be able to progress through the units to expand your knowledge or skills or begin at the level right for you.

You will be asked to produce evidence of your learning throughout the qualification. You may be asked to collate evidence in an eportfolio to store a range of your work: presentations; web pages; digital artefacts such as images, video and audio clips produced. Evidence could include screenshots of work you have produced outside your learning environment, for example how you have used social media to promote a community project or enterprise activity. You could also create a series of blogposts with links to the material you have produced for the units.

The NPAs Digital Literacies will give you opportunities to:

- ◆ Develop your knowledge of digital literacy and enhance your digital skills.
- ◆ Store, organise, manage, repurpose, and create digital information.
- ◆ Learn how to set up your own computer network and how to identify and fix technical problems.
- ◆ Use social media safely, legally, and ethically for personal, educational, community, business, and political purposes.
- ◆ Learn how to identify valid online information, evaluate its worth and raise your awareness of scams and other security risks.

The knowledge and skills you develop are highly valued by employers and will enhance your career opportunities. In addition, you will develop a range of Core Skills and become an active and competent digital citizen.